LABRST 791: Contemporary Issues in Labour Studies

The Global Governance of Forced Labour in Supply and Labour Chains

Fall 2021

INSTRUCTOR: Judy Fudge
EMAIL: fudgej@mcmaster.ca
Seminar: Wed. 2:30 to 5:30 pm
will only be online as a group for 2 hours
meet.

OFFICE: KTH 722
OFFICE HOURS: I will be available without
appointments online Wed. 4:30 to 5:30 pm.
 Please email me to set up another time to

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Course Description and Format

In 2016, the United Nations adopted Target 8.7 as one of its Sustainable Development Goals, calling on all governments to take immediate and effective measures to end forced labour, modern slavery and human trafficking, as well as child labour in all its forms. Migrant workers and transnational supply chains are seen as two vectors that make forced labour a truly global problem, and there is a growing global consensus that "fair recruitment" initiatives and laws regulating supply chains are required. What does the contemporary focus on forced labour reveal about conventional understandings of global capitalism and labour exploitation? What are the governance mechanisms that have been developed to regulate forced labour? We will explore these questions throughout the seminar, drawing upon a range of theoretical lenses (such as feminism, Marxism, critical political economy, critical race and postcolonial theory) and different disciplinary perspectives (political economy, geography, anthropology, sociology and law, for instance). A key component of the seminar will be interrogating the relationship between theory and action as well as developing research and writing skills using initiatives designed to eliminate forced labour in supply and labour chains as our focus.

This course is structured as a virtual seminar, and a three-hour time slot has been set aside for us. We will only be using two hours of the weekly seminar as a group. The first hour will be devoted to student-led presentations; each week, two students will be responsible for a 15-

minute presentation and then facilitating discussion for 45 minutes. We will have a 10-minute break, and the remaining time will be allocated to class discussion and administrative matters.

Some of us may not have reliable internet access or may be in another time zone. For this reason, a video recording of each of the seminars will be posted on the Avenue to Learn class website. Class participation will also include a short weekly submission.

The purpose of a seminar is to allow students to collectively engage in critical discussion of challenging reading material. Each seminar should provide students with a clearer grasp of the key arguments in the weekly readings, an understanding of what some of the main issues are on the topic, and how this relates back to key course themes and other material covered so far. The instructor's role is to clarify issues and controversies, provide background, and ask probing questions. The class will therefore involve a great deal of student interaction with each other and with the instructor. For the class to be successful, each of us must come to the seminar having read and thought about the week's readings, and ready to participate and share with all of us.

Online seminars follow the same codes of conduct and protocols as in-person seminars. Participants need to engage, listen, be courteous and open-minded.

Learning Objectives

In this class, you will have a chance to develop:

- a systematic understanding of the leading literature on forced labour and labour and supply chains;
- your ability to critically evaluate the literature and apply insights from the existing literature;
- your ability to articulate and refine your own ideas, in both speaking and in writing, particularly in response to feedback;
- an appreciation for the difference and the relationship between different types of academic writing;
- your awareness of your own and others' positions on the key issues, and to position

yourself within a community of scholarship; and

- your ability to engage in supportive and critical peer learning.

Required Materials and Texts

All of the required texts will be available through Avenue to Learn course site, hyperlinks below or eBooks from the library.

Class Format

The course involves weekly two-hour synchronous virtual seminar sessions using ZOOM. The seminar will start with the student presentation and discussion. We will then take a 10-minute break. Following the coffee break, the instructor will chair the discussion to ensure that each reading is discussed and that the focus and order of discussion is clear, and will provide ongoing clarifications and commentary, but otherwise the discussion will be driven by comments provided by all seminar participants. Since virtual discussions can sometimes lag, the instructor will frequently call upon seminar participants to respond to questions or to make comments.

Course Evaluation Breakdown

1. Participation (15%) Ongoing & Weekly Document Submission

This is an advanced seminar and so you are expected to attend all seminar sessions and participate in the discussions. You are expected to complete the required readings, think carefully about them before the seminar, and take an active part in the seminar. The quality of your questions and comments is more important than the quantity. Listening and engaging with your fellow students' ideas will also be valued.

The agenda of each class session will be student driven. For weeks 2-4 and 6-12 (inclusive), you will be responsible for submitting a one-page document consisting of: 1) a list of key concepts and terms (no more than 4) from the readings; 2) a key line or passage from one of the readings; 3) three discussion questions based on the readings. **The document is to be uploaded to that week's discussion board in the Discussion Section of the Avenue to Learn website by**

noon (12 pm) the Tuesday before the session. You are encouraged to bring up your own or others' keywords, passages, and questions in the seminar.

