(ELECTIVE) FASHION POLICY AND THE POLITICS OF GOVERNMENT ACTION
6:10 pm – 8:00 pm, Thursdays, Schermerhorn 963 EXT
3 Credits

Instructor: Elizabeth L. Cline, elc2195@columbia.edu
Response Policy: Please contact me by email, and I am usually able to respond within 48 hours.
Associate: Zoe Racette, zar2117@columbia.edu
Office Hours: By appointment on Fridays on Zoom in 30-minute blocks, from 11AM to 4PM EST unless otherwise noted. Sign up by emailing me and CC-ing Zoe.

COURSE OVERVIEW:

The fashion industry is an ideal case study on how governments, citizens, and international institutions attempt to limit the environmental and social impacts of complex consumer industries with global supply chains. Historically, apparel, footwear, and textiles have been at the center of some of the most consequential government actions under liberal Western democracy, including the abolition of slavery and the passage of the first workplace safety and labor laws in the United States. It’s been at the center of key battles to regulate water, chemical, and air pollution as well. In recent years, fashion has returned to the center of dynamic policy debates within the sustainability and social impact space.

The $2.5 trillion global fashion industry’s social and environmental impacts often evade regulation. Major brands leverage long and opaque supply chains for raw materials and cheap manufacturing costs with very little accountability. Private regulation and voluntary commitments have policed fashion for the better part of four decades, an approach, as this class explores, that arguably has ended in failures to protect human and environmental rights. The industry’s lack of accountability has cost lives, including the notorious Rana Plaza building collapse in 2013 where 1,132 garment makers died, and now contributes to a sizable percentage of annual climate change. Profits have been pushed to the top of the supply chain, while garment makers consistently toil for poverty wages, and the pollution and environmental degradation of fashion is a burden almost exclusively carried by low-and-middle income nations and communities of color that manufacture clothing and produce raw materials.

But the tide is turning. Governments are once again being asked to step in and regulate the fashion industry. Can effective fashion policies police international supply chains and achieve their intended aims? Might they unleash unintended consequences and in what ways? This course is an introduction to the fast-evolving space of modern environmental and labor policy as it intersects with the fashion industry, and which seeks to incentivize more responsible business behavior in the realm of social, environmental, and governance impacts. The class will use recently passed and proposed fashion social and sustainability policies as our case studies, including the New York State Fashion Sustainability and Social Accountability Act (the Fashion Act); the EU Corporate Sustainability Due Diligence Draft Directive (EU CSDD); California’s Garment Worker Protection Act (SB62)
and Congress’s FABRIC Act; the FTC Green Guides and the UK CMA’s Green Claims Code; and the EU’s Waste Framework Directive, to name a few.

In this course, we critically explore the history, practicalities, limitations, and power dynamics of policy-making as a tool for problem-solving social and environmental problems in fashion with an emphasis on U.S. policy, looking at (1) the history and modern evolution of fashion policy in the environmental, civil rights, labor and human rights space using both historical and current case studies, (2) the contested role of government in society, and the class, race, and gender politics of government engagement, and efforts to democratize the policy-making process, (3) the shift from private to public regulation and the varied approaches to regulating fashion, from soft to hard law, and (4) the industry opportunities and responses to and impacts from policy, including preparing for compliance and lobbying government.

This class will focus on developing the skills to critically understand and react to the fashion policy landscape and to analyze the government's power and limitations and the industry’s role in shaping social change in fashion through the lens of social, environmental, racial and economic justice for the full fashion supply chain.

**LEARNING OBJECTIVES:**

- **L1:** Students will demonstrate an understanding of the **history of government efforts in developing labor and environmental standards** as they relate to the apparel, textiles and footwear industry and the key stakeholders within government, civil society, consumers, and the fashion industry that shape policy and are affected by it.

- **L2:** Students will demonstrate an understanding of the **various constituencies, power dynamics and incentive mechanisms** that influence how environmental and labor policy is made and what outcomes it produces, and how power, money, inequality, and organizing shape this process.

