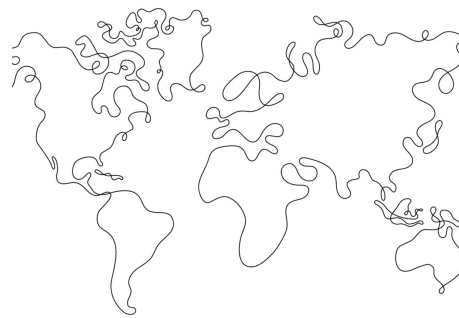


POLS 3680: Globalization and World Politics

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Email: jordan.ernstsen@utah.edu
Office Hours: By appointment

Meeting Time: Mon/Wed 6:00pm-9:00pm
Location: Sandy Center, Rm. 206

Course Description

Globalization has shaped—and continues to reshape—the contours of world politics, creating new opportunities, tensions, and uncertainties. Political authority and economic power are increasingly diffused across national borders; cultural flows and technological innovation are connecting societies in unprecedented ways; and global crises—from climate change to mass migration—are testing the ability of states to respond effectively, often disrupting domestic politics. Yet globalization’s impacts are far from uniform, and it entails both peril and promise: it may deepen inequalities, provoke backlash, and raise urgent questions about sovereignty, identity, and governance, while also creating new forms of cooperation, expanding access to information, and offering tools to address shared global challenges.

This course offers an analytical introduction to globalization and its consequences for contemporary world politics. It equips students with theoretical tools to make sense of the complex structures and processes of globalization, while also encouraging them to situate themselves within these transformations—as citizens, workers, and participants in global flows. The course is organized into three sections: (1) Historical Foundations and Analytical Approaches, which introduces key concepts, debates, and global trajectories; (2) Global Flows and Power Structures, which explores how people, capital, technologies, and ideas move across borders and through institutions; and

(3) Contemporary Challenges and Contested Futures, which engages with inequality, resistance, and emerging questions about justice, sustainability, and the future of global governance. By the end of the course, students will be able to think critically about the forces shaping global politics, engage with key debates over the causes and consequences of globalization, and reflect on both the promises and perils of living in an increasingly interconnected world.

Learning Objectives

My goal is to guide you through the complex landscape of European politics. Together, we'll develop the analytical and theoretical knowledge that underscore the scientific study of politics—with special attention to Comparative Politics and International Relations—and allow us to uncover a sense of order in apparent chaos. More specifically, by the end of the course, you will:

1. Demonstrate a critical understanding of the historical processes, theoretical debates, and conceptual tools that inform the study of globalization and world politics.
2. Analyze how major global flows—economic, political, technological, cultural, environmental—shape structures of power, inequality, and resistance in the contemporary world.
3. Evaluate the role of global institutions, neoliberal policies, and transnational actors in mediating and contesting globalization's impacts across different regions and societies.
4. Apply theoretical and conceptual tools to critically engage major debates about globalization's causes, impacts, and future trajectories.
5. Strengthen written and oral communication skills through informed discussion, critical analysis, and argumentative writing on the dynamics of globalization and world politics.

Course Materials

There is one required text for the course, which is available digitally via the Instant Access program and made accessible on our Canvas page:

- Ritzer, George, and Paul Dean. *Globalization: A Basic Text*, 3rd edition. Wiley-Blackwell, 2022.

If you have questions about accessing the text, please let me know. You are also welcome to opt out of the Instant Access program and instead purchase a physical copy of the text [here](#) if you prefer. In addition to the required text, we will also use peer-reviewed academic articles, book chapters, and other materials (e.g., videos, podcasts, news articles) to help us meet our learning objectives. These resources will be made available in class or on our course Canvas page.

Determination of Grades

The final course grade will be determined by weighing your performance in the following areas:

1. Attendance and participation	30%
2. Short paper	35%
3. Final exam	35%
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FINAL GRADE	100%

I convert numerical percentage scores into letter grades using the following scheme:

A	=	93% and above	C+	=	77%-80%
A-	=	90%-93%	C	=	73%-77%
B+	=	87%-90%	C-	=	70%-73%
B	=	83%-87%	D+	=	67%-70%
B-	=	80%-83%	D	=	60%-67%
			F	=	Less than 60%

Student Responsibilities and Expectations

Attendance and Participation

Your attendance and engaged participation are essential to our shared learning experience. I expect you to come to class having completed the assigned readings, ready to actively discuss and debate ideas respectfully with your classmates. Please speak up in class and share your thoughts, questions, and ideas! The more participation we have, the more enjoyable and engaging our class sessions will be. If you ever feel uncomfortable speaking in class, please come talk to me—we can work together to find alternative ways for you to participate meaningfully in our discussions.

In addition to the assigned weekly readings, I strongly encourage you to stay informed with current events, whether through newspapers, websites, or podcasts (I've listed a number of sources for you below). We will spend the first five to ten minutes of most class sessions talking about political, economic, and social developments across the globe to help us connect our course material to the real world. My hope is that these discussions enrich our collective learning experience.

