

**UNIVERSITY OF CONNECTICUT, Spring 2017
HISTORY 3098, HRTS 3295, AFRA 3898
Child Labor and Human Rights in Africa**

This is a co-listed course.

Be sure to sign up for the specific departmental credit you will need

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(Email is the best way to communicate as it leaves a paper trail for the both of us)

Office Hours: Thursdays 10-12. or by appointment

Class Times 2-3:25 Location: ARTB106

Course Description

This course explores child labor and human rights in Africa from a variety of disciplinary perspectives. The course draws on the Romano collection at the Thomas J. Dodd Center which features photographs, interviews, oral histories, and materials relating to child labor across the globe. While we will survey child labor generally, the cocoa industry will be explored as a special case study. The course also introduces students to primary sources whose provenance as part of a collection deliberately aimed at human rights advocacy, permits a discussion of bias, context, and audience that are important for understanding the validity of a source. Once immersed in this collection, students will work on crafting an original interpretation of the past, and explore contemporary reverberations in the context of child labor practices and human rights in Africa. Students will have the opportunity to share their work in a public forum. These fora may include blogs, photo essays, and advocacy/awareness campaign.

Course Structure and Policies

This course is divided into classroom, archival, and independent research sections.

Attendance

This course design requires active participation and missing class *will* adversely affect your grade. Medical and Athletic absences will be excused on the day you are absent with the appropriate paperwork from Health Services or coach, but if you want credit for a missed discussion, you need to make-up any group or individual work that you have missed. Students are responsible for planning ahead for any scheduled work/classes that will be missed.

Accommodations: Forward all relevant paperwork involving accommodations for exams as soon as possible.

Readings: All readings are available full text online via the library or via HUSKYCT

Grading: is on points system

100: Oral Participation

100: Advocacy project campaign and presentation (50 points for oral portion; 50 points for portion)

70: Homework Postings (7@10 points each)

50: Individual blogs (2)

30: Individual Brief

Group Work: The course will be divided into three main advocacy groups: Those who want to work on: I am open to having more groups as you learn more and develop other interests

a. local advocacy and outreach (on campus).

b advocacy and political outreach (to our senators; regarding US ratification of CRC)

c. and those who want to work on outreach to a particular human rights organization

Once the groups have been selected, you will be placed in your group on HUSKYCT where you will be responsible for uploading the relevant information. There are three kinds of group work

- a. Advocacy—according to the groups described above and in consultation after spring break
- b. The rise of a human rights regime: Each group will also be responsible for researching the history of child labor advocacy around cocoa. Through research we will chart the rise and evolution of a human rights regime around the issue of child labor in cocoa production in West Africa, with special reference to Ivory Coast. We want to identify all of the interlocutors and make a critical assessment of how this human rights campaign emerged and what its current status is. We will assess where U. Roberto Romano's work fits in this arc. Each of you will then select an aspect of this campaign on which you will write a critical brief. Examples of topics for critical briefs include: farmer cooperatives in Ivory Coast; the impact of the civil war; the role of new media; the limits of fair trade; the children's stories; representations of African farmers, a precis on successful consumer campaigns—a range of options are available
- c. Archival work: archival research begins after spring break. Please be sure to take a few minutes to register at the Thomas J Dodd Center

Weekly Schedule:

1/17 Week 1: **Introductions**

a. Introductions. **Group Projects explained.**

1/19 b. Lecture: Early Cocoa Production and controversies; **Homework (article and 2 film reels approximately 9 mins. each)** Harper's Monthly Magazine, Henry W. Nevison, *The Slave Trade of Today*, February 1906, pages 327-337; Homework (HUSKYCT Post: 250-word review of the short films on cocoa and response to classmate-see details below);

Newsreel #1 Cadbury silent film on cocoa production:

<https://www.youtube.com/watch?v=WYBR5-rKswg>; analysis at

<http://www.colonialfilm.org.uk/node/790>

Newsreel #2 The Gold Coast, 1950's - Film 40153

<https://www.youtube.com/watch?v=-H8a7EdSUh8>

Discussion prompt on HUSKYCT Contrast the image of African cocoa production that emerges from Nevison's expose to the two news reels. Your first post should be 250 words; Respond to one of your classmates on this forum no later than 5 pm on Monday and in no more than 250 words.