- **L3:** Students will demonstrate an understanding of and learn to **critically analyze and take positions on the efficacy and appropriateness of current policies** being developed, including New York’s Fashion Act, proposed mHRDD in the EU, the Garment Worker Protection Act, and France’s textile waste ban. Students will apply **social science methods** to current policy case studies.

- **L4:** Students will develop an understanding of **how ethics, equity and bias** influence the development of fashion supply chains and policy’s potential and limitations for influencing these dynamics.

- **L5:** Students will demonstrate an understanding of **how the fashion industry can engage with policymakers.** They will develop the capacity to predict outcomes, influence the process, and shape alternate policy approaches from the business perspective.

- **L6:** Students will develop an **authoritative and informed position on policy matters,** which they will demonstrate through writing a final policy analysis that makes a recommendation to either industry or civil society on either for or against one of our fashion policy case studies.

**READINGS:**

**Required books:** None.

**Other Required Readings.** These materials will be made available directly in electronic or hard copy form, or made available on Canvas through an Internet link or a posted item.
This Syllabus may be revised during the course of the semester to reflect the inclusion of additional material or adjustments to the schedule. You are obliged to look for updates on Canvas.

COURSE POLICIES:

Participation and Attendance
I expect you to attend all classes as we will be covering a lot of material. Students can miss up to two classes per semester with prior notification from the instructor without their Participation and Attendance being impacted. Participation is graded based on in-class work. Your attendance and participation will be assessed via a letter grade in week 7 and week 13.

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 letter grade for every week day (not weekends) it is late (e.g., from a B+ to a B).

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

COURSE REQUIREMENTS (ASSIGNMENTS):

1. Attendance and Participation - 20% (L1, L2, L3, L4, L5, L6)
   Attending class in person is mandatory unless excused with prior permission as participating in classroom discussions is critical to getting the most out of this course. Students should come to class having done the readings and be well prepared to listen, engage and proactively participate in classroom conversations and work. Participation grades are based on in-class written discussion questions, group work, and other activities that are announced throughout the semester.

2. Critical writing responses on readings - 20% (L1, L2, L3)
   - There will be four Graded Discussion posts due throughout the semester, each one worth 5% of your total grade.

   These written reflections on our readings and coursework are pivotal for forming a strong foundation for your mid-term and final papers and to critically understand the policy process, analyzing stakeholders and power in the policy process, and the economic and social/environmental impacts of policy on both a short and long-term timeline. You will be expected to submit an informed response to our readings and class discussion on the course Canvas Discussion Board. More detailed instructions will be made available during these weeks on Canvas.

3. Mid-Point Historic Fashion Policy Paper - 20% (L3, L4, L5, L6)
   - 10-12 pages double-spaced research paper analyzing a policy that intersected with the fashion industry from the past, including its impetus, aims, key stakeholders, effectiveness and outcomes.
Active participation in our first 6 sessions should prepare you to think critically about how fashion policy is connected to broader trends in culture and society, and how policy is developed and functions, and to begin to analyze if it achieves its benefits and what stakeholders it serves or undermines. Students will draw on course readings, guest lectures, and outside sources to write an essay analyzing a historical fashion policy case study. The policies may include (the professor may change selections during the semester) abolition in the United States (13th amendment), women’s suffrage (19th amendment), the New Deal, the Civil Rights Act of 1964, Congress’s decision to create the EPA, or the Clean Water Act. If you would like to propose your own Historic Fashion Policy case study, please email me in advance for approval of your topic (date announced in class). In this paper, you will analyze the ways this policy is connected to the fashion industry via multiple dimensions, whether economic, social, or cultural, how different actors within the fashion industry interacted with the development and passage of this law, including stakeholders involved, analyze whether or not the policy was effective and advise lawmakers today on lessons learned. This essay will prepare you to write your final fashion policy paper.

4. Group Policy Presentations - 15% (L3, L4, L5, L6)

During our final class, students will present a short, 10-15 slide presentation summarizing their main findings and arguments from their forthcoming policy recommendation paper to persuade the class on your recommendation to support or oppose your chosen policy case study. Each presenter will receive constructive feedback from the class, as well as challenges to your conclusions, which they should incorporate back into their final policy paper. More detail on this assignment will be provided via Canvas.

