

Master of Science in Sustainability Management

**SUMA PS6125 FASHION POLICY AND THE POLITICS OF GOVERNMENT ACTION**  
Fall 2024

3 Credits

**Instructor:** Elizabeth L. Cline, [elc2195@columbia.edu](mailto:elc2195@columbia.edu)  
**Response Policy:** Please contact me or my TA Zoe by email, and one of us will respond within 48 hours.  
**Teaching Associate:** TBD  
**Office Hours:** By appointment every Friday via Zoom in 30-minute blocks, from 11AM to 4PM EST (or you can arrange a different time if this doesn't work).

**COURSE OVERVIEW:**

The fashion industry is an ideal case study of how governments, communities, citizens, and international institutions attempt to limit the environmental and social impacts of major consumer industries with complex global supply chains. Historically, apparel, footwear, and textiles have been at the center of some of the most consequential government actions under liberal Western democracy, including the abolition of slavery and the passage of the first workplace safety, labor, and environmental laws in the United States. In recent years, fashion has returned to the center of dynamic policy debates within the sustainability and social impact space, from issues of greenwashing and climate change to forced labor.

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

But the tide is turning. Governments are once again being asked to step in and regulate the fashion industry and other consequential consumer industries. Can effective policies police international supply chains and achieve their intended aims? How can they be designed to address root causes and systemic injustices and how can the policy process be inclusive and representative? Can policies be designed to avoid unintended consequences or is the democratic policy process doomed to compromise and thus flawed? This course is a survey of the fast-evolving space of modern environmental and labor policy as it intersects with the fashion industry, and which seeks to incentivize more responsible business behavior in the realm of social, environmental, and governance impacts. The class will use recently passed and proposed fashion social and sustainability policies as our case studies, including the New York State Fashion Sustainability and Social Accountability Act (the Fashion Act);

the EU Corporate Sustainability Due Diligence Draft Directive (EU CSDD); California's Garment Worker Protection Act (SB62) and Congress's FABRIC Act; the FTC Green Guides and the UK CMA's Green Claims Code; and the EU's Waste Framework Directive, to name a few.

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

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

## **LEARNING OBJECTIVES:**

- L1: Students will demonstrate an understanding of **the history of government efforts in developing labor and environmental standards** through the lens of the apparel, textiles and footwear industry and learn to identify **the key stakeholders** that shape policy and are affected by it.
- L2: Students will demonstrate an understanding of the **history and power dynamics** that determine how environmental and labor policy is made and what outcomes it produces, and how power, money, inequality, and organizing shape this process.
- L3: Students will demonstrate an understanding of and learn to **critically analyze the key components and approaches and potential effectiveness of emerging policies**, including New York's Fashion Act, EU CSDDD, the Uyghur Forced Labor Prevention Act, the FABRIC Act, Garment Worker Protection Act, and France's textile waste ban and key policy mechanisms **such as transparency, trade policy, consumer protection, corporate due diligence, and joint and several liability**. Students will apply **social science methods** to current policy case studies.
- L4: Students will develop an understanding of **how ethics, equity and bias** influence the development of fashion supply chains and policy's potential and limitations for influencing these dynamics.
- L5: Students will **demonstrate an understanding** of how the fashion industry is impacted by, engages with, and shapes the policy process. They will develop the capacity to understand the business perspective and how companies can prepare for social and environmental regulations.
- L6: Students will develop an **authoritative and informed position on policy matters**, which they will demonstrate through writing a final policy analysis that makes a recommendation to either industry or civil society on either for or against one of our fashion policy case studies.

## **READINGS:**

**Required books: None.**

**Other Required Readings.** These materials will be made available directly in electronic or hard copy form, or made available on Canvas through an Internet link or a posted item.

**This Syllabus may be revised during the course of the semester to reflect the inclusion of additional material or adjustments to the schedule. You are obliged to look for updates on Canvas.**

## **COURSE POLICIES:**

### *Participation and Attendance*

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

### *Late work*

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

### *Citation & Submission*

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

## **COURSE REQUIREMENTS (ASSIGNMENTS):**

### **1. Attendance and Participation - 20% (L1, L2, L3, L4, L5, L6)**

Attending class in person is mandatory unless excused with prior permission, as participating in classroom discussions is critical to understanding the subject matter, fostering a healthy learning environment, and getting the most out of this course. Students should come to class having done the readings and be well prepared to listen, engage and participate in classroom conversations and work. The participation portion of your grade is based on in-class written discussion questions, group work, and other activities that are announced throughout the semester and are based only on whether the work is completed / performed.