The following, in priority order, are criteria that will be used in evaluating your verbal seminar participation: (a) the degree to which you have demonstrated by your comments that you have read the assigned readings; (b) the frequency of your comments; (c) the degree to which your comments engage and respect the agenda and the comments of others; and (d) the originality and insightfulness of your comments. Your weekly written submission will be evaluated using the following criteria: (a) the degree to which it demonstrates that you have read the assigned readings; and (b) the originality and insightfulness of your questions. In general, we will be following a format where you will raise your hand and be recognized by the chair before speaking. To keep the discussion moving in a virtual setting, the seminar leaders and instructor likely will directly call upon you to ask you to make comments or answer questions. In calling on people, the chair will make every effort to give priority to those who have not yet had as much chance to speak as others. There is, therefore, no reason that everyone should not be able to participate fully. Everyone is expected to read all the required readings each week. In this course, we are reading and discussing a variety of perspectives. In engaging with any reading, you are expected to be able to demonstrate your understanding of it on its own terms as well as to criticize it. Sometimes students find they have a difficult time intervening in fast-moving seminar discussions. This is a learnable skill that is an important part of graduate-level training in labour studies. You should be sure to speak to the instructor if you are having difficulty intervening for any reason. It is important to do this early to be able to fully participate in the seminar and to avoid damage to your participation grade.

2. Student-Led Webinar (20%)
Students will be arranged into groups of two (or more if necessary) at the first meeting of the class. Each group will make two presentations to the class reflecting on all the readings for that week. Students should avoid providing an author-by-author summary and instead concentrate on connections, contrasts and themes in the readings. Presentations on the readings should be

no longer than 15 minutes.

In addition to presenting on the readings, the class leaders will lead a 45-minute seminar discussion. They will create a two-page agenda based on the key terms, passages, and questions provided by their classmates, and provide electronic copies to the class by posting it on the Avenue to Learn website. Class leaders are encouraged to use visual material and bring examples, illustrations and cases into their presentations. **This material should be sent to the instructor by email 10 pm the Tuesday before the seminar.** Combined, the webinar presentation and the seminar will be for 60 minutes.

3. Research Proposal (10% total) October 18, 2021 at 10 pm

- **Topic** – is due **Monday October 4 at noon (12 pm)**.

  You should provide enough information in your topic so that the instructor can assess whether you have selected a topic on which you can write a research paper. The topic outline should be no less than 200 words and no more than 300. Since your research proposal (see below) is due October 18, you are urged to submit your topic as soon as possible to that you can have it approved.

  Submit via Avenue to Learn in the appropriate assignment folder.

- **Research proposal** is due **Monday October 18 at 10 pm**.

  500 words (minimum) to 900 words (maximum), not including the bibliography. Submit via Avenue to Learn in the appropriate assignment folder. You are also required to submit with your research proposal the Research Proposal Draft form described below and provided both at the end of the outline and on the course website.

The research proposal is a developed plan for your paper. It has two main purposes. First, it aims to make sure you have a research plan that is a good one. Second, it asks you to make use of current technologies for carrying out research on themes relevant to the course. It can be up to 3 single-spaced pages with regular margins and a 12-point font (900 words), but no less than 500 words, not including the bibliography. In your research proposal, you should indicate how you hope to say something new on the topic you are writing about. You should provide an

interesting and informative title for your paper. You should also set out your working hypothesis or arguments and indicate why these are of interest. Comment on the concepts or theories you will draw upon in your paper. You should indicate the key developments that are relevant to your topic that have occurred over the past two years. You should provide evidence that you have scanned the relevant sources of information in order to ascertain the availability of information on your topic. You should do this by filling out and submitting the form which appears at the end of the course outline, and which will be posted on Avenue. Please follow the instructions in the form. This includes finding at least 20 references, including at least two for each of the categories listed in the form, which should include at least two recent news articles obtained from LexisNexis or Google; at least four relevant documents obtained from international organizations, government, business or NGOs via a Google search. You do not need to provide a list of all the material you find, nor do you need to annotate your references, but you should report on your search, and construct a bibliography using the most relevant items, indicating the source of the reference. Your research topic should have sufficient recent empirical content to allow you to discuss developments over the past two years, as indicated above. You will receive one combined grade for the topic statement and research proposal.

For an idea of topics, refer to: Beyond Trafficking and Slavery Short Course | Volume 2 Forced Labour available at: http://cameronthibos.com/bts/BTS-2-Global-Economy.pdf

4. Blog/Short Paper (15%), Monday November 8, 2021 at 10 pm, Week 9
Write a 1,000-word (minimum) to 1,500-word (maximum) analysis of a recent news story (in the press, on-line, podcast, etc.) that involves some dimension of modern slavery. You should draw on the readings in the course and consider what the story indicates about how modern slavery is understood. Think of the short paper as an analytic blog entry. An analytic blog entry means that you are relying on concepts and evidence to support your position (in other words, not just polemics or opinions without evidence or analysis). There are different kinds of blogs. Submit via Avenue to Learn in the appropriate assignment folder.
Consider examples on the following sites:

- Governing Forced Labour in Chains at www.gflc.ca (each of these blogs were written by

McMaster Labour Studies students).