5. Final Fashion Policy Paper  - 25% (L3, L4, L5, L6)

- 12-15 pages double-spaced policy critique and recommendation paper

Your second and final paper will analyze a recent fashion policy case study. You will choose your topic from one of the following: Greenwashing laws: The FTC Green Guides or the UK CMA Green Claims Code, mHRDD: EU Corporate Sustainability Due Diligence Draft Directive; Climate: The New York State Fashion Act (A8352/S7428); Wages: The Federal Fashioning Accountability and Building Real Institutional Change Act (FABRIC Act) (S.4213) and California’s SB62; Forced labor: The Uyghur Forced Labor Prevention Act; or Waste / overproduction. If you would like to choose your own topic, please let me know by November 3, 2022. In the paper, students will advise either a fashion brand CEO or an NGO / gov leadership on whether to support or oppose or amend a particular policy. You analyze the background, aim, and approach of the proposed law, argue its potential (or realized) impact and effectiveness, the pros and cons of the legislation and potential impacts if passed on different stakeholders (business, workers, civil society), and from there draw a well-reasoned recommendation and justification on whether to support, oppose or amend said policy. The paper should draw on course readings, outside sources (including academic journals, news sources, books, and / or interviews with experts), and our guest lectures.

**FINAL GRADING SCALE**

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<tr>
<th>Grade</th>
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<td>A+</td>
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<td>A</td>
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<td>B+</td>
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<td>B-</td>
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<td>C+</td>
<td>77–79.9 %</td>
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### 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.

#### 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 demigrates 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 is 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 https://sps.columbia.edu/students/student-support/academic-integrity-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.

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.

Accessibility
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/content/disability-services.

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 confidential and it is prohibited to share the recording outside of the class.

SPS Academic Resources
The Division of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: https://sps.columbia.edu/students/student-support/student-support-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 and discounted software downloads.

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.

The Writing Center
The Writing Center provides writing support to undergraduate and graduate students through one-on-one consultations and workshops. They provide support at every stage of your writing, from brainstorming to final drafts. If you would like writing support, please visit the following site to learn about services offered and steps for scheduling an appointment. This resource is open to Columbia graduate students at no additional charge. Visit http://www.college.columbia.edu/core/uwp/writing-center.

Career Design Lab
The Career Design Lab supports current students and alumni with individualized career coaching including career assessment, resume & cover letter writing, agile internship job search strategy, personal branding, interview skills, career transitions, salary negotiations, and much more. Wherever you are in your career journey, the Career Design Lab team is here to support you. Link to https://careerdesignlab.sps.columbia.edu/
COURSE SCHEDULE

Lectures, presentations, and guest lectures will help students develop an understanding of fashion policy’s role in environmental and human rights outcomes, industry trajectories, and the potential and limitations of using policy as a tool to address environmental and social impacts in fashion. Our weekly structure will entail a reading schedule that informs an engaged discourse for the first few weeks of the course, followed by case studies in fashion policy and the development of a policy white paper. Our final project will be a policy proposal or response written from your choice of either the business or civil society perspective as well as a presentation of your findings.