### **2. Critical writing responses on readings - 40% (L1, L2, L3)**

- You will complete four of five Graded Discussion posts due throughout the semester, of which each is worth 10% of your total grade (it's your choice as to which post to abstain from).

These written reflections on our readings and coursework are pivotal for forming a strong foundation for your final paper and to critically understand the policy process, analyzing stakeholders and power in the policy process, and the economic and social / environmental impacts of policy on both a short and long-term timeline. You will be expected to submit these essays using proper APA formatting and citations and they will be checked against Turnitin. More detailed instructions will be made available on Canvas.

**3. Mid-Point Historic Fashion Policy Group Presentation - 15% (L3, L4, L5, L6)**

- Students will deliver a group presentation of 10-15 slides / 15-20 minutes each analyzing how a pivotal change in US policy is connected to fashion, the stakeholders and impacts of the policy, effectiveness and outcomes and lessons for today’s policymakers and broader society. This assignment will be 15% of your grade and every member of your group will receive the same grade.

The policies for the group presentations may include (the professor may change selections during the semester) abolition in the United States (13th amendment), women’s suffrage (19th amendment), the Wagner Act, the Civil Rights Act of 1964, or the Clean Water Act. Each group will receive constructive feedback from the class, as well as challenges to your conclusions, which they should incorporate back into their future learnings, which will prepare students to write their final paper. More detail on this assignment will be provided via Courseworks.

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

- 12-15 pages double-spaced policy critique and recommendation paper in APA style

Your final paper will analyze a recent fashion policy case study. You will choose your topic from one of the following (topics may change throughout the semester): The FTC Green Guides or the UK CMA Green Claims Code; EU Corporate Sustainability Due Diligence Directive (CSDDD); The New York State Fashion Act (A8352/S7428); The US Fashioning Accountability and Building Real Institutional Change Act (FABRIC Act) (S.4213) and California’s SB62; The US Uyghur Forced Labor Prevention Act; or the French Anti-Waste Law. The topics are subject to change and the details of the assignment will be posted to Courseworks. The paper should be a highly developed research paper that draws on course readings and learnings, credible sources (including academic journals, news sources, books, and / or interviews with experts), and any guest lectures.

**FINAL GRADING SCALE**

<b>Grade</b>	<b>Percentage</b>
<b>A+</b>	98–100 %
<b>A</b>	93–97.9 %
<b>A-</b>	90–92.9 %
<b>B+</b>	87–89.9 %
<b>B</b>	83–86.9 %
<b>B-</b>	80–82.9 %
<b>C+</b>	77–79.9 %
<b>C</b>	73–76.9 %
<b>C-</b>	70–72.9 %
<b>D</b>	60–69.9 %
<b>F</b>	59.9% and below
<b>ASSIGNMENT</b>	<b>% Weight</b>
Attendance / Participation	20%
Graded Discussion Post 1	10%

Graded Discussion Post 2	10%
Mid-Point Historic Fashion Policy Group Presentations	15%
Graded Discussion Post 3	10%
Graded Discussion Post 4	10%
Final Fashion Policy Paper	25%

## School and University Policies and Resources

### *Copyright Policy*

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

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

### *Academic Integrity*

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

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at <https://sps.columbia.edu/students/student-support/academic-integrity-community-standards>. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

### *Diversity Statement*

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are

respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

#### *Accessibility*

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: <https://health.columbia.edu/content/disability-services>.

#### *Class Recordings*

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed to be obstructive to the learning process.

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

#### *SPS Academic Resources*

The Division of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: <https://sps.columbia.edu/students/student-support/student-support-resources>.

#### *Columbia University Information Technology*

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

#### *Columbia University Library*

[Columbia's extensive library system](#) ranks in the top five academic libraries in the nation, with many of its services and resources available online.

#### *The Writing Center*

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

#### *Career Design Lab*

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

## **COURSE SCHEDULE**

Please refer to Courseworks for the most up-to-date assignments and readings.