- Open Democracy Beyond Trafficking and Slavery at
  https://www.opendemocracy.net/en/beyond-trafficking-and-slavery/

- Business and Human Rights Resource Centre at https://www.business-
  humanrights.org/en/inquiry-into-establishment-of-a-modern-slavery-act-in-australia

- Futures of Work at https://futuresofwork.co.uk/; the Ethical Trading Initiative at
  https://www.ethicaltrade.org/blog;

- The Conversation at https://theconversation.com/ca

Good blogs will be posted on www.gflc.ca

5. Final Research Paper (40%) Friday December 17, 2021 at 10 pm, submit to Avenue to Learn.

4,000 words, not including references or diagrams, tables, etc.

Your research paper should build on your proposal. In grading the paper, the following criteria will be used: (a) is a thesis, argument, or statement about the originality of the contribution clearly stated at the beginning of the paper and is the paper organized around the thesis, ect.? (b) does your conceptual discussion draw well on one or more theories or explain how you will go beyond description in analysing your topic? (c) do you go beyond the existing literature conceptually or empirically? (d) are the counterarguments to your own position acknowledged and addressed at some point in your paper? (e) is your writing clear, engaging, and adequately proofread? (f) have you drawn on the best possible scholarly and non-scholarly sources in your paper? (g) have you brought your research up to date (including the past two years)?

You do not need to include all the sources you cited in your proposal, but you should be sure to use those that are most relevant. Identifying the counterarguments to your position is a very useful way of strengthening your argument and confirming its importance. If there are no counter-arguments imaginable, then it is likely that you have an argument that is banal and uninteresting. If you challenge strong counterarguments, then your paper will be more likely to make a valuable contribution analytically. You may start to identify counter-arguments by thinking, "who would disagree with what I'm saying, and what would they argue?". This

disagreement could be over a matter of fact or over the interpretation or analysis of facts or theories. You may find counterarguments in the scholarly literature or in news accounts. Ideally, you will be able to quote a publication or public comment to illustrate and confirm the significance and character of the counterargument. You do not need to agree with any aspect of the counterargument—part of the purpose of identifying it is to sharpen your own arguments against it.

A purpose of theory is to link specific events, institutions, or other empirical focuses of research to more generalizable assertions about the world. As will be discussed in the course, this does not necessarily imply that it is possible to make universal generalizations that will be valid across all time and space. Nevertheless, it is generally more useful when you are writing about an empirical case to be able to draw lessons from it that have significance for understanding how the world works in locations beyond that case. Generalization involves abstraction, and the theories we will be discussing are valuable in linking cases to more general understandings about supply and labour chain governance and forced labour. You should still engage in analysis and not just description.

Evaluation Summary

Participation	10 classes Tuesday noon (12 pm) Submit Avenue to Learn weekly discussion folder	Active in Class discussion Keywords, Key Passage, Questions (Weeks 2-4 and 6-12 inclusive)	15 per cent
Class Leadership	2 per term	Presentation of readings, leading class discussion	20 per cent
Research Proposal	Topic due October 4 Research proposal and form October 18 at 10 pm	500- to 900-words not including bibliography and research proposal report	10 per cent total
Blog/Short paper	November 8 at 10 pm Avenue to Learn – Assignment folder	1,000-to-1,500-word paper	15 per cent
Final Research Paper	December 17 at 10 pm	4,000 words	40 per cent

Weekly Course Schedule and Required Readings

Week 1 - September 15: Introductory Material

Required Reading:

- Fudge, J. (2019, May 24th). *What Makes Labour Free? (And Why This Question Matters).* Futures of Work, Issue 7. Available at: https://futuresofwork.co.uk/2019/05/24/what-makes-labour-free-and-why-this-question-matters/

- LeBaron, G. (2020). *Combatting Modern Slavery: Why Labour Governance is Failing and What We Can Do About It.* Polity Press. Chapter 1 (p 1-37) & Chapter 2 (p 38-61). Available at:

  https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=6356741&ppg=12 &

  https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=6356741&ppg=49

Supplementary Reading:

- LeBaron, G., & Howard, N. (Eds.) (2015). Forced Labour in the Global Economy: Beyond Trafficking and Slavery Short Course Vol. 2. *Open Democracy.* Available at: https://cdn-prod.opendemocracy.net/media/documents/BTS-2-Global-Economy.pdf

- LeBaron, G., Howard, N., Thibos, C., & Kyritsis, P. (2018). Confronting root causes: Forced Labour in Global Supply Chains. *Open Democracy.* Available at: https://cdn-prod.opendemocracy.net/media/documents/Confronting_Root_Causes_Forced_Labour_In_Global_Supply_Chains.pdf

- LeBaron, G. (2018). *The Global Business of Forced Labour: Final Report.* Available at: http://globalbusinessofforcedlabour.ac.uk/report/

Week 2 - September 22: Governing Forced Labour, Human Trafficking and Modern Slavery

Required Reading:

- Donaghey, J., Reinecke, J., Niforou, C., Lawson, B. (2014) From Employment Relations to Consumption Relations: Balancing Labor Governance in Global Supply Chains. *Human Resource Management* 53, 229–252.
- Phillips, N., & Mieres, F. (2015). The Governance of Forced Labour in the Global Economy. *Globalizations*, *12*(2). 244 – 260. DOI:10.1080/14747731.2014.932507
- Feasely, A. (2016). Eliminating Corporate Exploitation: Examining Accountability Regimes as Means to Eradicate Forced Labor from Supply Chains. *Journal of Human Traffickin*g, *2*(1), 15-31.

