

HANDLE WITH CARE

SUSTAINING CHIC-NESS WITH THRIFTED CLOTHES

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Abstract

The “Handle with Care” project aims to promote self-expression, building confidence, looking and feeling good while doing good. This project is about “coolness” so that what we define as *environmental movers* may embrace sustainability in fashion in everyday life. This paper defines and investigates models of environmental movers (EM), based on a long-term collaboration and community-based project about fashion, sustainability, identity, with a focus on environmental solutions to ecological, class, and social justice. The authors describe and evaluate the first two years of “Handle with Care,” a long-term collaboration between a university, including an independent study and two classes, and a community partner. The collaboration led to the planning and opening of Envirochic/Chic Shack, an environmental boutique developed and implemented with a local high school in the United States. The theory of *environmental movers* and the praxis of the Chic Shack promote an inclusive and mindful community that invites everyone to express themselves as they are. The larger “Handle with Care” project centers experiential learning, engaged and embodied experiences for both high school and college students to learn and practice fashion and sustainability together.

Keywords: *Sustainability, Circular consumption, Fashion, Nature, Community*

INTRODUCTION

In the United States and most countries in Europe, consumers of all ages have too many clothes, shoes, accessories, often living in houses full of unnecessary objects, driving multiple cars: according to the United States census, the average household income in 2023 was over \$80,000, In 1922, 91.7% of households had at least one car, more than a third had two (Valentine, 2024). This abundance often leads to wanting more, instead of an introspective look at the reasons for this over-consumption. In the same countries (United States and most of Europe), as well as the rest of the world, the other side of too much stuff for some is not enough for others. Class, race, gender inequalities lead to deep divisions between those who have too much and

those who may need something, be it food, clothes, housing, health care, education, and employment.

Environmental injustice, defined as historic, social, cultural, political, economic inequalities that emerge because of where people live and what they have (or do not) is central for the arguments and lessons from this paper. The depth of the differences creates ecosystems that can simultaneously benefit some while harming others, even within the same city or region. One example is where trash and toxic waste may end up, away from an area and into another. Scholarship in environmental justice (see the definition from the United States Environmental Protection Agency; Johnson, et al., 2020; Penniman, 2018; Humes, 2024) prove that the people who deal with the literal and

metaphorical environmental *residue* are often from lower socioeconomic classes or from minoritized communities.

Specifically, the authors focus on fashion and sustainability, as part of the project “Handle with Care.” As a team of faculty, students at a university, teachers, staff, and administrators at a local high school and school district, the authors have developed a model to take clothes that are discarded, donated, thrifted, no longer loved by finding them a new home. This model highlights a circular fashion (Dana et al., 2023; Fletcher and Tham, 2015; Charter et al., 2023; Henninger et al., 2017; Muthu, 2015, 2016, 2017) and cradle-to-cradle philosophy (McDonough and Braungart, 2002; Henninger et al., 2017).

Thus far, the “Handle with Care” team has opened an environmentally friendly boutique at a local high school in the United States, in collaboration with a class project at Wake Forest University. This project is about fashion, sustainability, but also about identity, style, self-expression. Most importantly, this project is a *movement*, as students in high school and in college reflect on their current consumption and environmental practices. The class, in conjunction with the larger project, aims to create and observe *environmental movers*.

OBJECTIVES

The “Handle with Care” project aims to promote self-expression, building confidence, looking and feeling good while *doing* good. In the formational high school and college years, students develop their own style and identity. The focus is on thrifting, recycling, upcycling, as well as the ability to knit, sew, crochet, make their own clothes by hand and take care of them long-term so that students learn and maintain life-long sustainable habits. The project is also about “coolness” so that students may embrace sustainability in fashion and fashion as sustainable in everyday life, influencing their peers and demonstrating that being chic and green is the way forward (see Fani et al., 2023; Denisova, 2021, Brooks et al., 2017).

