

University of Hawaii

Seminar: International Relations

POLS 730 - Fall 2002; Fridays 9:00-11:30 AM ; Saunders 641

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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:

- John Madeley, *Hungry for Trade: How the Poor Pay for Free Trade* (London: Zed Books, 1999).
- Judith Richter, *Holding Corporations Accountable: Corporate Conduct, International Codes, and Citizen Action* (London: Zed Books, 2001).

- George Kent and Uwe Kracht, *The Human Right to Adequate Food*. (Honolulu: Unpublished manuscript, 2002). Available at <http://www2.hawaii.edu/%7Ekent/tutorial2000/titlepage.htm>

Supplementary Readings

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

- Richard Falk's, *Human Rights Horizons: The Pursuit of Justice in a Globalizing World* (New York: Routledge, 2000) is recommended for background reading. It is available at the University of Hawai'i bookstore.

Globalization

- George Soros, *On Globalization* (New York: Public Affairs, 2002).
- Joseph Stiglitz, "A Fair Deal for the World: Review of George Soros', *On Globalization*". *New York Review of Books*, May 23, 2002. <http://www.nybooks.com/articles/15403>
- United Nations Development Programme, *Human Development Report 1997: Human Development to Eradicate Poverty* (New York: UNDP, 1997). <http://www.undp.org/hdro/hdrs/1997/english/e97over.htm>
- United Nations Development Programme, *Human Development Report 1999: Globalization with a Human Face* (New York: UNDP, 1999). <http://www.undp.org/hdro/hdrs/1999/english/contents.html>
- Robin Broad, ed., *Global Backlash: Citizen Initiatives for a Just World Economy* (Lanham, Maryland: Rowman & Littlefield, 2002).
- William F. Schultz, *In Our Own Best Interest: How Defending Human Rights Benefits Us All* (Boston: Beacon Press, 2002).
- Robert Weissman, *The Age of Inequality*. <http://lists.essential.org/pipermail/corp-focus/2002/000116.html>
- International Council on Human Rights, *Beyond Voluntarism: Human Rights and the Developing International Legal Obligations of Companies* (Geneva: ICHR, 2002). <http://www.ichrp.org/107/1.pdf>
- Overseas Development Institute, *Economic Theory, Freedom and Human Rights: The Work of Amartya Sen* (London: ODI Briefing Paper, November 2001). http://www.odi.org.uk/briefing/poly_final.pdf
- Centre for Research on Globalisation. <http://www.globalresearch.ca/>

Food in the Globalized World

- Per Pinstrup-Andersen and Julie Babinard, "Globalization and Human Nutrition: Opportunities and Risks for the Poor in Developing Countries", *African Journal of Food and Nutritional Sciences*, Vol. 1, No. 1 (August 2001). http://www.ajfns.net/ajfnsvol1_1/globalizaiton.htm
- Vandana Shiva, *Stolen Harvest: The Hijacking of the Global Food Supply* (Cambridge, Massachusetts: South End Press, 2000).
- Robert Paarlberg, *Governance and Food Security in an Age of Globalization* (Washington, D.C.: International Food Policy Research Institute, 2002). <http://www.ifpri.org/checknames.cfm/2020dp36.pdf?name=2020dp36.pdf&direc=d:\webs\ifpri\2020\dp>
- Eric Schlosser, *Fast Food Nation: The Dark Side of the All-American Meal* (Boston: Houghton-Mifflin, 2001).
- Frances Moore Lappé and Anna Lappé, *Hope's Edge: The Next Diet for a Small Planet* (New York: Putnam Publishing Group, 2002).
- Elizabeth Becker, "Raising Farm Subsidies, U.S. Widens International Rifts", *New York Times*, June 15, 2002. <http://www.nytimes.com/2002/06/15/international/europe/15FARM.html?todayshdlines=&pagewanted=print&position=top>
- Kent, George, *The Political Economy of Hunger: The Silent Holocaust* (New York: Praeger, 1984).
- Timmer, C. Peter; Falcon, Walter P.; and Pearson, Scott R., *Food Policy Analysis* (Baltimore: Johns Hopkins University Press/World Bank, 1983). <http://cesp.stanford.edu/pubs/falcon/foodpolicy/front.fm.html>

The Human Right to Adequate Food

- United Nations. Economic and Social Council. Committee on Economic, Social and Cultural Rights. *Substantive Issues Arising in the Implementation of the International Covenant on Economic, Social and Cultural Rights: General Comment 12 (Twentieth Session, 1999) The Right to Adequate Food (art. 11)* (Geneva: ECOSOC E/C.12/1999/5). <http://www.unhcr.ch/tbs/doc.nsf/MasterFrameView/3d02758c707031d58025677f003b73b9?Opendocument>

