

LABRST 791: Contemporary Issues in Labour Studies

The Global Governance of Forced Labour in Supply and Labour Chains: From Theory to Policy

Fall 2020

INSTRUCTOR: Judy Fudge
EMAIL: fudgej@mcmaster.ca
Seminar: Tues 11:30 to 2:30
We will only be on-line as a Group for an hour and 15

OFFICE: KTH 722
OFFICE HOURS: I will be available without appointments on-line at the following times:
Wed 10 to 11am and Thursday 5 to 6 pm
Please email me to set up another time to meet.

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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? Who are the social actors shaping the “modern slavery” policy space? 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 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 policy, and developing skills of policy analysis and policy writing 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 an hour and 15 minutes of the weekly seminar as a group. The beginning 15 minutes will deal with administrative matters and questions from the previous

week. The next 60 minutes will be student led – each week 2 students will be responsible for a 15-minute presentation and then facilitating discussion for 45 minutes. The remaining time allocated to the class can be used for group work or consulting with the instructor.

Some of us may not have reliable internet access or may be in another time zone. For this reason, I will post a video recording of each of the seminars on the Avenue to Learn class website. Class participation will also include a weekly short submission. For students who are in different time zones, I will make arrangements to have the seminar they lead at a time that reasonably accommodates them. I will also provide office hours that are accessible for students in different time zones. Since we will only be meeting on-line for 75 minutes a week, I have provided a number of videos, podcasts and short exercises for discussion purposes I would like to watch or complete and to incorporate to the weekly discussion board posting. Since a component of the course is working on how to give and receive comments, you will be meeting with each other in pairs throughout the term and you can establish times that are good for you and your partner to meet on-line.

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.

Learning Objectives

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

- a systematic understanding of the leading academic and policy literatures on forced labour and labour and supply chains;

- your ability to critically evaluate those literatures 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 the difference and relationship between academic and policy writing as different genres of communication;
- your awareness of your own and others' positions on the key issues, and to position yourself within a community of scholarship;
- your ability to engage in supportive and critical peer learning; and
- your ability to write for different audiences.

Weekly Course Schedule and Required Readings

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

Course Evaluation - Details

1. Participation 20 per cent

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 are 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 from the readings; 2) a key line or passage from one of the readings; 3) three or four 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 10 PM on the**

Sunday before the session. You are encouraged to bring up your own or others' keywords, passages, and questions in the seminar.

Since we will only be on-line collectively for an 1 hour and 15 minutes per week I have devised some "exercises" for you to do for the specified classes (see the weekly readings and weekly check list on Avenue to Learn). These exercises will require you to post material in the discussion board on Avenue to Learn and/or to meet up in a smaller group to discuss matters with other members of the class at a time that is convenient for everyone (the remaining the class time is available for this purpose or you can find an agreed upon time).

2. Student-led Webinar 10 per cent

Students will be arranged into groups of two (or more if necessary) at the first meeting of the class. Each group will make at least one presentation 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 the 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 your presentations. This material can also be posted in advance on the Avenue to Learn website by contacting the instructor on the Monday before the seminar (by 6 pm).

Combined the webinar presentation and the seminar will be for 60 minutes.

3. Topic statement for brief and research proposal for brief (10% total)

- Topic statement is due Sunday September 27 at 10 pm. (5%)
- Research proposal is due Sunday October 18 at 10 pm. (5%)

Both are to be submitted via Avenue to Learn in the appropriate assignment folder.

The topic statement is a brief summary of the topic you intend to research, 300 words maximum. Its purpose is to make sure you have a topic that is doable and that fits with course themes. You should choose a topic *with current practical relevance* that involves the governance of labour and supply chains and forced labour. The following components should be included in your topic statement: a tentative title, the topic, how it relates to course themes and how your policy brief hopes to contribute to knowledge and policy development. Please consult the course materials and the instructor if you need some inspiration or a steer.

The research proposal is a more developed plan for your policy brief. 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), not including the bibliography.

Your research proposal should restate your topic and address the following questions: What problem will your brief address? Who is the audience? Why is the problem important to them? What other policies or briefs already exist? How will your brief differ (e.g., different information, perspective, aim, or audience)? You should provide an interesting and informative title for your brief. You should also set out your working hypothesis or arguments. Comment on the concepts you will draw upon in your brief and the policy you want to critique, advocate, improve.