This paper defines and investigates models of *environmental movers* (EM), based on a long-term collaboration and community-based project about fashion, sustainability, identity, with a focus on environmental solutions to ecological, class, and social justice.

Based on the “Handle with Care” community project and class, as well as other projects not

discussed in this paper, *environmental movers* are sustainable visionaries, young thrifters, recyclers, nature walkers, water savers, and often all of the above. *Environmental movers* act and argue from a perspective of abundance, respect for other people, animals, inanimate objects, nature, while advancing practices of care for all. *Environmental movers* engage arguments that move, as they maintain and sustain what they already have for the benefit of all.

The goal of this project is to create and engage life-long *environmental movers* who 1) resist current habits based on consumption and exclusive practices rooted in racial capitalism, and 2) return to relationships with people and nature from perspectives that trace back to indigenous communities (Kulnieks et al., 2013). *Environmental movers’* arguments are careful, inclusive, innovative, simple yet deep, old but new, daring while simmering.

METHOD: ENVIRONMENTALLY CHIC, NOW AND LATER?

The “Handle with Care” model follows the method of participatory critical rhetoric (Middleton et al., 2014, 2015a and 2015b; McKinnon et al., 2016, Alsakhita, 2024) as the team works collaboratively as co-creators in all aspects of the project, from curriculum design with undergraduate and graduate students, to the finalization of all details of the Chic Shack with teachers and students at the high school. This approach, as summarized by Alsakhita (2024), “centers individuals not merely as objects of the study but as co-creators of meaning of the narratives.” The examples in this paper are community-based case studies with students, teachers in the United States, as well as Italy. They demonstrate cross-cultural lessons for scholars and practitioners in fashion and sustainability (Shi, 2022). Students and teachers collaborate on pedagogical models that invite, persuade, and care for nature, and each other, horizontally and centrifugally.

The method includes a description and evaluation of the first two years of “Handle with Care”: the long-term collaboration and two classes, which includes Envirochic/Chic Shack, an environmental boutique planned, developed, and implemented with a local high school in the United States. This space provided a platform to explore and advocate for sustainability through fashion and style. All students participate in environmentally conscious “shopping” by either selecting donated

items they need or “paying” through donations of clothes, eco-currency, or by contributing their time and efforts to support the boutique.

“Handle with Care” includes two additional projects not discussed here: Amic(h)i(c) and COM Prom/Prom Shop. Amic(h)i(c), a combination of the word for “friends” in Italian (*amici*) and “chic,” is a cultural and sartorial exchange between high schoolers in the United States and Italy. Amic(h)i(c) mirrors the goals of “pen pals” to connect peers across different cultures (see Shi, 2022). Students exchange clothes, walking in each other’s used shoes/shirts/pants, learn about sustainability and develop strategies to avoid overconsumption. They also connect via email or social media to get to know each other and discuss their fashion and sustainability habits. COM Prom and Prom Shop is an end-of-the-school-year celebration developed, first, for an academic unit at Wake Forest University, and now a pilot for high schools in conjunction with the local school district. The goal is to collect donated prom dresses, suits, formal attire for all genders, then open a pop-up shop for all local high schoolers, so they can thrift and look/feel good for their end-of-the-year events.

In this paper, the focus is on Envirochic/Chic Shack, because of its successful opening as an environmentally friendly boutique for high school students, with the support and assistance of university students.

All three projects are still works-in-progress. After only two years, the goal is to impact students’ environmental practices for the future. The initial-albeit incomplete- reactions from students of the second class at the university, in the form of comments from their reflective assignments and from discussion groups, in addition to personal examples of successes, challenges, offer lessons for educators and administrators. The case-study cannot prove that students are and will be *environmental movers* forever. However, the model, including (in the appendix) the syllabus and the MOU with community partners, is for others to do, act, move toward their own environmentally chic habits based on abundance and respect for nature.

