Purpose

Many social problems that previously had occurred only in local forms and on modest scales have now become global in scale. Even more rapid than the pace of globalization has been the accelerating awareness of these phenomena. Along with the globalization of problems, there is a strong tendency toward globalization of constructive responses to these problems. One major factor has been the emergence of a strong global human rights movement. These phenomena will be illustrated in this seminar through examination of the world food system. We will critically assess that system, and explore ways in which human rights instruments can be used to help improve it. For our purposes, globalization is understood to refer primarily to the liberalization of international trade. We focus on two issues: the pattern of international trade in food, and the marketing of infant formula. Both can seriously threaten food security and nutrition status. We will look into the ways in which the human rights approach can be used to help improve the food situation.

We will not give much attention to food assistance programs, whether within countries or internationally. Food assistance programs generally should be viewed as a response to failure of food systems. Just as in the case of welfare programs domestically (e.g., food stamps), the deeper challenge is to find ways to reduce the need for charitable food, and not just to increase the supply or improve the efficiency of delivery of charitable food. Our main purpose here is to find ways to fix inadequate food systems, and not to find ways to make their ongoing deficiencies more tolerable.

Teaching Method: On and Off-Line

This course is designed to draw on the advantages of both conventional face-to-face learning and the modern technology of distance education. Thus, this will be a hybrid course; in addition to using the regular classroom we will make use of an email discussion list and occasional online chats. The online chats, like the classroom sessions, will be used to discuss the current readings and to review progress on the participants' projects.

A Yahoo discussion group will be created for the course. The website for this course will maintain a list of participants, and will facilitate email exchanges among them. It will keep an archive of email exchanges. It will also provide a facility for on-line chats, which we will use from time to time.

The website will also provide a place for uploading files. The latest versions of the syllabus and schedule will be made available there. All assignments are to be uploaded to the site, to be made accessible to all participants, in addition to being handed in during the Friday class meetings.
Projects

To focus their work in this course, participants are asked to undertake major term projects on the human rights approach to dealing with issues of globalization. Each participant’s project should focus on one of three major options:

A. **Trade Guidelines.** Prepare draft guidelines for national and/or global governance of international trade, to assure that it contributes to the realization of the human right to adequate food; or

B. **Marketing of Breastmilk Substitutes.** Prepare draft guidelines for national and/or global governance of the marketing of breastmilk substitutes, to assure that it contributes to the realization of the human right to adequate food; or

C. **Teaching Tools.** Prepare teaching or advocacy materials relating to the right to adequate food.

Participants may also propose projects in other areas that may be of special interest.

These options leave considerable room for interpretation. To illustrate, a project under *Option A* could focus on giving advice to a national government that is being offered low-priced agricultural products from a country that subsidizes its agriculture. While these cheap imports might help the importing country’s consumers, they could hurt its farmers. Or, guidelines might be proposed for the development of policy regarding food trade in the World Trade Organization. These guidelines could have a particular focus, such as, say, trade in grains or genetically modified foods or infant foods.

*Option B* could be selected by participants who want to recommend the formulation of national law in a specific country to deal with the marketing of breastmilk substitutes. This work could draw on the model law and other materials provided by the International Baby Food Action Network (IBFAN), but adapted to particular local circumstances.

*Option C* could take a variety of different approaches, depending on what issues and audiences are of concern.

Participants are asked to identify their project choices early in the semester, and to submit drafts on two occasions before the final project is submitted.

Assignments

General Assignment Information

In addition to the project work, participants are required to submit commentaries on the reading materials in accordance with the course Schedule (see below). While the commentaries are to focus on the core texts, they should be informed by the supplementary readings (listed below) as well.

The quality of performance in the class will be assessed primarily on the basis of the ten assignments. The assignments will all carry equal weight.

All work must be submitted by the date on which it is due. Work that is late, by up to one week maximum, will have the grade reduced by ten percent of the maximum possible grade for each day it is late. Work that is more than one week late will not be accepted except by prior arrangement with the instructor.

Specific Assignment Information
Assignments 2, 4, 5, 6, 7, and 9 are commentaries on the readings. See the “Schedule” for the course below for more information.