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<thead>
<tr>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings</th>
<th>Assignments (due on this date)</th>
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<tbody>
<tr>
<td>Jan. 19</td>
<td>Session 1: Introductions and Overview:</td>
<td>- Article: “It’s time to regulate fashion the way we regulate the oil industry,” Liz Segran, Fast Company (5 pages)</td>
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<td></td>
<td>Introductions.</td>
<td>- Article: Rick Helfenbein. Have the Proposed Fabric and Fashion Acts Poked the USA Retail Bear? Forbes (5 pages)</td>
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<td>Timeline, assignments, expectations.</td>
<td>- Article: “The Twilight of the Ethical Consumer,” Elizabeth L. Cline, Atmos. (5 pages)</td>
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<td>integrity and fact-checking.</td>
<td>- Read the Preface and Intro of this book: “Private Regulation of Labor Standards In Global Supply Chain,” by Sarosh Kuruvilla, Preface and Intro (16 pgs)</td>
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<td>Failure of voluntary and private regulations, e.g.</td>
<td>- Read the intro of The Globalization Paradox, Dani Rodrik (22 pages)</td>
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<td>factory audits, MSIs, and codes of conduct.</td>
<td>- Read the Executive Summary and Summary of Key Insights: “Not Fit-for-Purpose The Grand Experiment of Multi-Stakeholder Initiatives in Corporate Accountability” Human Rights and Global Governance, MSI Integrity (10 pages)</td>
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<td>The fall and rise of public appetite for Big Government and regulation.</td>
<td>Recommended:</td>
<td>Complete assigned readings before first class.</td>
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<td>Find 2 or 3 news stories of recent social and environmental problems or scandals in fashion (last 4 years) to share with the class in person.</td>
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<td>Respond to the intro Discussion thread in Canvas before first class.</td>
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<td>Attend class.</td>
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<td>Jan. 26</td>
<td><strong>Session 2: Fashion in U.S. Policy Historically</strong></td>
<td><strong>Required:</strong></td>
<td>Complete required readings, podcasts, videos.</td>
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|         | • How the fashion industry intersects with landmark environmental, labor, civil and political rights policy historically. | The EPA and environmental pollution:  
• Article: Silent Spring-1, Rachel Carson in the *The New Yorker* (25 pages) | Attend class. |
|         | • The 13th and 19th Amendments; The New Deal; the CWA and PCA of 1972; the Civil Rights Act of 1964 | Civil rights, voting, and desegregation:  
• Journal article: Minchin, T.J. Black Activism, the 1964 Civil Rights Act, and the Racial Integration of the Southern Textile Industry. *The Journal of Southern History.* (36 pages) | Due: Friday Graded Discussion post due Monday @ 11:59 EST |
|         | • Inequality, racism, sexism, and the new Global South. | • Blog post: Immigrant Garment Workers and Suffrage, GothamCenter.org (9 pages) | |
|         | • *Silent Spring*, cotton, DDT, and the birth of U.S. environmental law. | Abolition and colonialism:  
• Book: *Empire of Cotton*, Sven Beckert, Chs. 10, 13 and Epilogue, p. 279-311, 379-426 (107 pages) | |
|         | • Stakeholder analysis and power mapping | • Podcast: Sha’mira Covington, Healing the Fashion Industrial Complex (56 minutes) | |
|         | | • Video: Sven Beckert, “Global Origins of Modern Capitalism,” YouTube (55 minutes) | |
|         | | • Blog Post: Immigrant Garment Workers and Suffrage, GothamCenter.org (9 pages) | |
|         | | Early labor laws:  
• Article from *Race, Poverty, & Environment Journal*, The Fire Last Time: Worker Safety Laws after the Triangle Shirtwaist Fire, P. Drier and D. Cohen (4 pgs) | |
### Feb. 2

**Session 3:**
**Consumer Labeling and Regulating Supply Chain Transparency**

- The history and evolution, potential and limitations of mandatory disclosure laws
- CA Transparency in Supply Chains Act, UK and Australia Modern Slavery Act, NY Fashion Act (v1)
- Emerging EU consumer labeling laws / Digital Product Passport, Environmental Product Footprint (EPF)
- The complexities of measuring in supply chains. The limitations of data in a world of environmental tradeoffs.

**Required Reading:**
- Read: Full Disclosure: The Perils and Promises of Transparency, Chps 1 - 4, Fung, Graham & Weil (89 pgs)
- Read the Executive Summary and Key findings of this Report: Paper Promises? Report on Australia’s Modern Slavery Act, Human Rights Law Center (6 pgs)
- Read this Journal Article: *The Failure of Mandated Disclosure*, U. Of Chicago Law School by Omri Ben-Shahar and Carl E. Schneider, intro and conclusion (25 pages)
- Read these three letters / op-eds supporting and opposing the first version of the New York Fashion Act:
  - Open letter in response to the Fashion Act from the data quality coalition; posted to Courseworks (5 pages)
  - Blog post: Human and Labor Rights Propose to Strengthen the New York Fashion Act, Remake World ([link](https://www.remake.world))
  - Why I Support the New York Fashion Act, Kenneth P. Pucker, Business of Fashion (4 pages)