The “Handle with Care” model combines environmental justice theory with identity studies that center youth and the ways they build confidence and self-esteem based not on what they have but on who they are—encompassing race, gender, sexuality, religion, culture, nationality, origin, and mental and physical characteris-

tics. University and high-school students across the United States and Italy are invited to reuse, thrift, and express themselves through an environmentally friendly boutique that emulates the trendiest vintage shops in fashion capitals such as Milan and Paris.

This community-based collaboration is experiential and embodied (Burns et al., 2021), centering on *environmental movers* as already engaged in arguments that agitate (instead of regurgitating) because we/they listen and learn from each other, horizontally and centrifugally. *Environmental movers* use and learn from arguments that move through words and actions, toward sustainable practices in everyday fashion consumption. As a form of persuasion, environmental movers make arguments in *motu* (Keohane and Von Burg, 2023), moving through challenges and disagreements in discourses around sustainability, fashion, mobility, while advancing new possibilities for collaboration.

Responding specifically to this conference call to imagine fashion as prosperity, for a sustainably “chic” future, the “Handle with Care” team members are environmental movers. As an experiential and embodied model, the premise is one of abundance, asking students to pause and reflect on their own consumption and the effects their purchasing habits have on the environment. Students also reflect on their “why,” what personal reasons motivate them to connect and respect nature, not only for themselves but for others. The two basic principles of *environmental movers* (*abundance and nature*) serve as guiding goals for the class and the community projects. As opposed to fast fashion, online shopping, lack of awareness about labor practices, textile production, and even modes of packaging, students develop their own definition and find their own place within the environmental movement. As a long-term goal, the questions ask how and why this change may last: will students keep thinking and acting as *environmental movers*?

FINDINGS: ENVIROCHIC/CHIC SHACK

In the United States, local high schools often have a closet with donated clothes for students who show up with dirty, ruined, or poorly fitting clothes. The students who wear/use those clothes are mostly from low socioeconomic backgrounds, often from black/brown/indigenous/immigrant communi-

ties who may not have the means to dress “like” the other pupils. At times the clothes go to girls or others who are “under”-dressed, deemed too provocative for class. The pile of clothes is seldom exciting, rather a last resort for students who wear them begrudgingly. A team of college and high school faculty and students in the United States planned, prepared (even painted) and opened Chic Shack in April 2024. Originally called “Envirochic”, the space became the “Chic Shack” because of a student’s suggestion at the high school selected for this pilot: an environmental boutique planned, developed, and implemented by teachers and administrators, along with the high school students, to learn and practice arguments about fashion and sustainability.

At the Chic Shack, all students shop in environmentally conscious ways, taking items that they need. The initial idea for the boutique was to ask students to “pay” with donated clothes, or to develop an eco-currency, or to give back time/efforts toward managing or supporting the boutique. As of now, all clothes are free, to anyone who needs them, given that the local high school is a Title I school, meaning the school has a high percentage of students who qualify for assistance.

Envirochic/Chic Shack encourages a focus on the life span of clothes (how to take care of them, from washing to fixing them). The model is one of *caring for* fashion and *daring* to be oneself through thrifting, with a focus on circular modes of style. Envirochic/Chic Shack also invites students to share their passions, unique sense of self through unique pieces from their cultures, connecting sustainability to any curriculum (Seijas and Parra, 2022).

In addition to the Chic Shack being aesthetically pleasing (see pictures, figures 1, 2, 3), the most important aspect is the location, at the high school. The proximity to students and the accessibility of the space are central to the success of the space, so that students can get the clothes they need when they need them, without needing transportation on their own or from their peers/parents. As of 2023, only about a quarter of teen drivers (16-18) have a driver’s license, with lower numbers of young drivers having access to a car to go to school when coming from lower socio-economic backgrounds (Mathis, 2023). There is a list of local thrift stores available as additional shopping options. Some collaborate with the Chic Shack to offer vouchers or receive donations, but the Chic

Shack is unique in that it is conveniently located where students already spend their time in school (Fig. 01, Fig. 02).