- George Kent, *The Human Right to Adequate Food in India* (Honolulu: Unpublished manuscript, 2002). <http://www2.hawaii.edu/~kent/THE%20HUMAN%20RIGHT%20TO%20FOOD%20IN%20INDIA.doc>
- George Kent, *Studying the Human Right to Food in India* (Honolulu: Unpublished manuscript, 2002). <http://www2.hawaii.edu/~kent/studyingfoodrightsindia.doc>

Food Trade

- John Hilary, *The Wrong Model: GATS, Trade Liberalisation and Children's Right to Health* (London: Save the Children, 2001). http://www.savethechildren.org.uk/development/global_pub/index.htm
- Wendy Phillips, *Why Children Stay Hungry: Agricultural Trade, Food Security and the WTO* (Mississauga, Ontario, Canada: World Vision, 2001) [http://www.worldvision.org/worldvision/wvusuf0.nsf/f7b30c7d9156f79b8525646000810b4b/e09c6c3bb64c2b8b88256b65005b15ba/\\$FILE/Why%20Children%20Stay%20Hungry%20-%20Final.pdf](http://www.worldvision.org/worldvision/wvusuf0.nsf/f7b30c7d9156f79b8525646000810b4b/e09c6c3bb64c2b8b88256b65005b15ba/$FILE/Why%20Children%20Stay%20Hungry%20-%20Final.pdf)
- Fred Gale, ed., *China's Food and Agriculture: Issues for the 21st Century* (Washington, D.C.: Economic Research Service, U.S. Department of Agriculture, 2002). <http://www.ers.usda.gov/pubications/aib775>
- George Kent, "Food Trade and Food Rights", *United Nations Chronicle, Issue 1* (2002). <http://www.un.org/Pubs/chronicle/2002/issue1/0102p27.html>
- George Kent, "Aid, Trade, and Hunger," *Food and Nutrition Bulletin*, Vol. 7, No. 4 (December 1985), pp. 73-79.
- George Kent, "The Pattern of Fish Trade," *ICLARM Newsletter*, Vol. 6, No. 2 (April 1983), pp. 12-13.
- World Trade Organization, *Agriculture: Fairer Trade for Farmers*. http://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm3_e.htm
- Robert Howse and Makau Mutua, "Protecting Human Rights in a Global Economy: Challenges for the World Trade Organizations," in Hugo Stokke and Arne Tostensen, *Human Rights in Development, Yearbook 1999/2000, The Millennium Edition* (The Hague/Oslo: Kluwer Law International/Nordic Human Rights Publications, 2001), pp. 51-88.
- Oxfam, *Rigged Rules and Double Standards: Trade, Globalisation, and the Fight Against Poverty* (London: Oxfam, 2002). http://www.maketrade4fair.com/assets/english/Report_English.pdf
- People's Food Sovereignty: The Agriculture Trade Network. <http://www.peoplesfoodsovereignty.org/>
- NGO/CSO Forum for Food Sovereignty. <http://www.forumfoodsovereignty.org/>
- OneWorld's website on trade. <http://www.oneworld.net/campaigns/trade>

Infant Formula

- *International Code of Marketing of Breast-milk Substitutes*. <http://www.ibfan.org/english/resource/who/fullcode.html>
- Judith Richter, *Codes in Context: TNC Regulation in an Era of Dialogues and Partnerships*. <http://cornerhouse.icaap.org/briefings/26.html>
- Gabrielle Palmer, *The Politics of Breastfeeding* (London: Pandora, 1988).
- *Breaking the Rules, Stretching the Rules: Evidence of Violations of the International Code of Marketing of Breastmilk Substitutes and subsequent Resolutions*, (Penang, Malaysia: International BabyFood Action Network, 2001). <http://www.ibfan.org/english/codewatch/btr01/INDEX-en.HTM>
- *Cracking the Code: Monitoring the International Code of Marketing of Breast-milk Substitutes* (London: Interagency Group on Breastfeeding Monitoring, 1997).
- Sheldon Rampton and John Stauber, *Trust Us, We're Experts: How Industry Manipulates Science and Gambles with Your Future* (New York: Penguin/Putnam, 2001).
- Ellen Sokol, *The Code Handbook: A Guide to Implementing the International Code of Marketing of Breastmilk Substitutes* (Penang, Malaysia: International Baby Food Action Network, International Code Documentation Centre, 1997).

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

Coemmentary 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