**Recommended:**
- Articles: *The Economist* 2022 Special Report on ESG reporting (6 pages)
- Blog post: *Nothing More Than a Consumer Awareness Bill*, Corporate Accountability Lab (3 pages)

### Feb. 9

**Session 4:**
**Regulating Textile Waste and Overproduction**

- Emerging policy solutions: Taxes, mandates on design

**Required:**
- Video: “U.S. Exports of Used Clothing Creating a Waste Nightmare,” CBS Mornings (5 mins 25 seconds)

Complete required readings.

Complete required readings and viewings.

Attend class.
and durability, incentives for circular businesses, etc.
- Depoliticization of waste. Who benefits / loses from waste in the Global North and South.
- Justice-centered circularity. Designing policy with the Global South and impacted stakeholders involved.

**Guest Lecture:** Liz Ricketts, The OR Foundation

- Read the following 5 sections of this Gov. document: EU Strategy for Sustainable and Circular Textiles, European Parliament, 2.1; 2.2; 2.6; 3.2; 4.2 (4 pgs).
- Article: Learnings from France on Textile Waste and EPR, Innovation Textiles (4 pages)
- Article: UK Government rejects 1p fast fashion tax, Climateaction.org (4 pages)
- Article: This is not your gold mine. This is our mess, Liz Ricketts, Atmos magazine (12 pages)
- Article: Is Shein’s $50 Million Fund To Tackle Clothing Waste A Good Thing, Or Just Greenwashing?, Vogue UK (5 pgs)
- Article: Will the Circular Economy Save the Planet? Sierra Magazine, Elizabeth Cline (12 pages)

**Recommended:**
- Report: Fixing Fashion: Report Summary, UK Parliament Environmental Audit Committee (15 pages)
- Report: A New Textiles Economy, Ellen MacArthur Foundation (33 pages)

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**Feb. 16**

**Session 5:**

**Regulating Climate Change in Fashion**

- Measuring fashion’s climate footprint
- How to read a bill
- US: SEC climate disclosure draft rules and the New York Fashion Sustainability and Social Accountability Act’s (Fashion Act) climate elements.
- EU: France’s proposed climate labeling law, the EU CSDDDD sustainability reporting requirements
- The challenges and varied approaches to measuring and

**Required Reading:**

- US policy:
  - Bill: New York Senate Bill S7428 (New York Fashion Act). Scan this for the climate change / emissions language (5 pages) - [Link](#)
  - Read the Summary and Introduction of the SEC’s proposed Climate Disclosures for Investors (10 pages)
- European policy:
  - Read the sustainability amendments to the EU Corporate Sustainability Due Diligence Directive, pg. 29 to 40 (11 pages)
  - Article: Clothing labels detailing climate impact could soon become mandatory in France, In Lifstyle (5 pages)
  - Just Transition:
    - Article: “FAQ on a Just Transition,” International Labour Organization

**Complete required readings and viewings.**

Attend class.

Due:

Second Graded Discussion post due Mon., Feb. 20 @ 11:59 EST
| Feb. 23 | **Session 6:** Regulating Greenwashing, Wk 1  
● Greenwashing case studies in fashion; exploring drivers and harms of greenwashing  
● US policy approach: FTC Green Guides, consumer protection and truth in advertising laws on the state and federal level  
● European policy approach: UK Green Claims Codes; Norway Marketing Control Act, Dutch and Norwegian recommendations to the SAC Higg Index  
● Recent consumer lawsuits against greenwashing: H&M and Allbirds  
● The gap between consumer behavior and intentions. Promises and limitations of regulating greenwashing. | **Required:**  
● Blog post: Regulating Greenwashing, Steve Cohen, Columbia State of the Planet blog (5 pages)  
● Journal article: *Greenwashing No More: The Case for Stronger Regulation of Environmental Marketing*, U. of Missouri, Rotman, Gossett, & Goldman (Intro and section 1; 11 pages)  
● Podcast: “Inside the Green Claims Code with Cecilia Parker Aranha, Director of the UK Competitions and Markets Authority,” Can Marketing Save the Planet (30 mins.)  
● Gov. document: Leaked version of the EU anti-greenwashing directive (30 pages)  
**Recommended:**  
● Article: The Big Global Crackdown on Greenwashing, *Vogue Business*  
● Article: H&M called out on “illegal” sustainability marketing, EcoTextile  
*Due:*
### Mar. 2