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://cameronhibos.com/bts/BTS-2-Global-Economy.pdf>

4. Short Paper (15%), November 8, week 9, submit to Avenue to Learn.

Write a 1,500-word 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 opinion without evidence or analysis). There are different kinds of blogs. Consider examples on the following sites: 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-australi>; 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>

5. Draft Policy Brief Due November 29, 10 pm, week 11, submit to Avenue to Learn, 20 per cent.

4000 words not including references or diagrams, tables etc.

This draft should be a good first draft – written legibly, with a logical structure.

A policy brief must be easy to read. Structure is important to get right. Information on how to

write a policy brief and some samples are provided on the Avenue to Learn course website under Policy Briefs

Ensure that everything the reader really needs to know is on the first page.

- Executive Summary - two to three sentences summing up the entire brief. Use recognisable buzzwords and emphasize the relevance of the research to policy to draw the policy actors' attention to read on.
- Introduction/Summary of the Problem - explain the policy issue and why it is particularly important or current. Put the research into context.
- Methods, Approaches and Results/Body- present the research/project findings in an accessible way for a non-specialist. Explain the methodology used to reach the results, such as a synthesis of existing research/literature or new research data.
- Conclusions - reinforce the key message to take away from the policy brief.
- Policy Recommendations – try to make only one feasible policy recommendation. If you are making more than one recommendation, differentiate between them clearly e.g. in bullet points and keep it to three as a maximum.
- References and Suggested Sources.

6. Comments on another student's Draft Brief December 6 at 10 pm (week 11), submit to Avenue to learn, 5 per cent.

Comments on another person's draft. Maximum 300 words. Drafts and comments are to be submitted by December 6 at 10 pm Avenue to Learn in the appropriate assignment folder.

You are required to read and comment on someone's draft brief (you will be assigned randomly). You should summarise the argument and identify at least two things that are good about the brief and at least two ways to improve it. The more specific and the clearer you are, the more you can assist your classmates in improving their work. We will be discussing how to give comments on a draft in the class on December 1.

7. Final draft of Brief Due December 18 at 10 pm, submit to Avenue to Learn, 20 per cent

You will be assessed on the improvement in your final paper from the draft that you submitted and an overall assessment of the brief.

Revision is the key to good writing and clear ideas. We will be discussing how to revise a brief in light of comments in week 8. You are being given an opportunity to learn how to revise your own work and on December 8 (week 12). We will discuss ways to revise in order to improve the briefs.

Evaluation Summary

Participation	10 classes Sunday 10 pm Submit Avenue to Learn weekly discussion folder	Active in Class discussion Keywords, Key Passage, Questions (Weeks 2-4 and 6 to 12 inclusive)	20 per cent
Class Leadership	1 or 2 per term	Presentation of readings, leading class discussion	10 per cent
Topic statement Research Proposal	September 27 at 10pm Avenue to Learn – Assignment folder October 18 at 10 pm	300 word Up to 1200 words and research proposal report	10 per cent total (5 per cent each)
Short paper	November 8 at 10 pm Avenue to Learn – Assignment folder	1,500 word paper	15 per cent
Comments on Brief	December 6 at 10 pm Avenue to Learn – Assignment folder	300 words	5 per cent

Draft Brief	November 29 at 10 pm in Avenue to Learn – Assignment folder	4,000 word draft brief	40 per cent in total
Final Brief	December 18 th at 10pm in Avenue to Learn – Assignment folder		(20 per cent each)

Weekly Course Schedule and Required Readings

Week 1 September 15: Introductory Material

Exercise 1 Choose **one article** from the following collection of very short articles and write 2 sentences: one on why you chose it and the second on what you took away from it. Explain why you choose it and what you learnt from it. **Post your sentences on the Avenue to Learn discussion board for week 1 by 9 am on September 15.**

- LeBaron, G., and Howard, N. (eds.) (2015). Forced Labour in the Global Economy: Beyond Trafficking and Slavery Short Course Vol. 2. *Open Democracy*. Accessed at <http://cameronhibos.com/bts/BTS-2-Global-Economy.pdf>

This collection is also useful to refer to when deciding the topic upon which you want to research and write a policy brief.