<b>Date</b>	<b>Topics and Activities</b>	<b>Readings</b>	<b>Assignments (due on this date)</b>
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<p>Class 1</p>	<p><b>Session 1: Can We Regulate the Fashion Industry:</b></p> <ul style="list-style-type: none"> <li>● Introductions.</li> <li>● Class procedures / policies</li> <li>● Overview of semester / assignments / expectations</li> <li>● Fashion’s impacts on society and the environment: Class-generated</li> <li>● Case study: Shein.</li> </ul>	<ul style="list-style-type: none"> <li>● Book chapter: Read the intro of The Globalization Paradox, Dani Rodrik (22 pages)</li> <li>● View the first 39 minutes of “<a href="#">Decolonizing Fashion</a>” w/ Kimberly Jenkins and Hoda Katebi hosted by Human Rights Institute at Columbia Law [Youtube]</li> <li>● You don’t have to read all of this but please skim/ familiarize yourself with the laws in this report: <a href="#">The Apparel Supplier’s Guide to Key Sustainability Legislation</a> – these are some of the laws that will shape this semester.</li> <li>● <b>THREE RESOURCES ON SHEIN:</b> <ul style="list-style-type: none"> <li>○ Video: <a href="#">CBS Shein’s mounting ethical concerns</a> (4 minutes)</li> <li>○ Article: <a href="#">Shein’s Fast Fashion Domination Comes at a High Cost Time Magazine</a></li> <li>○ Article: <a href="#">Key trade loophole keeps cheap Chinese products cheap</a></li> </ul> </li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>● Podcast: <a href="#">Sha’mira Covington, Healing the Fashion Industrial Complex</a> (56 minutes)</li> </ul>	<p>Complete assigned readings /viewings, etc. before first class.</p> <p>Find 2 news stories of recent social and environmental problems or “scandals” in fashion (from the six months) to share with the class during session 1.</p> <p>Due: Respond to the intro Discussion thread in Canvas before the end of week 1.</p> <p>Attend class.</p>
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<p>Class 2</p>	<p><b>Session 2: Historic Fashion Policy</b></p> <ul style="list-style-type: none"> <li>• Connecting fashion to landmark eco / human rights policies.</li> <li>• Abolition; the 13th and 19th Amendments; the New Deal; the CWA; the Civil Rights Act of 1964</li> <li>• Skills building: <i>Stakeholder analysis and power mapping</i></li> </ul>	<p>To further understand how slavery, the advent of industrial capitalism, and colonialism are connected to “fashion,” listen and view <b><u>One of the Following:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Sha’mira Covington, Healing the Fashion Industrial Complex</a> (Podcast embedded in page) (55 minutes)</li> <li>• Youtube Video: Sven Beckert, Empire of Cotton: <a href="#">Global Origins of Modern Capitalism</a> (53 minutes)</li> </ul> <p>Below choose whether to read all of the assignments under 1) Social or 2) Environment.</p> <p>1) Social</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To connect the New Deal and worker safety laws to “fashion,” read this Article from <a href="#">Race, Poverty, &amp; Environmental Journal, The Fire Last Time: Worker Safety Laws after the Triangle Shirtwaist Fire</a>, P. Drier and D. Cohen (4pgs).</li> <li><input type="checkbox"/> To connect the Civil Rights Act to black activism in textile mills, read This Scholarly Journal: <a href="#">Black Activism, the 1964 Civil Rights Act, and the Racial Integration of the Southern Textile Industry</a>, Timothy J. Minchin (37pgs).</li> <li><input type="checkbox"/> To connect the 19th amendment and women's suffrage to "fashion," read <a href="#">This Blog Post: Immigrant Garment Workers and Suffrage, GothamCenter.org</a> (9 pages)</li> </ul> <p>2) Environment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To connect the cotton and textiles industry back to the federal pesticide amendments of 1972, read: <a href="#">Black Activism, the 1964 Civil Rights Act, and the Racial Integration of the Southern Textile Industry</a>, Timothy J. Minchin (37pgs)</li> <li><input type="checkbox"/> To connect the textile industry to water pollution to the 1972 Clean Water Act, read <b><u>just the intro and summary/conclusions and recommendations</u></b> of <a href="#">Influence of the water pollution amendments on SE textile mills.pdf</a> (23pgs)</li> <li><input type="checkbox"/> Let's challenge our ideas of early American environmentalism in <a href="#">this book chapter</a>, starting on pg. 117-132 (15 pgs):</li> </ul>	<p>Complete required readings, podcasts, videos, etc.</p> <p>Attend class.</p> <p><b>Due:</b></p> <p>Graded Discussion post #1 due Monday, Sept. 18 @ 11:59 EST</p>
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<p>Class 3</p>	<p><b>Session 3: Critique of Current Approaches</b></p> <ul style="list-style-type: none"> <li>● Failure of voluntary and private regulations, e.g. factory audits, MSIs, and codes of conduct.</li> <li>● The fall and rise of public appetite for Big Government and regulation.</li> </ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>● Read the Preface and Intro of this book: “Private Regulation of Labor Standards In Global Supply Chain,” by Sarosh Kuruvilla, Preface and Intro (16 pgs)</li> <li>● Read this article: “<a href="#">Overselling Sustainability Reporting</a>”, <a href="#">Harvard Business Review</a>, Kenneth P. Pucker (17pgs)</li> <li>● Read this entire article: “<a href="#">The Factory Oversight Industry Protects Profits, Not People</a>” by Maria Hengeveld, The Nation (17pgs)</li> <li>● Read The Economist’s 2022 Special Report on <a href="#">ESG reporting</a> (6 pages)</li> <li>● Read this Report Summary: “<a href="#">Summary: Not Fit-for-purpose The Grand Experiment of Multi-Stakeholder Initiatives in Corporate Accountability.</a>” Human Rights and Global Governance, MSI Integrity (18pgs)</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>● Read the Intro and Conclusion of this article to understand the other side of the argument, which is that mandated disclosures often fail: <a href="#">The failure of Mandated Disclosure</a> U. Of Chicago Law School by Omri Ben-Shahar and Carl E. Schneider</li> <li>● Read <a href="#">Chapters 1 to 4 of Full Disclosure: The Perils and Promises of Transparency</a> (89 pages)</li> </ul>	<p>Complete required readings and viewings, etc.</p> <p>Attend class.</p>
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<p>Class 4</p>	<p><b>Session 4: From Weak to Strong Laws</b></p> <ul style="list-style-type: none"> <li>• The history and evolution, potential and limitations of mandatory disclosure laws</li> <li>• Early modern slavery laws:</li> <li>• CA Transparency in Supply Chains Act, UK and Australia Modern Slavery Act, NY Fashion Act (v1)</li> <li>• Criticisms of the NY Fashion Act V1</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Read this short article: <a href="#">Tectonic shifts: How ESG is changing business, moving markets and driving regulation</a></li> <li>• Read this short Deloitte <a href="#">post</a> summarizing the EU Corporate Sustainability Reporting Directive (approx. 10pgs).</li> <li>• Read this short online article (6pgs): <a href="#">California Legislature Passes Landmark Climate Disclosure Bills</a></li> <li>• Read <a href="#">Chapters 1 to 2 of Full Disclosure: The Perils and Promises of Transparency</a> (33pgs)</li> <li>• Read this concluding chapter to Sarosh Kuruvilla’s Private Regulation from last week: <a href="#">From Opacity Transparency</a> (33pgs)</li> </ul> <p><b>Recommend:</b></p> <ul style="list-style-type: none"> <li>• Journal Article: <a href="#">The Failure of Mandated Disclosure</a>, U. of Chicago Law School by Omri Ben-Shahar and Carl E. Schneider, intro and conclusion</li> <li>• Read this report on the outcome of modern slavery laws: “Paper Promises?” Report on Australia’s Modern Slavery Act, Human Rights Law Center, (45 pages) (Source: <a href="#">OnlineL</a>)</li> </ul>	<p>Complete required readings/ viewings.</p> <p>Attend class</p> <p><b>Due:</b></p> <p>Graded Discussion post #2 due Monday, Oct. 2 @ 11:59 EST</p>
<p>Class 5</p>	<p><b>Session 5: Regulating Textile Waste and Overproduction</b></p> <ul style="list-style-type: none"> <li>• Emerging policy solutions: Taxes, mandates on design and durability, incentives for circular businesses, etc.</li> <li>• France’s Extended Producer Law; EU Circular Economy</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Article: <i>This is not your gold mine. This is our mess</i>, Liz Ricketts, Atmos magazine (12 pages)</li> <li>• Article: Will the Circular Economy Save the Planet? Sierra Magazine, Elizabeth Cline (12 pages)</li> <li>• Read the EU’s <a href="#">Circular and Sustainable Textiles Strategy</a>, adopted in June (21pgs)</li> <li>• Read this article on the number of countries proposing Extended Producer Responsibility schemes</li> </ul>	<p>Complete required readings / viewings, etc.</p> <p>Attend class.</p>