The long-term plan is that the Chic Shack could serve as a pedagogical center to develop *environmental movers*. High school students learn and develop skills in sustainability, fashion, style, environmental consciousness, entrepreneurship, business management/economics, PR and marketing, as they plan, develop, furnish, and run Chic Shack. The model envisions high school students as peer-mentors who train new students to keep the model going, with the support of Wake students as mentors-the full syllabus and the list of learning outcomes and goals are in Appendix A.

Though the idea is unique, it is like other initiatives involving college students or teachers in collaborative fashion efforts. *Fashion Highlight Journal* presents the success of Rosato and colleagues (2024), who created an experimental study that removed college students from the barriers of exclusivity to the classroom and allowed student innovation of uniforms for a local railway company. The Chic Shack project, however, focuses on sustainability efforts of providing clothing options for youth in local schools. Both projects maintain an experiential learning aspect for college participants that allows students to interact collaboratively in a way that benefits themselves and others.

While working on the development and opening of the Chic Shack, the team presented the model to other educators and experts in environmental justice. They all praised the model for the two key principles of *environmental movers*: the focus on *abundance*, with copious donations of clothes and even funds to thrift for age-appropriate clothes. And the focus on *nature*, as the environmentally friendly boutique discourages over-consumption or unethical shopping, reminding that even those who need “new” clothes can bring home gently used ones.

DISCUSSION: RHETORIC AND SUSTAINABILITY IN THE CLASS AND BEYOND

When the team first agreed on the collaboration between Wake Forest University and the high school, the vision was for the completion of the environmentally friendly boutique (first named Envirotique, then Envirochic, and eventually Chic Shack) in 2 -3 months. The ambitious, not to say



Fig. 01

absurd, plan did not actualize in that timeframe because of the need for time and people. Before the university class was offered with the idea of college students mentoring younger students as they organized, opened, restocked, and managed the space, the local high-school teachers and staff participated in the preparation of the space. They invited a few high-schoolers who served as opinion leaders, spokespeople for their peers-without whom there would be no thrifting. The most important feedback from the high schoolers was about whether their peers would come to the Chic Shack. The students asked if they would support each other as thrifters, while selecting used clothes that had to be not only wearable but also desirable. “Coolness” must be the first thing on the high schoolers’ mind as they enter the Chic Shack, not need. As a Title I school, the Chic Shack is indeed a need for many, but it must remain a space for teens to navigate identity-building in a judgment-free zone. The supportive atmosphere, where students look out for one another without criticism, created the positive momentum that led to a successful opening day.

In the Fall of 2023 and Spring of 2024, college students, along with faculty, helped to

prepare the space by cleaning the area, painting, sorting and washing all donated clothes, then using donated and new furniture (racks, chairs, rugs, curtain for a dressing room) to make the space into a boutique. College graduate students and faculty had the opportunity to research high-end thrift stores in Milan, Italy, as well as Paris, France, and Barcelona, Spain, in addition to local second-hand stores. They implemented inspirations from those thrift stores to create a welcoming place, using lighting, colors, texture, coxy furniture, and of course the thrifted clothes.

On Earth Day, April 22, 2024, *environmental movers* came, thrifted, helped one another selecting clothes, and set aside a few items for their peers in Milan, for the clothes exchange. The university students prepared QR codes for mini-lectures about fashion and sustainability; supported the high school with PR material; and attended the grand opening as personal shoppers. The day was joyous, as about 300 high-schoolers, a third of the school, came through and left with thrifted clothes. As the Spring 2024 semester ended and the school year went into summer, the team reflected on the successes and opportunities for improvement, both for the class and, most



Fig. 02

importantly, for the Chic Shack. In May 2024, the first part of the cultural and sartorial exchange with the Lyceum in Italy took place.

In Fall 2024 and Spring 2025, the team is still working on a long-term sustainable model for the Chic Shack to operate by and for high school students. After a very successful and energizing grand opening in April 2024, during the summer, the heat/temperature change in the Chic Shack caused serious damage to the inventory. The team had to go back to work.