1/24 Week 2: **Cocoa Production: Regional Views**

a. discussion of Nevison and the news reel.

1/26 b. **Lecture:** Cocoa production: West African models (Homework: due in class on 1/31) Hecht, Transformation of Lineage Production (15 pages) and Woods, "Predatory Elites, Rents and Cocoa," (17 pages) both via (HUSKYCT)

Reading Response: *Hecht argues that significant changes took place in lineage production between 1920 and 1980. What kind of surpluses did the lineages experience in the earlier period and why? What kinds of changes occurred in production after WWII and what did this mean for lineages and cocoa production? Woods explores the role of what he calls predatory elites. Who are these elites and what is the nature of the predation? What kind of class, ethnic and regional conflict emerged in the bust cycle of cocoa? What are the trends for ordinary people compared to the elites?*

1/31 Week 3 **Child Labor Discourses**

a. Discussion of Hecht and Wood articles

2/2 b. **Lecture:** Child Labor Discourse

Homework for 2/7 and 2/9 and 2/14. I will be in South Africa next week. Our class will migrate online for this week. For class, we will watch four treatments of child labor, one from famed photojournalist and activist U. Roberto Romano and one most recently from CNN's Freedom Project with journalist Richard Quest. The other shorter clip 5 and 7 minutes each represent a shorter awareness campaign and Quest's additional segment on media coverage. Together these represent four nodes in the media discourse on child labor. By the time you see me on Thursday to Tue 2/7 class period I would like you to review the videos described below and do an initial post of 250 words. By Thursday 2/9 class period, I would like you **to respond to two** of your classmates post and for 2/14. I would like you to read all of the posts by the people who are in your group. The discussion should be based on the following prompt

Quest and Romano's longer documentaries provide bookends of the kind of human rights regime that has emerged around cocoa in the Ivory coast—one produced in 2010, the other in 2014. How do the two videos compare given their common agenda but different approaches? The shorter clips represent Quest's follow-up to his documentary with a frontline organization, freetheslaves, (<http://www.freetheslaves.net>) director Kevin Bales and an activist video which draws from a wide network of organizations. What do you make of Bales' point of view

compared to that presented in the Stop the Traffik video? Please comment on the music in this last video as well.

Video 1 of 4 The Dark Side of Chocolate: Full Documentary: 46 mins

<https://www.youtube.com/watch?v=BeJy3dA4Ahk>

Video 2 of 4 CNN Freedom Project

<http://www.cnn.com/videos/international/2014/03/02/cfp-cocoa-nomics-full.cnn>

Video 3 of 4 R. Quest/ Kevin Bales CNN segment https://www.youtube.com/watch?v=mh_Ib7E6_ug

Video 4 of 4 Chocolate and Child Slave Labor—Stop the Traffik

<https://www.youtube.com/watch?v=AT-4QqxyFTg>

2/7 Week 4 **Activist Networks**

a. **Special Note: We are only online this week; class does not meet in person**

Theme. Please see preceding homework description for how you should spend this week.

2/9: Please see instructions here and in HUSKYCT for posting online.

2/14 Week 5 **Activist Networks**

Group Work

a. You should have looked at your groups post and familiarized yourself with them.

Homework for 2/16: Please read this two-page article: John, Angela V, “A new slavery?”

[History Today](#), June, 2002, vol.52(6), p.34-35 and look at this website from 2009 that tells you how to get involved, which I am calling the “take action” campaign

The Take Action Campaign

Campaign.<http://vision.ucsd.edu/~kbranson/stopchocolateslavery/takeaction.html>

2/16 Review John, “New Slavery,” article and “take action” website.

Homework: How instructive is the article “new slavery” in framing the historical arc of this cocoa’s labor sourcing? What is tone of the article? Group work: Each Group will research an organization that is working on the issue of child labor the cocoa supply chain. Identify the organization, when created, the background of the creator(s) and identify the specific campaign they have launched whether that is lobby Congress, working with African farmers’ cooperatives or working on fair trade cocoa. We need to create a web of organizations and their connections. Delegate members of your group to take turns working on this.