	<p>Action Plan, UK Fast Fashion Tax.</p> <ul style="list-style-type: none"> <li>● Depoliticization of waste. Who benefits / loses from waste in the Global North and South.</li> <li>● Justice-centered circularity. Designing policy with the Global South and impacted stakeholders involved.</li> </ul>	<p>for textiles, Fortune. (Source: <a href="#">Online</a>) (10pgs)</p> <ul style="list-style-type: none"> <li>● Read this article on the impact of France's Extended Producer Responsibility scheme (EPR) for textiles, which has been in place since 2008, Textile Innovation (Source: <a href="#">Online</a>) (10pgs)</li> <li>● Skim this website <a href="#">StopWasteColonialism.org</a> and the read <a href="#">this position paper</a> on justice-led EPR (27pgs)</li> <li>● Read <a href="#">this reaction</a> to the new policy (and others like it) from Asian suppliers, Reuters (10pgs)</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>● The US is behind the curve on circularity, but Read the White Houses's July <a href="#">news</a> update explaining how the Inflation Reduction Act advances a circular economy</li> <li>● Read this article: Is Shein's \$50 Million Fund to tackle clothing waste a good thing, or just greenwashing? <a href="#">Vogue UK</a></li> <li>● Report: <a href="#">A New Textiles Economy</a>, Ellen MacArthur Foundation (33 pages)</li> </ul>	
<p>Class 6</p>	<p><b>Session 6: Regulating Textile Waste and Overproduction (Continued)</b></p>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>□ Read this report: <a href="#">Trashion: The stealth export of waste plastic clothes to Kenya</a>. Keep in mind that Changing Markets is an NGO with a certain perspective on the world, and thus read the report with a critical lens. (30 pages but much of it is photos /graphics)</li> <li>□ Read this (Article in Canvas) about the expansion of EPR for textiles to the Netherlands and how EPR laws can address critiques of "waste colonialism" in the Global South.</li> <li>□ Last week we mostly talked about EU textile waste policy. Let's shift gears and read this policy white paper: <a href="#">American Circular Textiles: The United States' Opportunity for Circular Fashion</a>(18 pages). ACT is a policy advocacy organization, so again keep in mind what POV they're advancing.</li> </ul>	<p>Complete required readings / viewings, etc.</p> <p>Attend class.</p>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> In politics, it's important to identify and understand the Stakeholder behind a particular report, position, or action. Read the <a href="#">American Circular Textiles' (ACT) 9 Beliefs</a> and look at the list of <a href="#">ACT members</a>. Consider the Stakeholder Matrix from class. Where do these companies lie on the power and interest spectrum?</li> <li><input type="checkbox"/> Also, skim California's <a href="#">Responsible Textile Recovery Act of 2023</a>. We'll talk in class about how to read a bill.</li> </ul>	
<p>Class 7</p>	<p><b>Session 7: Regulating Greenwashing</b></p> <ul style="list-style-type: none"> <li>● Greenwashing case studies in fashion; exploring drivers and harms of greenwashing</li> <li>● US policy approach: FTC Green Guides, consumer protection and truth in advertising laws on the state and federal level</li> <li>● European policy approach: UK Green Claims Codes; Norway Marketing Control Act, Dutch and Norwegian recommendations to the SAC Higg Index</li> <li>● Recent consumer lawsuits against greenwashing: H&amp;M and Allbirds</li> <li>● The gap between consumer behavior and intentions. Promises and limitations of regulating greenwashing.</li> </ul>	<p><b>Required:</b> <b><i>FAMILIARIZE YOURSELF WITH THE US APPROACH TO REGULATING GREENWASHING:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read this gov. document to familiarize yourself with US guidance on greenwashing: <a href="#">US FTC Green Guides</a>, Federal Trade Commission (12 pages)</li> <li><input type="checkbox"/> Read this <a href="#">brief overview</a> on JDSupra of the background of the FTC Green Guides and the efforts to update them (7 pages)</li> </ul> <p><b><i>AND THEN LET'S COMPARE TO THE UK APPROACH:</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Familiarize yourself with the 2021 UK Green Claims Code's <a href="#">6 Principles</a>: Gov. document, <a href="#">UK CMA Green Claims Code</a> Competition and Markets Authority -- scroll down to the Principles section and read from there to the end (23 pages)</li> <li><input type="checkbox"/> Listen to <a href="#">this podcast</a> with Cecilia Parker-Aranha, the Director at the UK Competitions and Markets Authority (and the architect of the Green Claims Code) (30 minutes)</li> <li><input type="checkbox"/> Scan this article on the CMA's crackdown on fashion brands: <a href="#">Asos, Boohoo Targeted in UK Greenwashing Probe</a> <a href="#">BoF.pdf</a></li> <li><input type="checkbox"/> Read this Journal article: <a href="#">Exploring the Gap Between Consumers' Green Rhetoric and Purchasing Behavior</a></li> </ul>	<p>Complete required readings, viewings, etc.</p> <p>Attend class.</p> <p><b>Due:</b></p> <p>In-class group presentations of historic fashion policies</p>