A generous donation and ongoing support for the model allowed a re-opening in October 2024, again with the support of the college students. They thrifted for new clothes and volunteered to receive community-donated supplies. The revamped space also included food for immediate consumption and to take home (Fig. 03).

In Fall 2024 and Spring 2025, pedagogically, two faculty and the teaching assistant, who was a student in the first class, redesigned some assignments with a more specific focus on environmental justice, and focused the first part of class on the project. The college students, from day one, understood the background and plan for the

Chic Shack and picked specific roles to help, from thrifting to PR/Marketing. With only one month to prepare for the re-opening, the students and the local school district staff worked with alacrity and purpose, and the reopening was also a success.

As a model for and by environmental movers, as a template for similar places for thrifting and learning, the Chic Shack offers several lessons, even as the team continues to collaborate with the high school and plans to create more environmentally friendly boutiques across town. The reflections serve as a self-evaluation and as an invitation for others to implement this model anywhere.

RECOMMENDATIONS FOR FUTURE PROJECTS

The main take-aways and recommendations for others to implement this model elsewhere center on the development of environmental movers, focusing on abundance and nature.

Abundance (of clothes, enthusiasm, time/it takes):

- There will be donations, but they must be high-quality and age appropriate;
- There must be a plan for intake (donations), for cleaning, and for display/on the shelves;
- Collaboration means all team members have an important role, listening and learning from all participants, especially the students who will be thrifting in the space;
- Beauty, intentionality, care for the space to be inviting, clean, colorful takes time, so teachers must encourage patience, while allowing those in need to shop through the preparation stage;
- The movement builds resistance to consumerism/capitalism.

Nature (focus on environmental justice, balance between need and sustainability, joy/chic-ness in thrifting):

- Focus on the “why,” importance of respect for nature and the environment, especially from an environmental justice perspective, highlighting differences in impact;
- Highlight the “coolness” of being environmentally friendly;
- Include discourses of care, for each other, for the clothes, finding a new home for them (lessons in laundry, sewing, upcycling);
- For college students, especially from a private university, invite learning about socio-economic differences and the reality of environmental justice close to their campus, understanding the



Fig. 03

context of their temporary home and reflecting on the inequalities in other areas, including their own home regions.

To evaluate the initial impact of the Chic Shack model and the pedagogical benefits for the college students, the second communication and environmental studies class, in Fall 2024, participated in voluntary discussion groups, led by a communication graduate student who had been participating and observing class meetings. The goal of the discussion group was twofold: first, to evaluate the class itself, beyond end-of-the semester evaluations from the first two classes; and secondly, to understand how and why the students may have changed their purchasing and consumption habits in relation to fashion and sustainability. While class assignments, including journals and reflective essays, do ask the students directly how and why the class material and the Chic Shack project may have impacted their everyday habits and long-term goals, the discussion groups allow more in-depth interactions among students, without the pressure of the grade. As of now, the team has not asked for feedback or conduct focus groups with the high school students, mostly due to the limited period of

operation of the Chic Shack, and because the high school students are not engaged in a class/curriculum that centers fashion and sustainability through an environmental justice perspective.

The class evaluations, comments, and reflections from college students as *environmental movers* were both positive and neutral, echoing what the “Handle with Care” team has highlighted above as ongoing plan to collaborate as university and high school students, teachers, administrators, and environmentally mind-full consumers.

CONCLUSION: MOVING TOWARD SUSTAINABILITY IN FASHION

At the center of the “Handle with Care” project and the Chic Shack, specifically, are *environmental movers*. After two years of working to prepare and to maintain the space, are students learning about abundance and nature? This paper presents the initial vision, model, implementation, and lessons from the community-class collaboration that led to the opening of an environmentally friendly boutique at a local high school.

The “Handle with Care” model focuses on sustainability and style, to promote and encourage meaningful and long-lasting eco-friendly habits. As *environmental movers*, the team promotes an inclusive and mindful community that invites everyone to express themselves as they are, during a critical time in the development of their self-esteem and creation of their own style.