Supplementary Reading:

- LeBaron, G. (2018). The Coming and Current Crisis of Indecent Work. In: Hay C., Hunt T. (Eds.) *The Coming Crisis. Building a Sustainable Political Economy: SPERI Research & Policy*. Palgrave Macmillan, Cham.
- Aronowitz, A. A. (2019). Regulating Business Involvement in Labor Exploitation and Human Trafficking. *Labor and Society*, *22*(1), 145-164.
- ILO. (2016). *Report IV, Decent Work in Global Supply Chains.* International Labour Conference, 105th Session. Available at https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_468097.pdf

Week 3 - September 29: Forced Labour

Required Reading:

- Allain, J. (2018). What is Forced Labour? A Practical Guide for Humanities and Social Research. In LeBaron, G. (Ed.) *Researching Forced Labour in the Global Economy: Methodological Challenges and Advances*. Oxford: Oxford University Press.
- Rittich, K. (2017). Representing, Counting, Valuing: Managing Definitional Uncertainty in the Law of Trafficking. In Kotiswaran, P. (Ed.), *Revisiting the Law and Governance of Trafficking, Forced Labor and Modern Slavery* (Cambridge Studies in Law and Society, pp. 238-270). Cambridge: Cambridge University Press.
- Vandergeest, P., & Marschke, M. (2020). Modern Slavery and Freedom: Exploring Contradictions through Labour Scandals in the Thai Fisheries. *Antipode*, *52*(1), 291-315.

Supplementary Reading:

- ILO. (2014). *P029 – Protocol of 2014 to the Forced Labour Convention, 1930.* The General Conference of the International Labour Organization. Available at: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:P029

- Bernards, N. (2017). The Global Politics of Forced Labour. *Globalizations*, *14*(6), 944-957.

- ILO. (2009). Operational Indicators of Trafficking in Human Beings: Results from a Delphi Survey implemented by the ILO and the European Commission. Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_105023.pdf

- Lerche, J. (2007). A Global Alliance Against Forced Labour? Unfree Labour, Neo-Liberal Globalization and the International Labour Organization. *Journal of Agrarian Change*, *7*(4), 425–452.

- Rogaly, B. (2008). Migrant Workers in the ILO's Global Alliance Against Forced Labour Report: A Critical Appraisal. *Third World Quarterly*, *29*(7), 1431-1447.

- Fudge, J. (2019). (Re)Conceptualising Unfree Labour: Local Labour Control Regimes and Constraints on Workers' Freedoms. *Global Labour Journal*, *10*(2), 108-122.

- Fudge, J. (2018). Slavery and Unfree Labour: The Politics of Naming, Framing, and Blaming. *Labour / Le Travail*, *82*, 227–244.

Week 4 - October 6: Supply Chains

Research paper topic due Monday October 4

 Required Reading:

- Mayer, F. W. & Phillips, N. (2017) Outsourcing governance: states and the politics of a global value chain world. New Poltical Economy. 22(2) 134-152.

- Dallas, M. P., Ponte, S., & Sturgeon, T. J. (2019). Power in Global Value Chains. *Review of International Political Economy*, *26*(4), 666-694. DOI:10.1080/09692290.2019.1608284

- Selwyn, B. (2019). Poverty Chains and Global Capitalism. *Competition & Change, 23*(1), 71-97.

Supplementary Reading:

- World Bank Group. (2020). *Trading for Development in the Age of Global Value Chains*. Washington DC: World Bank Group. Available at: https://www.worldbank.org/en/publication/wdr2020

- Florence Palpacuer, F. and Alistair Smith, A. (Eds.) (2021) *Rethinking Value Chains: Tackling the Challenges of Global Capitalism*. Bristol: Policy Press.
- Phillips, N. (2013). Unfree labour and adverse incorporation in the global economy: comparative perspectives on Brazil and India. *Economy and Society*, *42*(2): 171-196.
- Phillips, N. (2016). Labour in Global Production: Reflections on Coxian Insights in a World of Global Value Chains. *Globalizations*, *13*(5), 594-607.
- Barrientos, S. (2019). *Gender and Work in Global Value Chains: Capturing the Gains?* Cambridge: Cambridge University Press.
- Selwyn, B., Musiolek, B., & Ijarja, A. (2020). Making a Global Poverty Chain: Export Footwear Production and Gendered Labor Exploitation in Eastern and Central Europe. *Review of International Political Economy*, *27*(2), 377–403.
- Mezzadri, A. (2017). *The Sweatshop Regime: Labouring Bodies, Exploitation, and Garments Made in India.* Cambridge: Cambridge University Press, 185-201.
- Gordon, T. (2018). Capitalism, Neoliberalism, and Unfree Labour. *Critical Sociology*, *45*(6), 1–19.
- LeBaron, G., & Phillips, N. (2019). States and the Political Economy of Unfree Labour. *New Political Economy*, *24*(1), 1-21.
- Peksen, D., Blanton, S. L., & Blanton, R. G. (2017). Neoliberal Policies and Human Trafficking for Labor: Free Markets, Unfree Workers? *Political Research Quarterly*, *70*(3), 673–686.