		<p>, <i>Journal of Business Ethics</i>, pp. 311–328 (17 pages)</p> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read this Journal article: <a href="#">The Intentions with Which the Road is Paved: Attitudes to Liberalism as Determinants of Greenwashing</a></li> <li>. <i>Journal of Business Ethics</i>, pp. 305–320 (15 pages)</li> <li><input type="checkbox"/> Read the Nature of the Argument text (the top bit of the bill) of the Missouri class action lawsuit against H&amp;M, <a href="#">Classaction.org Links to an external site.</a> (5 pages)</li> <li><input type="checkbox"/> Article: <a href="#">H&amp;M class action: what lawyers told us, Apparel Insider</a> (5 pages)</li> <li><input type="checkbox"/> [VIDEO] Watch <a href="#">Panel 3: Future of the Green Guides</a> from this recent FTC conference video, starting from the <i>2hr 52-minute mark until the end, around 4 hr 22 minutes (1.5 hrs)</i>. It's long so feel free to scan through the Q&amp;A portion at the end (although the audience asks some good / hard questions).</li> </ul>	
<p>Class 8</p>	<p><b>Session 8: Climate Change</b></p> <ul style="list-style-type: none"> <li>● Measuring fashion’s climate footprint</li> <li>● Skills building: How to read a bill</li> <li>● US: SEC climate disclosure draft rules and the New York Fashion Sustainability and Social Accountability Act’s (Fashion Act) climate elements.</li> <li>● EU: France’s proposed climate labeling law, the EU CSDDD sustainability reporting requirements</li> <li>● Just Transition and critiques of emissions target-setting.</li> </ul>	<p><b>Required Reading:</b> For broader context, read these two publications:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> International Labor Organization (ILO)'s <a href="#">Guidelines on a Just Transition (23 pages)</a></li> <li><input type="checkbox"/> Apparel Impact Institute and World Resources Institute: <a href="#">Roadmap to Net Zero: Delivering Science-Based Targets in the Apparel Sector</a> (40 pgs)</li> </ul> <p>Next, take in these readings on US climate policy developments impacting fashion:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NEW YORK: Read the most recent version of <a href="#">the New York Fashion Act in full</a> (S4746). Bills are not presented in the most reader-friendly way, but I trust you can make sense of this! I'll also give you some tips in class this week. Find and pay close attention to the climate provisions, the scope of the bill, and how they plan to enforce it (8 pages)</li> <li><input type="checkbox"/> CALIFORNIA: Read this short article on California's new climate</li> </ul>	<p>Complete required readings and viewings, etc.</p> <p>Attend class.</p> <p><b>Due:</b> Discussion post due #3 Tuesday October 31 @ 11:59pm EST</p>