The theory of environmental movers and the praxis of the Chic Shack are models of experiential learning, engaged and embodied experiences for both high school and college students to learn and, hopefully, remember and keep doing, moving. What will the students, as *environmental movers*, do as they observe and embrace abundance and nature? Will those who may have not experienced abundance agree to be “cool” with thrifted clothes? How does the overall trend toward thrifting and used clothes impact the sartorial choices of students? How may college and high school students from different socio-economic, racial, cultural backgrounds learn from each other and encounter their differences through clothes? Will they ever walk in each other’s used shoes? As a project rooted in environmental justice, the need to ask these questions and to explore solutions remains central, because a shared, sustainable future is never too much to handle, with care.

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CAPTIONS

[Fig. 01] Detail from the Chic Shack, picture taken by the authors.

[Fig. 02] Detail from the Chic Shack, picture taken by the authors

[Fig. 03] Detail from the Chic Shack, picture taken by the authors.

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APPENDIX A-CLASS SYLLABUS (INTRODUCTION)

This seminar emerges from two semesters of independent study and a pilot class with graduate and undergraduate students designing the curriculum together. In addition to exploring various themes and examples of fashion and sustainability across Wake Forest, the local community, and other parts of the world, the independent study has led to a community collaboration with North Forsyth High School (NFHS) in Winston-Salem, NC. The NFHS students are working with Wake students to open and maintain Envirochic, a thrifting store. Two students from the Independent Study also developed a similar project at Casa Artom, Venice, Italy, so that the students, faculty, and staff can donate, use, and take clothes. Students may work on/with Envirochic and/or two additional projects (Amichic and Comechic, see details below).

The goals of this course include:

- Studying the rhetoric of fashion and thrifting, connecting discourses of style, culture, community with themes of sustainability and environmental justice.
- Tracing and interrogating supply to source patterns, their economic impact, and environmental impact.
- Connecting to campus and community partners (in addition to Envirochic and Casa Closet, the team works on a cross-cultural clothes exchange with a high school in Milan, Italy; the plan is also to develop initiatives in conjunction with CEES, the Office of Sustainability, Campus Garden, and maybe Athletics-one example may be working on sustainable/green Wake gear and athletic uniforms).
- Meeting and discussing key themes about fashion and sustainability with local experts/speakers who may share how and why they develop products/businesses/initiatives that combine environmental theory with identity studies (both in person and via zoom). Speakers will include local designers, artists, and scholars in fashion and sustainability.
- Reading material, both academic books/articles and resources from various industries/fields, to understand the history, the current practices, and the possibilities for the future of fashion and sustainability.
- Planning and organizing new events such as a fashion show, while connecting to existing and possibly new initiatives across campus and in the community.

As students, you will think, learn, and practice skills along modules on:

- Fashion, specific to thrifting, recycling, with a focus on minimalist and long-term clothing/slow fashion vs fast fashion.
- Sustainability and environmental justice, connected to above-focusing on all details/lifespan of clothes, from production chain, fabric, labor practices, location/transportation, and local impact/footprint on the communities where clothes are made.
- Sustainability and environmental practices in the selection, care, maintenance, and upkeep of all items of clothing, focusing on daily habits of use/reuse/rewear-ability, laundry skills. This could include, possibly, classes/workshops in sewing/knitting/stitching to design/make and maintain and repair items.
- Economic and social access to fashion, as well as the business of fashion, from high fashion practices to everyday use.
- Identity/self-esteem/style development, as an intentional and careful skill for students to feel and look good, comfortable, and express themselves as individuals and as representatives of their culture/s from various regions and parts of the world.
- Identity and self-expression development also as connected to family and cultural traditions and items that may carry sentimental value as heirlooms/mementos OR as crafting/creating new traditions for those who may have come to the US or NC with little or no possessions, or may have lost what they have due to various circumstances (natural disasters, family trauma...).
- Purchasing, shopping for items, and working with local thrift stores, as well as soliciting donations, to stock and maintain inventory in Envirochic and other community closets.
- Business/financial/accounting, possibly in conjunction with high school Economics class/es for students to develop a horizontal/circular model to raise and spend funds for new stock-this could develop into a special Envirochic currency or other egalitarian method of acquiring clothes and maintaining inventory.
- Interior design/furnishing to make Envirochic a welcoming, comfortable, and inviting space for all (an Engineering student already volunteered and designed the floor plan).
- PR/marketing/advertising/event planning/online presence/social media, designing and promoting Envirochic within the school and the community.
- Fund-raising and grant-writing, to sustain and maintain Envirochic and/or similar projects.
- Networking/professional development through meetings with local experts and site visits/field trips to local industries and thrift shops.
- Scaling up, as the high school Envirochic becomes a model for other schools locally and beyond (already a small boutique at Casa Artom, Venice, designed by the founder of the campus club Wayward Fashion).