<table>
<thead>
<tr>
<th>Session 7: Regulating Greenwashing, Wk. 2</th>
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<tr>
<td>● Greenwashing and consumer psychology. Political affiliation and attitudes towards greenwashing.</td>
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<td>● The FTC Green Guides revisions and potential for binding and enforceable standards.</td>
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<td>● US: Deep dive into the class action suits against H&amp;M in New York and Missouri.</td>
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<td>● UK: Deeper dive into the UK CMA Green Claims Code.</td>
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**Guest Lecturer:**
- Hampton Newsome, Federal Trade Commission Attorney

**Required:**
- Journal article: The Intentions with Which the Road is Paved: Attitudes to Liberalism as Determinants of Greenwashing. *Journal of Business Ethics*, pp. 305–320 (15 pages)
- Legal document: Class action lawsuit against H&M: Classaction.org (read the Nature of the Argument; 5 pages)
- Article: H&M class action: what lawyers told us, Apparel Insider (5 pages)
- Gov. document: Read the sections on claims in the UK CMA Green Claims Code, Competition and Markets Authority (10 pages)
- Article: FTC’s Updated ‘Green Guides’ Could Clamp Down on Greenwashing, Kaley Roshitsh, WWD (3 pages)

### Mar. 9

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<tr>
<th>Session 8: Living Wages: The California Garment Worker Protection Act and U.S. FABRIC Act</th>
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<tr>
<td>● Sweatshop conditions and fissured workplaces.</td>
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<td>● Brand accountability for supply chain abuses. Joint and several liability as a policy solution.</td>
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<td>● Worker-driven policy.</td>
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<td>● Competition and the job killer elements of a state-level bill.</td>
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**Required:**
- Bill text: California Senate Bill 62, Ca.Gov (10 pages)
- Bill text: FABRIC Act one-pager, U.S. Congress (2 pages)
- Book: Introduction, Ch. 1 & 2, from *The Fissured Workplace*, David Weil, pp. 1-42 (42 pages)

**Recommended:**
- Article: 25 years later: the legacy of the El Monte sweatshop raid, National Museum of American History (8 pages)