		<p>disclosure laws (there are two!) and its push to get the SEC to follow suit: <a href="#">California lawmakers urge SEC to follow their lead in climate disclosure requirements, CNBC</a>.</p> <ul style="list-style-type: none"> <li>□ US FEDERAL LEVEL: The SEC is considering <a href="#">a climate disclosure rule change</a> for publicly traded companies in the U.S.--and are expected to make a final decision on this rule any day now. They've received 15,000 comments on their proposal!</li> </ul> <p>To familiarize yourself with some of the feedback from industry on the SEC rules, read <b><i>ONE</i></b> of the following comments:</p> <ul style="list-style-type: none"> <li>□ ExxonMobil's <a href="#">comment</a> (13 pages),</li> <li>□ Walmart's <a href="#">comment</a> (10 pages), or this <a href="#">comment</a> from a consortium of agricultural associations (6 pages). NOTE: AT WRITING, THESE COMMENTS ARE TEMPORARILY UNAVAILABLE. THEY WERE LIVE YESTERDAY, SO KEEP CHECKING BACK.</li> </ul>	
Class 9	<b>Session 9: Catch-up Week</b>	None.	Catchup on any previous readings and assignments.
Class 10	<p><b>Session 10: Power, politics, and industry perspectives</b></p> <ul style="list-style-type: none"> <li>□ You're all developing a keen sense of policy stakeholders and beginning to recognize how these actors engage, shape and are impacted by the policy process.</li> <li>□ The readings this week focus on how different stakeholders, including brands/retailers,</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>□ Read a short article on some public criticism of France's big eco-regulation push: 'Just pathetic': <a href="#">France's 'make do and mend' green strategy proves divisive, The Guardian (9 pgs)</a></li> <li>□ Read the <a href="#">WSJ's recent article</a> on the political pushback and potential softening of SEC's <a href="#">proposed new r</a>.ules on Climate-Related Disclosures for Investors (3 pgs)</li> <li>□ Read about the <a href="#">political tussle</a> to strengthen the proposed EU Corporate Due Diligence Directive's climate provisions</li> <li>□ Read the American Apparel and Footwear Association's <a href="#">opposition letter</a> (click the PDF in the link to view / read) to the California</li> </ul>	