Assignment 1 is an autobiographical statement, and it should also include a tentative project choice. Part of the purpose of this assignment is to develop the skill of uploading assignments, as described in the following section.

Assignment 3 should indicate the final choice of project, and provide a brief statement and outline describing the intended final product.

Assignment 6 is a first draft and Assignment 8 is a second draft of the project. The finished product is to be submitted as Assignment 10. It is regarded as the equivalent of a take-home final examination for the course. For this reason it is due on the first day of the university’s examination period, December 16, 2002.

Assignment Format

In written assignments, form is important, as well as content. All assignments must include:

At the top:

- An informative title, centered
- Your name
- Assignment identification
- Date

In general:

- Page numbers
- Properly formatted citations of sources of specific information
- Properly formatted bibliography, where appropriate.

All submissions should be spell-checked.

Participants are encouraged to take advantage of the support services offered by the Manoa Writing Program. Look at its website at http://mwp01.mwp.hawaii.edu/writerhelp.htm, particularly the section on "Help for Writers". The entry on "Plagiarism" at the Princeton site, and similar entries at other sites listed, can help you distinguish between plagiarism (theft of others' writing) and proper acknowledgment of other people’s work.

You will need to use one of the standard formats for citing sources and for organizing your bibliographies. You can find explanations of the systems used by the American Psychological Association, the Modern Language Association, and other authorities through the Manoa Writing Program website. However, the simplest procedure might be to simply study and follow the style used in the texts for this course.

There is a danger that some communications may be lost. Participants are asked to keep copies--both electronic files and hard copies--of all assignments until the semester is completed. If these materials cannot be provided on request to the instructor, the work may have to be repeated.

Required Reading:

There are three core texts for the course:

Supplementary Readings

The following materials may be used to supplement the core readings described above.


Globalization


Food in the Globalized World

todayheadlines=page&wanted=print&position=top

The Human Right to Adequate Food

Food Trade

- OneWorld’s website on trade. http://www.oneworld.net/campaigns/trade

Infant Formula


Schedule

**Week 1: August 26 - 30**

**Required Reading:**

Madeley, Chap. 1 - 3
Assignment:

None

Week 2: September 2 - 6

Required Reading:
Madeley, Chap. 3 - 6

Assignment:

Due September 6

Autobiography, tentative project choice

Week 3: September 9 - 13

Required Reading:
Madeley, Chap. 7 - 9

Assignment:

Due September 13

Commentary on Madeley

Week 4: September 16 - 20

Required Reading:

none

Assignment:

none

Week 5: September 23 - 27

Required Reading:
Richter 1 - 3

Assignment:

Due September 27

Abstract and Outline of Project
**Week 6: September 30 - October 4**

**Required Reading:**
Richter 4 - 6

**Assignment:**

*Due October 4*

Commentary on Richter 1 - 6

**Week 7: October 7 - 11**

**Required Reading:**
Richter 7 - 10

**Assignment:**

*Due October 11*

Commentary on Richter 7 - 10

**Week 8: October 14 - 18**

**Required Reading:**
None

**Assignment:**
None

**Week 9: October 21 - 25**

**Required Reading:**
Kent Chap I - III

**Assignment:**

*Due October 25*

First Draft of Project

**Week 10: October 28 - November 1**

**Required Reading:**
Kent Chap IV

**Assignment:**
None

**Week 11: November 4 - 8**

**Required Reading:**
None

**Assignment:**
*Due November 8*

Commentary on Kent Chap I - IV

**Week 12: November 11- 15**

**Required Reading:**
Kent Chap V-VIII

**Assignment:**
None

**Week 13: November 18 - 22**

**Required Reading:**
None

**Assignment:**
*Due November 22*

Second draft of project

**Week 14: November 25 - 27**

**Required Reading:**
Kent Chap IX - Conclusion

**Assignment:**
None
**Week 15: December 2 - 6**

**Required Reading:**
None

**Assignment:**

*Due December 6*

Commentary on Kent Chap V through conclusion

**Week 16: December 9 - 13**

**Required Reading:**
None

**Assignment:**
None

**December 16:**

Final Project Due