2/20 Week 6 **Activist Networks, continued:**

Review Group Work. For homework read the first 2 pages of Khamsi article below which provides a quick overview. We will work on the cocoa agreement in our groups in class

2/23 Kathryn Khamsi, “Introductory Note to 2010 International Cocoa Agreement” 669-698

International Legal Materials, 2001 (500 (4), pages 669-698. Work on this in class as groups.

Homework: Please review the time on children's rights. It will form the basis of my lecture. For Thursday, do the reading response on the Earls and Mauras articles.

Timeline of Children's Rights:

journals.sagepub.com/doi/pdf/10.1177/0002716210386336

2/28 Week 7 **Legal and other Frameworks**

a. Lecture: Defining the subject of child labor activism? Who is a child? What is the relationship between culture and international law?

Timeline of Children's Rights

journals.sagepub.com/doi/pdf/10.1177/0002716210386336

Homework: Earls and Mauras articles and government report below and reading response

3/2 Felton Earls, "Introduction: From Rights to Citizenship," *The Annals of the American Academy of Political and Social Science*, Jan, 2011, Vol.633, p.6-16

Public policies and child rights: entering the third decade of the Convention on the Rights of the Child. (Report)

Marta Mauras, "Public Policies and Child Rights: Entering the Third Decade of the Convention on the Rights of the Child," *The Annals of the American Academy of Political and Social Science*, Jan, 2011, vol.633, pages 52-66

"Child Labor in the Cocoa Sector of West Africa"

<http://www.globalexchange.org/sites/default/files/IITACocoaResearch.pdf>

3/7 Week 8 **Legal and other Frameworks, continued**

a. Lecture: Where are the children's voices? What is the role of individual stories?

3/9. Anita Sheth, "Such a long Journey: Barriers to Eliminating Child Trafficking for Labor Purposes in the West African Cocoa Value Chain," *The Protection Project: Journal of Human Rights and Civil Society*, pages 53-101. (See HUSKYCT for reading response)

Some suggestions are provided for you about how to take actions. These are just to give you some ideas for your groups and also for you to reconsider your group so that everyone will be in the right location on HUSKTCT.

3/13 Week 9 Spring Break: When we return from spring break we will be working in the *Archives and Manuscripts* and working more on your advocacy campaigns. Please be sure you have registered. The archival portion of this syllabus will be flexible as different groups will be working on different items from the collection and individually you will be making selections about what you would like to blog about. You have accumulated a significant amount of

information about the evolution of a human rights regime around cocoa, with a special emphasis on West Africa and Ivory Coast.

We will explore the Romano collection now that we are more informed. You can now turn a critical eye to issues around raising awareness and consciousness, activism, social change and political advocacy. If you have changed your focus and would like to join another group, now will be the time to give it some thought and make that change so that we can make a smooth transition. I envision that the group work will be delegated so that teams can take turns following up on different parts of the advocacy campaign. Revisit the Take Action Campaign site for ideas about what your group can do. Here are reminders of some of their links; they are not hyperlinked here but they are hyperlinked in black board under “Take Action Campaign”

<http://vision.ucsd.edu/~kbranson/stopchocolateslavery/takeaction.html>

- Email [Nestle](#) using [this form](#). Use [our letter](#) as a sample. Or, use the form and letter available on the International Labor Rights Forum site [here](#).
- Email [Hershey's](#) using [this form](#). Use [our letter](#) as a sample.
- Contact M&M's/Mars, following instructions available on the [Global Exchange](#) site. Email [M&M/Mars Policies](#) at contact@policies.mars.com. Use [our letter](#) as a sample.
- [Tell Cargill and ADM to Stop Supporting Slavery](#) "Cargill and Archer Daniels Midland are fighting against a provision in the Farm Bill which would provide importers with a voluntary way to demonstrate to consumers that their products are harvested without the worst forms of child labor or forced labor. Tell these companies that they should stop defending slave labor!"
- Email [Carly Zoerb](#): carly.zoerb@chocolateusa.org, of the [Chocolate Manufacturers Association](#) Use [our letter](#) as a sample.
- Email [Bill Guyton](#): bill.guyton@worldcocoa.org, President of the [World Cocoa Foundation](#). Use [our letter](#) as a sample.
- Email your [representative](#) (you need your 5+4-digit zipcode, which you can lookup [here](#)) and your [senators](#). Use [our letter](#) as a sample.
- Email [Tom Harkin](#) using [this form](#). You can also contact [Eliot Engel](#) using [this form](#) though he "can only respond to those people living in the 17th Congressional district of New York" (for instance, if your zipcode is, say, 10533-1041). Use [our letter](#) as a sample.