	<p>industry associations, the media, consumers, advocacy orgs, and organized labor, are reacting to and shaping the policies we're studying.</p>	<p>Governor regarding the Garment Worker Protection Act (SB62), which passed in 2021 (2 pgs)</p> <ul style="list-style-type: none"> <li>□ Read the counter-argument issued by the advocacy nonprofit Remake, which I helped to draft, <a href="#">here</a></li> <li>□ Read former AAFA President Rick Helfenbein's <a href="#">Forbes op-ed</a> arguing that we need to lay off regulating fashion (8 pgs)</li> <li>□ Read this Op-Ed, "Developing economies need a fairer way to help them decarbonize, Kenneth Rogoff, The Guardian" (Source: <a href="#">Online</a>) (7 pgs)</li> <li>□ [VIDEO] Listen to the last <a href="#">20 minutes of this filmed talk</a> with the New York Fashion Act co-author Maxine Bedat and co-sponsoring lawmaker Anna Kelles answering questions about how the New York Fashion Act functions and how the US approach differs from EU, etc. Start from around the 55-minute mark and go to the end (20 minutes)</li> </ul>	
<p>Class 11</p>	<p><b>Session 11: Greenwashing &amp; Human Rights + HRDD</b></p> <ul style="list-style-type: none"> <li>● What are human rights and due diligence? How and why did they develop?</li> <li>● mHRDD laws from country to country in Europe, from soft to hard. ECI for Living Wages</li> <li>● Process versus outcomes-based laws.</li> <li>● Criticisms of corporate due diligence. What it can, can't do and what we still don't know.</li> </ul>	<p>1) To prepare for our guest lecture on greenwashing, read at least three of the following sources.</p> <ul style="list-style-type: none"> <li>□ <a href="#">The Netherlands Guidelines regarding sustainability claims (acm.nl)</a>, version 2, 2023 (few pages)</li> <li>□ <a href="#">The Netherlands Green promises campaign (few pages)</a></li> <li>□ The Netherlands overview of the government's <a href="#">investigation into sustainability claims in the clothing sector</a>.</li> <li>□ And the commitment decisions by <a href="#">H&amp;M (11 pages) Links to an external site</a>, and <a href="#">Decathlon (12 pages) Links to an external site</a>.</li> <li>□ <a href="#">The Netherlands guidance for the clothing sector regarding the use of the HIGG MSI</a> material index in marketing communications (written in cooperation with the Norwegian Consumer Authority) (few pages)</li> </ul> <p>2) To understand the world of mandatory human rights and</p>	<p>Complete required readings, viewings, etc.</p> <p>Attend class.</p>