Week 5 - October 13: Mid-term Recess Class Canceled

Week 6 - October 20: Concepts

Research Proposal and Research Proposal Report Form due Monday October 18

Required Reading:

- Mezzadri, A. (2020). A Value Theory of Inclusion: Informal Labour, the Homeworker, and the Social Reproduction of Value. *Antipode; Oxford*, *53*(4), 1186-1205.
- Andrijasevic, R. (2021). Forced Labour in Supply Chains: Rolling Back the Debate on Gender, Migration and Sexual Commerce. *European Journal of Women's Studies*.
- Carstensen, A. L. (2021). Unfree Labour, Migration and Racism: Towards an Analytical Framework. *Global Labour Journal*, *12*(1).

Week 7 - October 27: Labour Chains and Fair Recruitment

Required Reading:

- Barrientos, S. W. (2013). 'Labour Chains': Analysing the Role of Labour Contractors in Global Production Networks. *The Journal of Development Studies*, *49*(8), 1058-1071.

- Mieres, F. (2018). Migration, Recruitment and Forced Labour in a Globalising World. In Triandafyllidou, A. (Ed.), *Handbook of Migration and Globalisation*. Edward Elgar Publishing, 155-170.

- Andrijasevic, R., & Novitz, T. (2020). Supply Chains and Unfree Labor: Regulatory Failure in the Case of Samsung Electronics in Slovakia. *Journal of Human Trafficking, 6*(2), 195-208.

Supplementary Reading:

- LeBaron. G. (2020). *Combatting Modern Slavery: Why Labour Governance is Failing and What We Can Do About It*. Polity Press. Chapter 4 (p 90-119). Available at: https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=6356741&ppg=101

- Faraday, D. (2014). Profiting from the Precarious: How Recruitment Practices Exploit Migrant Workers. *Metcalf Foundation.* Available at*:* https://metcalffoundation.com/site/uploads/2014/04/Profiting-from-the-Precarious.pdf

- Gordon J. (2017). Regulating the Human Supply Chain. *Iowa Law Review*, 102, 445-504.

- Strauss, K., & McGrath, S. (2017). Temporary Migration, Precarious Employment and Unfree Labour Relations: Exploring the 'Continuum of Exploitation' in Canada's Temporary Foreign Worker Program. *Geoforum, 78*, 199–208.

- Kothari, U. (2013). Geographies and Histories of Unfreedom: Indentured Labourers and Contract Workers in Mauritius. *The Journal of Development Studies*, *49*(8), 1042-1057.

- Yea, S., & Chok, S. (2018). Unfreedom Unbound: Developing a Cumulative Approach to Understanding Unfree Labour in Singapore. *Work, Employment and Society*, *32*(5), 1-17.

- Sarkar, M. (2017). Constrained Labour as Instituted Process: Transnational Contract Work and Circular Migration in Late Capitalism. *European Journal of Sociology*, *58*(1), 171-204.

- Polanco, G. (2019). Migration Regimes and the Production of (Labor) Unfreedom. *Journal of Asian American Studies*, *22*(1), 11-30.

- Smith, A. (2015). Troubling 'Project Canada': The Caribbean and the Making of 'Unfree Migrant Labour'. *Canadian Journal of Latin American and Caribbean Studies*, *40*(2), 274–293.

- Gordon, J. (2015). Global Labour Recruitment in a Supply Chain Context (*ILO Fundamentals Working Papers).* Available at*: https://www.ilo.org/global/publications/working-papers/WCMS_377805/lang--en/index.htm

Week 8 - November 3: Regulation and Governance

Required Reading:

- Ruggie, J. G. (2014). The Global Forum, Global Governance and "New Governance Theory": Lessons from Business and Human Rights. *Global Governance, 20*(1), 5-17.
- Bartley, T. (2011). Transnational Governance as the Layering of Rules: Intersections of Public and Private Standards. *Theoretical Inquiries in Law, 12*(2), 517- 542.
- Pasquali, G., Godfrey S., & Nadvi K. (2020). Understanding Regional Value Chains Through the Interaction of Public and Private Governance: Insights from Southern Africa's Apparel Sector. *Journal of International Business Policy*.
- Anner, M. (2021). Three Labour Governance Mechanisms for Addressing Decent Work Deficits in Global Value Chains. *International Labour Review*. First published: 19 April 2021- https://doi.org/10.1111/ilr.12209