Required Reading:

- Aronowitz, A.A. (2019). Regulating business involvement in labor exploitation and human trafficking. *Labor and Society*, 22: 145 - 164. <https://doi.org/10.1111/lands.12372>
- Feasely, A. (2016). Eliminating Corporate Exploitation: Examining Accountability Regimes as Means to Eradicated Forced Labor from Supply Chains. *Journal of Human Trafficking*, 2(1):15-31, DOI: <https://doi.org/10.1080/23322705.2016.1137194>
- Fudge, J. (2018). Slavery and Unfree Labour: The Politics of Naming, Framing, and Blaming. *Labour / Le Travail*, 82, 227–244. DOI: <https://doi.org/10.1353/lit.2018.0041>

Suggested 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. https://doi.org/10.1007/978-3-319-63814-0_6
- LeBaron, G., Howard, N., Thibos, C., and Kyritsis, P. (2018). Confronting root causes : Forced Labour in Global Supply Chains. *Open Democracy*. Accessed: https://cdn-prod.opendemocracy.net/media/documents/Confronting_Root_Causes_Forced_Labour_In_Global_Supply_Chains.pdf

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

Exercise 2: Watch at least **one** of the Al Jazeera's videos from its site **Slavery: A 21st Century Evil**

(<https://www.aljazeera.com/programmes/slaverya21stcenturyevil/feedback.htm>-) on modern slavery. **Write one sentence describing how traffickers are portrayed.** After

spending 30 minutes watching the video read: Dearey, M. (2018). Who are the Traffickers? A Cultural Criminological Analysis of Traffickers as Represented in the Al Jazeera Documentary Series Modern Slavery: A Twenty-first Century Evil. In Gregoriou, C. (ed.) *Representations of Transnational Human Trafficking: Present-day News Media, True Crime, and Fiction* Springer. Palgrave-MacMillan, p. 117-142.

Write a sentence indicating what is missing from the video presentation. **Post both sentences on the discussion board for week 2 by 9 am November 22.**

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.
- ILO (2009). Operational indicators of trafficking in human beings Results from a Delphi survey implemented by the ILO and the European Commission. Accessed: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_105023.pdf

- Rittich, K. (2017). Representing, Counting, Valuing: Managing Definitional Uncertainty in the Law of Trafficking. In P. Kotiswaran (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. doi:10.1017/9781316675809.009

Supplementary Reading:

- Forced Labour Protocol, 2014
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, DOI: 10.1080/14747731.2017.1287470
- ILO (2009). Operational Indicators of Trafficking in Human Beings : Results from a Delphi Survey implemented by the ILO and the European Commission. Accessed:
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.
- Vandergeest, P., and Marschke, M. (2020). Modern Slavery and Freedom: Exploring Contradictions through Labour Scandals in the Thai Fisheries. *Antipode*, 52(2):291-315. DOI: 10.1111/anti.12575

Week 3 September 29: The Political Economy of Forced Labour

Required Listening:

- Mezzadri, A. (2018). The Sweatshop Regime: Garments, Exploitation, and labouring Bodies made in India [podcast]. Accessed: <https://podcasts.ox.ac.uk/people/alessandra-mezzadri>

Required Reading:

- Alessandrini, D. A 'New Dawn' for Trade and Development? Value Capture and Social Reproduction in GVCs, Under review.
- Mezzadri, A. (2017). *The Sweatshop Regime: Labouring Bodies, Exploitation, and Garments Made in India*. Cambridge: Cambridge University Press, 2017, 185-201.
- Phillips, N. and Mieres, F. (2015). The Governance of Forced Labour in the Global Economy. *Globalizations*, 12 (2). 244 – 260.

Supplementary Reading:

- Gordon, T. (2018). Capitalism, Neoliberalism, and Unfree Labour. *Critical Sociology*, 1–19. DOI: 10.1177/0896920518763936
- LeBaron, G. & Phillips, N. (2019). States and the Political Economy of Unfree Labour, *New Political Economy*, 24(1): 1-21, DOI: 10.1080/13563467.2017.1420642
- 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. <https://doi.org/10.1177/1065912917710339>
- 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, DOI: 10.1080/03085147.2012.718630
- Selwyn, B. (2019). Poverty chains and global capitalism. *Competition & Change*, 23(1), 71-97. doi:10.1177/1024529418809067

Week 4 October 6: Supply Chains

Required reading or viewing:

You can either read the report below or watch one of the 2 videos in which LeBaron discusses the report: <https://www.youtube.com/watch?v=0scZS6M5qTA> or <https://www.youtube.com/watch?v=3vfG8UElhlc>

