Instructor: Professor Percy C. Hintzen  
SIPA 330  
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305-348-4419

Time: Monday, Wednesday, Friday 2.00 – 2.50 p.m. 

Place: Paul Cejas Architecture 165

Office Hours: Wednesday 3 – 6 pm.  
SIPA 330

Course Description and Objectives 
The purpose of this course is to demonstrate, explore, and examine the ways in which the local, the global, and the international are connected and how such connections produce hybridized formations across cultures, broadly defined. The outcomes are many types of inequality. The course will focus on these inequalities, their consequences, and the responses to them. There will also be a focus on the policies and practices at the local, global, and international levels that create them, and on proposals for their resolution.

Students will be expected to understand substantively, theoretically, and analytically, the interconnected realities that produce hybridity and inequality and to engage critically with the issues that they raise. Students will also be required to engage, practically, with the issue of globalization and inequality as these are manifest at the local level through a project of research that will form the basis for a final paper.

COURSE REQUIREMENTS 
4 Mid Term Examinations 40%  
Summary Review Paper 25%  
Final Examination 25%  
Class Discussion 10%

Mid-Term  
There will be four mid-term examinations. Each exam will count for 10 percent of the grade. Two of the exams will be in-class essays that test familiarity with the reading and two will be take home examinations that test capacity for critical reflection,

Final Examination  
There will be a final examination covering the entire course.

Research Project
Students will be required to select an organization, group, or institution engaged with the problem of inequality, dealing with it, or suffering from its consequences. They will be required to design a strategy for immersing themselves in the selected entity for the purpose of data collection. They will analyze the data using conceptual, analytical, and theoretical frameworks around which the course is organized. They will write a 6-10 page based on the analysis to be handed in on the last day of regular class (April 18th). A decision on the selected entity must be made by the second week of class and communicated to the instructor and Teaching Assistant. Students will be expected to work with both the instructor and the TA in project design and implementation. Please ensure that the project is not too ambitious. It needs to be doable given the time and resource constraints.

Class Discussion
Students will be expected to contribute to class discussion. Fridays are reserved for reviews and discussions of the week’s readings. Students will be graded on their participation. Students will be called upon to contribute. Evidence that the week’s readings have not been completed will be used as a basis for deduction of discussion points.

Reading and Class Assignments
A course-reader will be used that contains all the required readings.

January 6th.
Introduction To Class

January 8th
What is the connection between the global, the local, and inequality under contemporary conditions?
Reading
Development and Social Change: A Global Perspective. 5th Ed.
Ch. 6 “The Globalization Project in Practice”. Pp.150-181

January 10th
Class Discussion

January 13th
What is the relationship between colonialism and the contemporary labor force in the Global South?
Reading
Kevin A. Yelvington. Producing Power: Ethnicity, Gender, and Class in a Caribbean Workplace.
Ch. 2. “Locating the Ethnography in History, Economics, and Society” pp. 41-98
January 15th
Reading:
What is the relationship between labor inequality, globalization, and migration?

Reading

January 17th
Discussion

January 20th
Martin Luther King Holiday

January 22nd.
What is Diaspora?

Reading

January 24th
First Exam in Class

January 27th
Reading:
Do Foreigner Migrants have Rights? And what if they don’t?


January 29th
How do the Children of Immigrants Claim the Right to Belong?

Reading
January 31st
Class Discussion

February 3rd
What are the roots of migrant criminality?
Reading
Reading
Laurie Gunst. *Born Fi Dead: A Journey through the American Posse Underworld*’
Introduction. Pp. xiii – xxiii
“From Babylon to Brooklyn: pp. 3 -14.

February 5th
Reading
*How Should the State Respond to Migrant Criminality?*
Percy C. Hintzen. “Affidavit for Withholding of Deportation: Romel Dick”

February 7th
Discussion

February 10th
What are the Relationships among Migration, Global Climate, and Local Crises?

Mahmood Mamdani. *Saviors and Survivors: Darfur, Politics, and the War on Terror.*
Ch. 8. “Civil War, Rebellion, and Repression” pp.; 231 – 270.

February 12th
Why do transnational cultural and religious identities challenge the state?
Reading
Misha Klein, *Kosher Feijoada and other paradoxes of Jewish life in Sao Paulo*”

February 14
Second Exam. In Class

February 17th
What are the roots of Islamist Terror?
Reading
Mahmood Mamdani, *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror.* New York: Doubleday, 2004
Ch. 3 “Afghanistan: The High Point in the Cold War”. Pp. 119 -179.
February 19th
What is the relationship between Globalization and Social and Cultural Change?
Reading
Dennis Altman, Global Sex. University of Chicago Press, 2001

February 21st
Discussion

February 24th
Terror: Who Benefits? Who is harmed?
Reading
Arundhati Roy, Power Politics. 2nd ed.
“War is Peace” pp. 125 – 148.

February 26th
What is the relationship between Globalization and Consumption?
Reading

February 28th
Class Discussion

March 3rd
What is the link between the Global, National Politics, and Local Sex?
Reading
Dennis Altman, Global Sex. University of Chicago Press, 2001

March 5th
What is the relationship between globalization, sex, and migration?
Reading

March 7th
Third Exam: Take Home

March 10th
Spring Break (No Classes)
March 12th
Spring Break (No Classes)

March 14th
Spring Break (No Classes)

March 17th
What is the relationship between heterosexuality, nationalism, and globalization?
Reading.

March 19th
Reading
What is the relationship among international policy, poverty, sex, and disease transmission?

March 21st
Discussion

March 24th
What is the Relationship between Globalization and the Sex Trade?

March 26th
Reading

March 28th
Discussion

March 31st
What is the relationship between globalization and female gendered insecurity?
Reading
Ch. 12. Eliya Msiyaphazi Zulu, F. Nii-Amoo Dodoo, and Alex Chiks Ezeh

April 2nd
Who owns local knowledge?
Reading

April 4th
Fourth Exam: Take Home

April 7th
Whose interests are precedent: the global, the national, or the indigenous cultures?
Indigenous Resistance
Reading

April 9th
What is the relationship between modern forms of slavery and the global economy?
Reading
Ch. 4. “Brazil: Life on the Edge”. Pp. 121 -148

April 11th
Class Discussion

April 14th
Is the global corporation good for local communities?
Reading

April 16th
What is a Global City?
Discussion

April 18th
Class Discussion.
Final Paper Due

April 23rd
12.00 – 2.00 pm.
Final Exam