Supplementary Reading:

- Barrientos, S. (2019). Governance Challenges: Promoting Gender-Equitable Value Chains. In *Gender and Work in Global Value Chains: Capturing the Gains?* Cambridge: Cambridge University Press.
- Marshall, S. (2005). How can Regulation Help? In *Living Wage: Regulatory Solutions to Informal and Precarious Work in Global Supply Chain*s. Oxford: Oxford University Press, p. 21-38.
- Feasley, A. (2016). Eliminating Corporate Exploitation: Examining Accountability Regimes as Means to Eradicate Forced Labor from Supply Chains. *Journal of Human Trafficking*, *2*(1), 15-31.
- Posthuma, A. & Rossi, A. (2017) Coordinated Governance in Global Value Cains: Supranational Dynamics and the Role of the International Labour Organization. *New Political Economy, 22* (2), 186-202.
- Kolben, K. (2015). Dialogic Labor Regulation in the Global Supply Chain. *Michigan Journal of International Law*, *36*(3), 425-465. Available at: https://repository.law.umich.edu/mjil/vol36/iss3/2

Week 9 - November 10: Corporate Social Responsibility

Analytic Blog/Short Paper due Monday November 8.

Required Reading:

- Blackett, A. (2001). Global Governance, Legal Pluralism and the Decentered State: A Labor Law Critique of Codes of Corporate Conduct. *Indiana Journal of Global Legal Studies*, *8*(2), 401-447. Available at: https://www.repository.law.indiana.edu/ijgls/vol8/iss2/8
- Shamir, R. (2008). The Age of Responsibilization: On Market-Embedded Morality. *Economy and Society*, *37*(1), 1-19.
- Esbenshade, J. (2012). A Review of Private Regulation: Codes and Monitoring in the Apparel Industry. *Sociology Compass*, *6*(7), 541-556.

Supplementary Reading:

- Fudge, J. Bad for business: the construction of modern slavery and the reconfiguration of sovereignty, *London Review of International Law*, forthcoming.
- Carrington, M., Chatzidakis, A., & Shaw, D. (2020). Consuming Worker Exploitation? Accounts and Justifications for Consumer (In)action to Modern Slavery. *Work, Employment and Society*, *35*(3), 432-450.
- Kolben, K. (2020). The Consumer Imaginary: Labour Rights, Human Rights, and Citizen-Consumers in the Global Supply Chain. *Vanderbilt Journal of Transnational Law*, *52*(4), 839-898.
- Curley, M. (2020). *Human Rights Due Diligence: Making it Mandatory – and effective*. EUIdeas. Available at: https://euideas.eui.eu/2020/07/03/human-rights-due-diligence-making-it-mandatory-and-effective/
- Judd, J., & Kuruvilla, S. (2020, April 30th). Why *apparel brands' efforts to police their supply chains aren't working. The Conversation*. Available at: https://theconversation.com/why-apparel-brands-efforts-to-police-their-supply-chains-arent-working-136821
- UN Global Compact. (2018). Business: It's Time to Act: Decent Work, Modern Slavery & Child Labour. *United Nations Global Compact*. Available at: https://www.unglobalcompact.org/library/5616
- Bartley, T., & Egels-Zandén, N. (2015). Responsibility and Neglect in Global Production Networks: The Uneven Significance of Codes of Conduct in Indonesian Factories. *Global Networks – A Journal of Transnational Affairs*, *15*, S21-S44.

- Lake, Q., MacAlister, J., Berman, C., Gitsham, M., & Page, N. (2016). Corporate Approaches to Addressing Modern Slavery in Supply Chains: A Snapshot of Current Practice. *Ethical Trading Initiatives* https://docplayer.net/20767040-Corporate-approaches-to-addressing-modern-slavery-in-supply-chains.html*.*

Week 10 - November 17: Auditors

Required Reading:

- Benstead, A. V., Hendry, L. C., & Stevenson, M. (2020). Detecting and Remediating Modern Slavery in Supply Chains: A Targeted Audit Approach. *Production Planning & Control*, 1-22.
- Fransen, L., & LeBaron, G. (2019). Big Audit Firms as Regulatory Intermediaries in Transnational Labor Governance. *Regulation & Governance,* 13, 260-279.
- Sarfaty, G. A. (2020). Translating Modern Slavery into Management Practice. *Law & Social Inquiry*, *45*(4), 1-25.