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

Required Reading:

- Andrijasevic, R., and 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. DOI: 10.1080/23322705.2020.1691817
- Mann, E. (2017) Obsession with Smartphones Perpetuates Dangerous Labor Practices in the Congo, Human Trafficking Centre, <https://humantraffickingcenter.org/obsession-smartphones-perpetuates-dangerous-labor-practices-congo/>
- Eritrea Focus. (2018) Mining & Repression in Eritrea, Corporate Complicity in Human Rights Abuses. <https://miningwatch.ca/blog/2018/6/14/new-report-points-corporate-complicity-human-rights-abuses-eritrea-canadian-company>

Suggested Reading:

- Crane, A., LeBaron, G., Allain, J and Behbahani, L. (2018). Governance gaps in eradicating forced labor: From global to domestic supply chains. *Regulation & Governance*, 13, 86–106.

Week 5 October 13 Reading Week Class Canceled

Week 6 October 20 Immigration Controls and Forced Labour

Exercise 3: spend at least half hour reading the report:

Migrant Workers: Alliance for Change (2020). *Unheeded Warnings: Covid-19 & Migrant Workers in Canada*. P. 1-26. <https://migrantworkersalliance.org/wp-content/uploads/2020/06/Unheeded-Warnings-COVID19-and-Migrant-Workers.pdf>

Is what is being described either forced labour or modern slavery? What is the relationship between these terms and unfree labour? **Post your answers (300 words or less) to these questions by 9 am on October 20 on the discussion board for week 6.**

Required Reading:

- Polanco, G. (2019). Migration Regimes and the Production of (Labor) Unfreedom. *Journal of Asian American Studies*, 22(1), 11–30. DOI: <https://doi.org/10.1353/jaas.2019.0003>
- 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.

- Strauss, K. and 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.

Suggested Reading:

For examples from outside of Canada see the following:

- Kothari, U. (2013). Geographies and Histories of Unfreedom: Indentured Labourers and Contract Workers in Mauritius. *The Journal of Development Studies*, 49(8): 1042-1057, DOI: 10.1080/00220388.2013.780039
- Yea, S., & Chok, S. (2018). Unfreedom Unbound: Developing a Cumulative Approach to Understanding Unfree Labour in Singapore. *Work, Employment and Society*, 1-17. DOI: 10.1177/0950017017738956
- 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. doi:10.1017/S0003975617000054

Week 7 October 27: Regulation and Governance

Exercise 4: Read Ruggie, J. (2014). The Global Forum, Global Governance and “New Governance Theory”: Lessons From Business and Human Rights. *Global Governance*, 20, 5-17. What is new governance and why is it needed? Post your answer (no more than 200 words) to **these questions by 9 am October 27 in the discussion board for week 7.**

Required Reading:

- Bartley, T. (2011). Transnational Governance as the Layering of Rules: Intersections of Public and Private Standards. *Theoretical Inquiries in Law*, 12(2):517- 542.
- Barrientos, S. (2019). Governance Challenges: Promoting Gender-Equitable Value Chains. In *Gender and Work in Global Value Chains: Capturing the Gains?* (Development Trajectories in Global Value Chains, pp. 224-249). Cambridge: Cambridge University Press. doi:10.1017/9781108679459.010

- Marshall, S. (2005). How can Regulation Help? In *Living Wage: Regulatory Solutions to Informal and Precarious Work in Global Supply Chains*. Oxford University Press, p. 21-38.

Suggested Reading:

- 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, DOI: 10.1080/23322705.2016.1137194

Week 8 November 3: Policy Actors

Instructor-led session on how to write a policy brief. Look through the folder Policy Briefs and read the following sample.

- DemandAT (2017). Four Principles For addressing Trafficking, Forced Labour and/or Slavery (TFLS) in Supply Chains. *European Commission*. Accessed: <https://www.demandat.eu/publications/european-policy-brief-four-principles-addressing-trafficking-forced-labour-andor>

Exercise 5: Identify a policy actor relevant to your research and characterize its position on modern slavery in labour and/or supply chains. Post this submission, which should be between 50 and 100 words, on the discussion board for week 8 by **9 am November 3**. You will be assigned a partner to discuss your policy actors.