APPENDIX B-MEMORANDUM OF UNDERSTANDING (MOU) WITH HIGH SCHOOLS

DRAFT MOU FOR THE “HANDLE WITH CARE” MODEL, STARTING WITH ENVIROCHIC

For interested teachers/clubs/high schools:

The larger “Handle with Care” model is a long-term partnership between Wake Forest University and local high schools, as well as high schools in Italy.

Envirochic (or different name selected by students) is an environmentally friendly and sustainable boutique for students. The first Envirochic (now “Chic Shack”) was first implemented at North Forsyth High School in Winston-Salem, NC, between 2022 and 2024.

As a team of Wake Forest University students and faculty, we had been studying fashion and sustainability, in preparation for and in the first class in the Spring 2024.

Meanwhile, at NFHS staff and teachers started with the plan to develop a clothes closet. The WSFCS director for community organizing and Wake Communication faculty met to discuss a possible collaboration, and the idea of a sustainable and environmentally conscious boutique emerged.

The goals of Envirochic (a name that also came from a NFHS student, building on the initial suggestion: Envirotique/ENVTQ, as part of the “Handle with Care” project) are:

1. Access to clean, fashionable, gently used clothes where students go to school, at the high school-without having to travel to get to a thrift store;
2. Basic yet bold engagement with sustainable and environmental practices that teach how to maintain, alter, and care for clothes long-term;
3. Confidence-building tools that empower students to express themselves and embrace their identity, culture, style.

What you need to start Envirochic/What we as Wake will/may do:

- Preparation/consultation
- Collaboration
- Workshops (only)

What the high school needs:

1. A faculty or staff member to lead, coordinate Envirochic and collaborate with Wake;
2. The space to host and maintain Envirochic;
3. Clothes, donated and gently used-at first to start the project, then ongoing to maintain it. The clothes should be cleaned/freshly laundered, OR marked as in need of cleaning-this may require lots of time to launder all donations. Only clean items are offered in the space;
4. Shelves, clothes racks, hangers, and other furniture (couch/chairs, lamps, mirrors), either as donations or in funds to purchase them;
5. Additional small items as necessary to beautify the space (art, lights, curtains);
6. A name (either Envirochic@school name or a unique name, with logo, in collaboration with students);
7. Volunteers/students/faculty/staff to prepare the space and all aspects of the project;
8. A long-term (2-3 years) plan and vision for the maintenance and sustainability of the space, the restock-

ing of clothes, and the management of Envirochic-we suggest connecting Envirochic to a specific faculty/class, or student club (for example, and Environmental Club or Student Government);

9. Plan an opening day and advertise/promote it to create excitement and buy-in from the students;
10. Optional: a sartorial and cultural exchange with a high school on Milan (one class at the time).

Our Budget between 2022 and 2024:

Donated Furniture \$0
Donated Clothes \$0
Paint \$200
Shelves \$300
Clothes Racks \$150
Hangers \$50
Miscellaneous \$50

TOTAL \$750