Suggested Reading Supplementary Reading:

- LeBaron, G. (2020). *Combatting Modern Slavery: Why Labour Governance is Failing and What We Can Do About It*. Polity Press. Chapter 5 (p 120-151) Available at: https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=6356741&ppg=131
- LeBaron, G., Lister, J., & Dauvergne, P. (2017). Governing Global Supply Chain Sustainability through the Ethical Audit Regime. *Globalizations*, 14(6), 958-975.
- LeBaron, G., & Lister, J. (2015). Benchmarking Global Supply Chains: The Power of the 'Ethical Audit' Regime. *Review of International Studies*, *41*(5), 905-924.
- Kuruvilla, S. (2021). *Private Regulation of Labor Standards in Global Supply Chains*: *Problems, Progress, and Prospects*. New York: Cornell University Press.

Week 11 - November 24: Modern Slavery Laws

Required Reading:

- Landau, I., & Marshall, S. (2018). Should Australia be Embracing the Modern Slavery Model of Regulation? *Federal Law Review*, *46*(2), 313-339.

- Mare, R. (2018). Corporate transparency laws: A Hollow Victory? *Netherlands Quarterly of Human Rights*, 36(3), 189-2013.
- Salminen, J., & Rajavuori, M. (2019). Transnational Sustainability Laws and the Regulation of Global Value Chains: Comparison and a Framework for Analysis. *Maastricht Journal of European and Comparative Law*, *26*(5), 602-627.

Supplementary Reading:

- Pesterfield, C. (2021). Unfree Labour and the Capitalist State: An Open Marxist Analysis of the 2015 Modern Slavery Act. *Capital & Class*, 1-18. DOI:10.1177/0309816821997122
- Nolan, J., & Bott, G. (2018). Global Supply Chains and Human Rights: Spotlight on Forced Labour and Modern Slavery Practice. *Australian Journal of Human Rights, 24*(1), 44-69.
- Feasley, A. (2015). Deploying Disclosure Laws to Eliminate Forced Labour: Supply Chain Transparency Efforts of Brazil and the United States of America. *Anti-Trafficking Review*, *5*, 30-49*.*
- Phillips, N., LeBaron, G., & Wallin, S. (2018). *Mapping and measuring the effectiveness of labour-related disclosure requirements for global supply chains* (International Labour Office Research Department Working Paper, no.32). Available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_632120.pdf

Week 12 - December 1: Worker Driven Social Responsibility

Required Reading:

- Mieres, F., & McGrath, S. (2021). Ripe to be Heard: Workers' Voice in the Fair Food Programme. *International Labour Review*. First Published: 22 March 2021, https://doi.org/10.1111/ilr.12204
- Blasi, J., & Bair, J. (2019). *An Analysis of Multiparty Bargaining Models for Global Supply Chains* (Conditions of Work and Employment Series). International Labour Office – Geneva. Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_655541.pdf
- Brudney, J. (2016). Decent Labour Standards in Corporate Supply Chains: The Immokalee Workers Model. In Howe, J., & Owens, R. (Eds.), *Temporary Labour Migration in the Global Era: The Regulatory Challenges.* Oxford: Hart Publishing, 351-376.

Supplementary Reading:

- LeBaron, G. (2020). *Combatting Modern Slavery: Why Labour Governance is Failing and What We Can Do About It*. Polity Press. Chapter 6 (p 152-182) Available at: https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=6356741&ppg=163

- Outhwaite, O., & Martin-Ortega, O. (2019). Worker-Driven Monitoring – Redefining Supply Chain Monitoring to Improve Labour Rights in Global Supply Chains. *Competition & Change*, *23*(4), 378-396. DOI:10.1177/1024529419865690

- Barrientos, S., Bianchi, L., & Berman, C. (2019). Gender and Governance of Global Value Chains: Promoting the Rights of Women Workers. *International Labour Review* (*158*(4), 729-752.

- Donaghey, J., & Reinecke, J. (2018). When Industrial Democracy Meets Corporate Social Responsibility - A Comparison of the Bangladesh Accord and Alliance as Responses to the Rana Plaza Disaster. *British Journal of Industrial Relations*, *56*(1), 14-42.

- Focus on Labour Exploitation (FLEX). (2020). Worker-Driven Social Responsibility: Exploring a New Model for Tackling Labour Abuse in Supply Chains. Available at: https://www.labourexploitation.org/publications/worker-driven-social-responsibility-exploring-new-model-tackling-labour-abuse-supply

- Arengo, E. (2019, February 13th). *Future of Fashion: Worker-Led Strategies for Corporate Accountability in the Global Apparel Industry.* International Labor Rights Forum (ILRF). Available at: https://laborrights.org/futureoffashion

- Asbed, G., & Hitov, S. (2017). Preventing Forced Labor in Corporate Supply Chains: The Fair Food Program and Worker-Driven Social Responsibility. *Wake Forest Law Review, 52*, 497-531.