Required Reading:

- Chuang, J.A. (2015). Giving as Governance? Philanthrocapitalism and Modern-Day Slavery Abolitionism. *University of California Law. Rev.* 62: 1516 -1549
- LeBaron, G., and Ruhmkorf, A. (2017). The domestic politics of corporate accountability legislation: struggles over the 2015 UK Modern Slavery Act. *Socio-economic Review*, 1-35. DOI: 10.1093/ser/mwx047

Suggested Reading:

- Global Freedom Network (2014). A United Faith Against Modern Slavery. *Vatican City*. Accessed: <http://www.respect.international/a-united-faith-against-modern-slavery/>

- Harrelson, S. (2010). Mavericks of Allies: The Role of Faith-Based Organizations in the Anti-Trafficking Movement. *The University of Denver* (The Second International Interdisciplinary Conference on Human Trafficking).
- Walk Free (2019). Measurement, Action, Freedom: An Independent assessment of government progress towards achieving UN Sustainable Development Goal 8.7. *Minderloo Foundation*. Accessed: https://cdn.globalslaveryindex.org/2019-content/uploads/2019/07/17123602/walk.free_.MAF_190717_FNL_DIGITAL-P.pdf
- Walk Free (2016). Harnessing the Power of Business to End Modern Slavery. *Minderloo Foundation*. Accessed: <https://cdn.minderloo.org/content/uploads/2016/01/27113827/Harnessing-the-power-of-business-to-end-modern-slavery-20161130-Final.pdf>

Week 9 November 10 : Corporate Social Responsibility

Exercise 6: Find a corporate social responsibility initiative by a Canadian company. Identify the company, the sector (garment, mining, food) and provide the website for the CSR. Post this information (no longer than 300 words) on the discussion board for week 9 **by 9 am on November 10.**

Required Reading:

- Curley, M. (2020). *Human Rights Due Diligence: Making it Mandatory – and effective*. EUIdeas. Accessed: <https://euideas.eui.eu/2020/07/03/human-rights-due-diligence-making-it-mandatory-and-effective/>
- Esbenshade, J. (2012). A Review of Private Regulation: Codes and Monitoring in the Apparel Industry. *Sociology Compass* 6(7): 541-556. DOI: 10.1111/j.1751-9020.2012.00473.x
- Judd, J. and Kuruvilla, S. (2020, April 30th) .*Why apparel brands' efforts to police their supply chains aren't working*. *The Conversation*. Visit: <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 Report. Accessed: <https://www.unglobalcompact.org/library/5616>

Required Viewing:

- Look at the slides at:

<https://cornell.app.box.com/s/swgaexrjs1bne4tk4magraf14894hpr7>

Consider how the data is presented.

Suggested reading:

- Bartley, T., & Engels-Zanden, N. (2015). Responsibility and neglect in global production networks: the uneven significance of codes of conduct in Indonesian factories. *Global Networks*, 15: S21-S44.
- Fransen, L. & LeBaron, G. (2019). Big audit firms as regulatory intermediaries in transnational labor governance. *Regulation & Governance*, 13, 260-279.
DOI:10.1111/rego.12224
- 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*.
- LeBaron, G., Lister, J., & Dauvergne, P. (2017). Governing Global Supply Chain Sustainability through the Ethical Audit Regime. *Globalizations*, 14(6), 958-975.
doi:10.1080/14747731.2017.1304008

Week 10 November 17: Fair Recruitment

Exercise 7: Watch the video on a guide to fair recruitment of migrant labour

(<https://www.youtube.com/watch?v=F9V6LImzGxl>) and Principles

(https://www.ilo.org/global/topics/labour-migration/publications/WCMS_536755/lang-en/index.htm). What does the ILO consider to be the cause of forced labour in the

context of migrant labour? **Provide a brief answer (about 100 words and post it on the week 10 discussion board by 9 am on November 17.**

Required Reading:

- Faraday, D. (2014). Profiting from the Precarious: How recruitment practices exploit migrant workers. *Metcalf Foundation*. Accessed :
<https://metcalffoundation.com/site/uploads/2014/04/Profiting-from-the-Precarious.pdf>

- Fudge, J. and Parrot, D. (2013). Placing Filipino caregivers in Canadian homes: Regulating transnational employment agencies in British Columbia. In Fudge, J. and Strauss, K. (eds.) *Temporary Work, Agencies and Unfree Labour: Insecurity in the New World of Work*. 70-93. 10.4324/9780203111390.
- Gordon J. (2017). Regulating the Human Supply Chain. *Iowa Law Review*, 102, 445-504.