	<p>Uyghur Act, SB62, greenwashing.</p> <ul style="list-style-type: none"> <li>• The role of corporate lobbying in fashion and American society.</li> </ul>	<p><a href="#">Threatened by California Labor Law - Bloomberg.pdf (14 pages)</a></p> <ul style="list-style-type: none"> <li>□ Read this article on the successor bill to SB62, Congress's FABRIC Act: <a href="#">The importance of America's Fabric Act "can't be overstated" Vogue Business.pdf</a></li> </ul> <p>To understand policy tools and approaches used by the GWPA and FABRIC Act, read these leading academic theories on "joint liability" and more information on purchasing practices:</p> <ul style="list-style-type: none"> <li>□ Read the Intro and Conclusion of this academic article: Anner, Mark, Jennifer Bair and Jeremy Blasi. <a href="#">"Towards Joint Liability in Global Supply Chains: Addressing the Root Causes of Labor Violations in International Subcontracting Networks"</a></li> <li>□ Skim this Report: <a href="#">"How Apparel Brand Purchasing Practices Drive Labor Abuses,"</a> Human Rights Watch - Skim (68 pages)</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>□ Asia Floor Wage Alliance, <a href="#">Joint Employer Liability Legal Strategy.pdf</a></li> <li>▪ Read the Intro and first chapter of this fantastic book by our former DOL Wage and Hours Secretary under Obama: <a href="#">Introduction &amp; Ch. 1, from</a></li> <li>□ The bill text of the US <a href="#">FABRIC Act</a> (S2817)</li> </ul>	
<p>Class 13</p>	<p><b>Session 13: Human Rights, Trade Law and HRDD</b></p> <ul style="list-style-type: none"> <li>□ The Uyghur Forced Labor Prevention Act (UFLPA) and the EU Corporate Sustainability Due Diligence Directive (CS3RD).</li> <li>□ We are also going to return to the EU Corporate Sustainability Due Diligence</li> </ul>	<p><b>Required:</b> <b>If you didn't have a chance to read all of the resources in Module 11 about human rights due diligence laws and the EU CS3D, make sure to go back and catch up on those readings before this week! You'll be lost without it.</b></p> <p><b>Next, read these resources on the Uyghur Forced Labor Prevention Act:</b></p> <ul style="list-style-type: none"> <li>□ <i>Read this article on the links between forced labor in China and fashion: <a href="#">How your favorite jeans might be fueling a human rights crisis</a>, Vox.com (10 pages)</i></li> <li>□ Watch this short video (See Canvas Week 13 Module)</li> </ul>	<p>Complete required readings, viewings, etc.</p> <p>Attend class.</p> <p><b>Due:</b> Final paper due ~ Dec. 17 @ 11:59pm</p>

	<p>Directive (CS3D) and a very different policy approach to human rights, which attempts to outline and regulate corporate policies around human rights in global supply chains.</p>	<ul style="list-style-type: none"> <li>□ Read the U.S. government's UFLPA statistics <a href="#">here</a> <a href="#">Links to an external site.</a> and <a href="#">FAQs (paying close attention to the idea of a "rebuttable presumption"</a></li> <li>□ Read the Chinese government's <a href="#">position</a>. on the UFLPA. Very different!</li> <li>□ Skim these news articles on how the implementation of the UFLPA is going:</li> <li>□ <a href="#">"In Response to Uyghur Forced Labor Scrutiny, Supply Chains Are Becoming More Opaque."</a> Sustainable Brands</li> <li>□ <a href="#">"DHS Leader on UFLPA Compliance: Companies 'Just Don't Know What to Do.'"</a> Yahoo! News (note that his article says its driving more transparency</li> <li>□ <a href="#">"World's apparel, sneakers hub Vietnam struggles as US ban on Xinjiang cotton bites."</a> Reuters</li> <li>□ Read <a href="#">this article</a> on whether or not technology can help companies comply with the UFLPA in the <i>National Law Review</i></li> </ul>	
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