- Clean Clothes Campaign, Global Labor Justice, ILRF, Worker Rights Consortium. (2020). Model Arbitration Clauses: For the Resolution of Disputes Under Enforceable Brand Agreements. Available at: https://laborrights.org/sites/default/files/publications/%20Model%20Arbitration%20Clauses%20for%20the%20Resolution%20of%20Disputes%20under%20Enforceable%20Brand%20Agreements.pdf

- Fair Labor Association. (2019). *Forced Labor in Supply Chains: Addressing Risks and Safeguarding Workers' Freedoms*. Available at: https://www.fairlabor.org/sites/default/files/documents/reports/forced_labor_guidance_update_july-2019.pdf

- Mares, T. M., & O'Neill, B. (2019). Cultivating *Comida:* A New Day for Dairy? *Journal of Agriculture, Food Systems, and Community Development, 8*(4), 5–8.

Week 13 - December 8

- Discussion of themes, research papers

Course Policies

Submission of Assignments

Assignments must be submitted by Avenue to Learn at the times specified above. Submission instructions for specific assignments are detailed above in the assignment section.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

The due dates for assignments are firm. All assignments must be submitted via Avenue to Learn by the due date. Students should contact me if they anticipate that they will miss a deadline or if they miss a deadline.

Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become

apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Department/University Policies

Academic Integrity Statement:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty, please refer to the Academic Integrity Policy, specifically Appendix 3, located at https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.

2. Improper collaboration in-group work.

3. Copying or using unauthorized aids in tests and examinations.

In this course, we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically.

Absence Reporting:

http://www.mcmaster.ca/msaf/   On-line self-reporting tool – illness lasting <u>less than 3 days</u>. This process can only be used <u>once per term</u>. Instructors are <u>not allowed to accept medical notes</u>! These must be submitted to your Faculty office. Please also communicate with the course instructor.

Conduct Expectations:

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in university activities. Student disruptions or behaviours that interfere with university functions on nline platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Code of Conduct:

http://studentaffairs.mcmaster.ca

"McMaster University is a community dedicated to furthering learning, intellectual inquiry, the dissemination of knowledge and personal and professional development. Membership in this community implies acceptance of the principle of mutual respect for the rights, responsibilities,

dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study work and live within it."

Computer Use:

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Course Modifications:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and Avenue to Learn (if used by instructor) *regularly during the term* to note any changes.

Email Communication Policy of the Faculty of Social Sciences:

All e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor/TA receives a communication from an alternate address, the instructor may not reply at his or her discretion. **Please always include student name, ID, course # and TA name in messages.**

Evaluations (Online):

http://evals.mcmaster.ca, and log in via MACID.
These help faculty and the School of Labour Studies to meet our goal of continually improving teaching effectiveness. All students in the course are invited and encouraged to complete the evaluation.

Student Accessibility Services:

http://sas.mcmaster.ca/

Location: MUSC – B107

Contact: 905-525-9140 x 28652

NOTE: Disclosure of disability-related information is personal and confidential.

Student Accessibility Services offers various supports for students with disabilities. We work with full time and part time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, and Classroom Accommodations. ***Please inform the instructor if there are disability needs that are not being met.

McMaster University Policy on Academic Accommodation:

Please find the McMaster University policy on academic accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy at the following link:

- http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO):

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Student Success Centre:

Email Address: http://studentsuccess.mcmaster.ca/

Location: GH-110

Contact: 905-525-9140 x 24254

Some services include: student orientation, academic skills, volunteerism, educational planning, employment and career transition. Writing Support: https://studentsuccess.mcmaster.ca/academic-skills/writing-support/

Student Wellness Centre:

Email Address: http://wellness.mcmaster.ca/

Location: MUSC-B10

Contact: 905-525-9140 x 27700

Provides services in: Personal and Psychological Counselling, Mental Health Support, Medical and Health Services

Research Proposal Report Form

Student Name: _____

Instructions: This form is to allow you to show that you consulted all the required electronic sources. You should include at least 20 references in your bibliography, including at least two for each of the categories listed in the form below, which should include at least two recent news articles obtained from LexisNexis or Google and at least two relevant documents obtained from international organizations (ILO, World Bank, IOM,) government, business or NGOs via a Google search. In cases where your search did not turn up relevant references, you should provide your search terms and other brief relevant commentary under "Comments" to show that you did the search. You should use some numbering system so that you can make clear for each source which items in your bibliography were found using it. For instance, you could number all the items in your bibliography, and you could use those numbers in this form to show that you did the search successfully. You are not expected to read or obtain all the references listed here. Part of the goal of this assignment is to provide a report on the state of the knowledge in the field and a list of relevant materials can help address that goal. If the publication looks especially useful and is not available at McMaster University, then it may be worth ordering through RACER (Inter-Library Loan).

Sources	Examined (Y or N)	Reference Numbers	Comments
Nexis Uni News			
Nexis Uni Law Reviews*			
Social Sciences Citation Index, ABI/INFORM, or comparable databases			
Google Search (not Google Scholar)			
Business websites			
Government/public sector			
International/supra national organization			
NGO websites			

Note: it is important to make sure you search the law reviews. These may come up from a regular search. You can also restrict your search to law reviews: when you get to Nexis Uni click on the "Law Reviews" tab to access the law journals.