Suggested Reading:

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

Week 11 November 24: Modern Slavery Laws

Exercise 8: Read Bill S-211, *An Act to enact the Modern Slavery Act and to amend the Customs Tariff* and *The Straight Goods: Canadian Business Insights on Modern Slavery in Supply Chains* after reading the required readings. How would you assess the prevailing Canadian position on modern slavery laws? How onerous is the Senate Bill? What do Canadian corporations want? **Post your answer (no more than 200 words) on the discussion board for week 11 by 9 am November 24.**

Required Reading:

- Nolan, J. and 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. DOI: 10.1080/1323238X.2018.1441610.
- Mare, R. (2018). Corporate transparency laws: A Hollow Victory? *Netherlands Quarterly of Human Rights*, 36(3), 189-2013. DOI: 10.1177/0924051918786623.
- Feasely , A. (2015). Deploying Disclosure laws to Eliminate Forced Labour : Supply Chain Transparency Efforts of Brazil and the United States of America. *The Anti-Trafficking Review*. DOI: 10.14197/atr.20121553
- 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).

https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_632120.pdf

Suggested Viewing:

The PowerPoint slides below provide a nice structure for evaluating modern slavery laws.

- Andrees, B., Huachere Vuong, A. (2011). Eradicating forced labour from supply chains (ILO Special Action Programme to Combat Forced Labour Webinar). Accessed: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---multi/documents/meetingdocument/wcms_322422.pdf

Week 12 December 1 Worker Driven Social Responsibility

Draft policy brief Due November 29 at 10 pm in assignment folder on Avenue to learn Instructor-led discussion of how to review and give comments on a draft.

Required Reading:

- Brudney, J.(2016). Decent Labour Standards in Corporate Supply Chains: The Immokalee Workers Model in Howe, Joanna and Owens, Rosemary (eds), *Temporary Labour Migration in the Global Era: The Regulatory Challenges*. Oxford: Hart, 351-376.
- 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.
doi:10.1111/bjir.12242
- Focus on Labour Exploitation (FLEX) (2020). Worker- Driven Social Responsibility: Exploring a New Model for Tackling Labour Abuse in Supply Chains. Accessed: <https://www.labourexploitation.org/publications/worker-driven-social-responsibility-exploring-new-model-tackling-labour-abuse-supply>

Suggested viewing:

- How do we resolve labor disputes under global supply chain agreements?
Webinar: How do we resolve labor disputes under global supply chain agreements?

New Conversations Project: Sustainable Labor Practices in Global Supply Chains:

<https://www.ilr.cornell.edu/new-conversations-project-sustainable-labor-practices-global-supply-chains/news-and-events/webinar-how-do-we-resolve-labor-disputes-under-global-supply-chain-agreements>

Suggested Reading:

- Arengo, E. (2019). *Future of Fashion: Worker-Led Strategies for Corporate Accountability in the Global Apparel Industry*. *International Labor Rights Forum (ILRF)*. Accessed: <https://laborrights.org/futureoffashion>
- Asbed, G. & Hitov, S. (2017). Preventing Forced Labour 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. Accessed: <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*. Accessed: 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. <https://doi.org/10.5304/jafscd.2019.084.003>
- 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

Week 13 December 8 Discuss Drafts

Comments on another student's draft due **December 6nd at 10pm.**

Discuss draft and comments with partner.

Instructor-led discussion on how to revise in light of comments.

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. Late take home assignments will receive a deduction of 10% per a day (or part thereof) and assignments that are more than two days late will not be accepted.

Absences, Missed Work, Illness

On-line self-reporting tool – illness lasting less than 3 days. Can only be used once per term. Instructors are not allowed to accept medical notes!

Please inform the instructor if you think you will miss a seminar.

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 to go www.mcmaster.ca/academicintegrity.

Academic Dishonesty

<http://www.mcmaster.ca/academicintegrity/students/index.html>

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 <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

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.

Department/University Policies

Labour Studies staff does not date-stamp assignments, nor do they monitor the submission or return of student papers. All papers should be submitted through Avenue to Learn.

Absence Reporting:

<http://www.mcmaster.ca/msaf/> On-line self-reporting tool – illness lasting less than 3 days. Can only be used once per term. Instructors are not allowed to accept medical notes! These must be submitted to your Faculty office. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please also communicate with the course instructor.

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>

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.*