Our contacts for this section are Brooke Foti and Graham Stinnett. The goal of this section of the course is to (a) create a pipeline of blogs related to the collection that highlights a particular theme. Please bear in mind that there may be materials related to palm oil and coffee as well. (b) Explore the possible themes for an exhibit and or photo essays and (c). Finalize your action campaign.

Be sure that before you come to the archives on Tuesday you (Revisit Kevin Bales video clip from week 3 and; review your notes from the Anita Sheth article from week 8. We need to come up with a synthesis to bracket our archival work and begin the production of our blogs

3/20 Week 9:

a. **Tuesday: meet in the archives**

b. Thursday: meet in the archives; prepare your reading response on the articles for 3/27. It is about 20 pages of reading and a video. If the video only loads in French, read the transcript; it is very short—and only looks long because it has two transcriptions. Homework (see below; this is our final reading response)

3/27 Week 10 The Past as Prologue?: Guilt, Shame, (new) media, and the human rights regime around child labor

a. Athreya, Bama, “White Man’s “Burden” and the New Colonialism in West African Cocoa, Production,” *Race/Ethnicity: Multidisciplinary Global Contexts*, 2011, Vol.5(1), pp.51-59

Eric Comoe, from UConn’s Romano Collection (on certification)

<http://archives.lib.uconn.edu/islandora/object/20002%3A860142020>

Kristy Leissle, “Invisible West Africa: The Politics of Single Origin Chocolate,” *Gastronomica* (Fall 2013) vol. 13 (3): 22-31

3/29. b. Work in the archives on your own schedule. Touch base around advocacy. Consider two topics you would like to blog about. I will not push but please bear in mind that the children’s individual stories get lost in this campaign at times, and it has been rather voyeuristic.

4/3 Week 11 Archives; work on blogs and action campaigns

4/5 Archives; work on blogs and action campaigns

4/10 Week 12 Archives work on blogs;

4/12 Two blogs need to be uploaded by class time

4/17 Week 13 Meet in class to provide update on action campaigns

4/19 Work on archives on

4/24 Week 14 Finalize Action Campaigns; work in archives as needed

4/26

Final Exams: May 1-6: We will do group presentations during our allotted final exam times when the registrar sets the schedule

Web links

Cadbury silent film on cocoa production: <https://www.youtube.com/watch?v=WYBR5-rKswg>;
Analysis at <http://www.colonialfilm.org.uk/node/790>

Harper's Monthly Magazine, Henry W. Nevison, *The Slave Trade of Today*, February 1906, pages 327-337

<https://books.google.com/books?id=DPk3AQAAMAAJ&pg=PA327&dq=islands+of+doom+slave+trade+today&hl=en&sa=X&ved=0ahUKEwjnrqzC6MXRAhVF4iYKHX-8C74Q6AEILDAD#v=onepage&q=islands%20of%20doom%20slave%20trade%20today&f=false>

John, Angela V, A new slavery? *History Today*, June, 2002, Vol.52(6), p.34(2)

<http://eds.a.ebscohost.com.ezproxy.lib.uconn.edu/ehost/pdfviewer/pdfviewer?sid=02cc4156-a7f0-4617-9a98-b3f57188f529%40sessionmgr4006&vid=1&hid=4202><http://www.colonialfilm.org.uk/node/790>

Newsreel The Gold Coast, 1950's - Film 40153

<https://www.youtube.com/watch?v=-H8a7EdSUh8>

This is our link the Romano Collection

<http://archives.lib.uconn.edu/islandora/object/20002%3A20110094>

Focus on West Africa links which are being set aside for our class

The Dark Side of Chocolate: Full Documentary: 46 mins

<https://www.youtube.com/watch?v=BeJy3dA4Ahk>

CNN Cocoanomics

<http://www.cnn.com/videos/international/2014/03/02/cfp-cocoa-nomics-full.cnn>

R. Quest/ Kevin Bales CNN segment https://www.youtube.com/watch?v=mh_Ib7E6_ug

Video 4 of 4 Chocolate and Child Slave Labor—Stop the Traffik

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