**Complete required readings.**

**Turn in historic fashion policy paper by Sunday, March 12 11:59pm EST.**

**Attend class.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Required</th>
<th>Complete required readings</th>
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<tr>
<td>Mar. 16</td>
<td>** Spring Break; No Class **</td>
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<td>Mar. 23</td>
<td>Session 9: Uyghur Forced Labor Prevention Act (UFLPA) and Trade Law</td>
<td>Required:</td>
<td>Complete required readings</td>
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<td>- China’s reaction to the Uyghur Forced Labor Prevention Act.</td>
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<td>- Transparency and challenges of enforcement.</td>
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<td>- Impact on business.</td>
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<td>- Political ramifications and motivations of US policy towards China.</td>
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<td><em>Guest Lecturer: TBA</em></td>
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<td>Mar. 30</td>
<td>Session 10: Shifting Industry Attitudes to Regulation</td>
<td>Required:</td>
<td>Complete required readings</td>
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<td>- Fashion industry positions and responses</td>
<td>Attend class.</td>
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- California’s garment labor law: The global implications, Vogue Business (5 pages)
- Article: Behind a $13 T-shirt, a $6-an-hour worker, *L.A. Times*
- Spring Break; No Class **
- Mar. 16
- Session 9: Uyghur Forced Labor Prevention Act (UFLPA) and Trade Law
- China’s reaction to the Uyghur Forced Labor Prevention Act.
- Transparency and challenges of enforcement.
- Impact on business.
- Political ramifications and motivations of US policy towards China.
- *Guest Lecturer: TBA*
- Required:
  - Report: Break Their Lineage, Break Their Roots, Human Rights Watch (59 pages)
  - Bill: H.R.1155 - Uyghur Forced Labor Prevention Act, Congress.gov (12 pages)
  - Trade law Chapter 13: US MCA - Rapid Response Labor Mechanism, USTR.gov, (2 pages)
  - Article: *China ratifies international labour treaties as scrutiny of treatment of ethnic minorities mounts*, France24.com (5 pages)
  - Recommended:
    - Article: Cotton complications in Xinjiang: William Overholt on the case of Esquel, Kaiser Kuo, SupChina, (25 pages)
    - Article: *How your favorite jeans might be fueling a human rights crisis*, Vox.com (10 pages)
- Mar. 30
- Session 10: Shifting Industry Attitudes to Regulation
- Fashion industry positions and responses
- Required:
  - Article: THREADS Sustainability and Social Responsibility Protocol, AAFA, CFDA (2 pg)
<table>
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<tr>
<th>Date</th>
<th>Session 11: Mandating Human Rights via Due Diligence</th>
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<td>Apr. 6</td>
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<td>● mHRDD laws from country to country in Europe, from soft to hard. ECI for Living Wages</td>
<td>● Skim draft directive: <em>Corporate due diligence and corporate accountability directive</em>, European Parliament (70 pgs)</td>
<td>● Article: These Brand-Activists, Nonprofits Are Tackling Fashion Policy Head-on, R. Rosish in <em>WWD</em> (2 pages)</td>
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<td>● Criticisms of corporate due diligence. What it can, can’t do and what we still don’t know.</td>
<td>● Article: <em>EU draft law would require firms to check suppliers for human rights, environmental ethics</em>, Reuters (3 pages)</td>
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<td><em>Guest Lecturer: Sarah Chambers,</em></td>
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<td>Complete required readings.</td>
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Third Graded Discussion post due on Monday, Apr. 3 @ 11:59 EST.
### Co-Director of the UConn Business and Human Rights Initiative

- Video: Lara Walters and IRL New Conversation project panel debate on mHRDD (2022)
- Blog: mHRDD on BHRRC website
- Blog post: Workers must be the foundation of any human rights due diligence approach, BHRRC
- Article: The Carrots and Sticks of Due Diligence, *Fair Observer*

### Apr. 13

#### Session 12:
The Bangladesh Accord, Binding Agreements and Alternative Approaches

- Rana Plaza and its legacy.
- Pros and cons of the Accord on Fire & Building Safety and the Alliance.
- Alternatives to policy: Transnational organizing and binding agreements. Worker-driven social responsibility. Community-driven regulation.

#### Required:

- Short documentary: “The Accord on Fire and Building Safety,” Worker Rights Consortium (10 minutes)
- Report: Security for Apparel Workers, Alternative Models, Cornell IRL School - Skim (49 pages)
- Article: Worker-driven social responsibility, Worker Rights Consortium (3 pages)
- Journal article: *The Accord on Fire and Building Safety in Bangladesh: A New Paradigm for Limiting Buyers’ Liability in Global Supply Chains?* pp. 411-451 (41 pgs)

#### Recommended:

- Article: “Major High Street Players Are Committing To Protect Garment Workers In A Vital New Agreement,” *Vogue* (3 pages)
- Journal article: Labour Networks under Supply Chain Capitalism: The Politics of the Bangladesh Accord, *Development and Change*, pp. 1069-1088 (20 pgs)

#### Apr. 20

#### Session 13:
Final Policy Presentations:

- Final presentations to the class.
- Class will provide feedback to incorporate into your final papers.

#### Class presentation of policy case study findings through well-curated 10-minute PowerPoint or slideshow; followed by class discussion on the findings to incorporate into your final paper.

#### Due:

- Final Group Policy Presentations
| Apr. 27 | NO CLASS ** Final Papers Due ** | Final fashion policy paper is due by Saturday Apr 30 @ 11:59 pm EST. |