Useful news sources:

News Outlets¹:

EU Observer	The Economist	Politico
BBC	The Guardian	Independent
Wall Street Journal	New York Times	Deutsche Welle
WashingtonPost	The Atlantic	Associated Press
Reuters		

Think Tanks:

CER	ECFR	RAND
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Podcasts:

World in 30 Minutes	The World Next Week
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¹Please note that several of the sources listed may be behind a paywall and could become inaccessible once you

Short Paper

The short paper invites you to apply the theories, concepts, and debates we have explored in class to a contemporary real-world issue related to globalization, such as global migration, trade, cultural diffusion, technological innovation, or environmental challenges. In 5 double-spaced pages, you will analyze your chosen issue through a critical, conceptual lens, making an argument and supporting it with evidence from class readings and additional sources. More specific information will be posted to the “Short Paper” assignment page in Canvas. The paper is due on the last day of class, **Thursday, June 19**.

Final Exam

The take-home final exam will be **comprehensive**. It will consist of multiple-choice, short-answer, and essay questions. **Test availability date and due date are to be determined.**

Communication with your Instructor

I am more than happy to discuss course-related material with you, and I encourage every student to feel free to contact me with any problems, concerns, or questions about the class. Please do not suffer in silence if you are struggling. Instead, let me know—as soon as possible—what things are not making sense or if you are having trouble and we can work it out.

While I do not hold regular office hours, I am available by appointment to meet with students via Zoom. I will also make myself available before and after class to answer any questions or address any matters that can be resolved without a formal meeting.

My preferred method of contact is email. I will do my best to respond to emails within 24 hours during the week. That being said, please note that I am also a husband, father, researcher, teacher, and all around human being. Life gets crazy. If I do not respond to your email with 24 hours, feel free to send a follow-up message. I will not take offense; rather, I will be grateful for the reminder. I do not check my email on the weekends—if you email me Friday after 5:00pm, please wait until Monday morning at the earliest for a reply.

My Commitment to You

As your professor, I hold high expectations of you for this course—and I expect you to hold high expectations of me in return. I am deeply committed to your learning and success, and I promise to help you navigate every aspect of this class with clarity and confidence. You can expect me to come prepared to every class, create an engaging and respectful learning environment, challenge you intellectually, and provide constructive feedback on your work. I understand that you have many demands on your time—other courses, extracurricular activities, and life beyond campus. If you find yourself struggling with any aspect of the course, please reach out. I’m here to help you succeed and learn!

reach the limit of free articles offered each month. This list is intended only as a starting point to help you begin engaging with global politics. There are, of course, many other news outlets, think tanks, and podcasts that can deepen your understanding. Some of the sources listed here—and others you may discover—may reflect particular ideological bents or regional focuses. Depending on your interests and needs, you may find some sources more useful than others. You are encouraged to explore widely, critically evaluate what you encounter, and seek out a diverse range of perspectives.

Course Policies and Other Useful Information

Late and Missing Work

Late work is deducted one grade for every 12 hours that it is late (e.g., from a B+ to a B). Extensions will only be granted for justifiable reasons, and I must be notified well in advance of the due date. Last-minute extension requests are unlikely to be granted. If you are unable to be present in class on the day of a quiz or an exam, or if you are unable to meet a deadline, please contact me as soon as possible and we can make the appropriate arrangements.

Academic Integrity

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting ones work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utahs Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

...Includes, but is not limited to, cheating, misrepresenting ones work, inappropriately collaborating, plagiarism, and fabrication or falsification of informationIt also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact the Center for Disability & Access at 801-581-5020 or visit their [website](#).

University Safety Statement

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit <https://safeu.utah.edu/>.

To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677).

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veterans status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Course Structure

Classes

Assignment/Important Dates

Part I: Foundations

Week 1 (05/12)

Week 2 (05/19)

Part II: Flows and Power Structures

Week 3 (05/26)

No class on 05/26—Memorial Day
Monday class asynchronous

Week 4 (06/02)

Part III: Contemporary Challenges

Week 5 (06/09)

Week 6 (06/16)

No class on 06/16—Juneteenth observed
Monday class asynchronous
Short paper due 06/19 (Thursday)

Course Schedule

Please note that the schedule and readings below are tentative and subject to change. Occasion may arise for us to change the order of our lectures, add or remove readings, or otherwise modify our course. When this happens, I will notify you in class and on Canvas.

Our main text is George Ritzer and Paul Dean's *Globalization: A Basic Text*. All other readings will be made available on the course Canvas page in their respective modules. Given that this course is only half a semester, the weekly reading load is necessarily heavy, sometimes *very* heavy. I recognize that keeping up will be a challenge. Just do your best!

Part I: Foundations

Week 1 (May 12, May 14): Setting the Stage—What Is Globalization?

- Ritzer, George, and Paul Dean. “Chapter 1: Globalization I—Liquids, Flows, and Structures.” In *Globalization: A Basic Text*.
- Ritzer, George, and Paul Dean. “Chapter 2: Globalization II—Some Basic Issues, Debates, and Controversies.” In *Globalization: A Basic Text*.

Week 2 (May 19, May 21): Historical Contexts and Theoretical Tools

- Ritzer, George, and Paul Dean. “Chapter 3: Globalization and Related Processes—Imperialism, Colonialism, Development, Westernization, Easternization, and Americanization.” In *Globalization: A Basic Text*.
- Ritzer, George, and Paul Dean. “Chapter 4: Neoliberalism—Roots, Principles, Criticisms, and Neo-Marxian Alternatives.” In *Globalization: A Basic Text*.

Part II: Flows and Power Structures

Week 3 (May 26, May 28): Global Flows—Politics and Economics

- Ritzer, George, and Paul Dean. “Chapter 5: Global Political Structures and Processes.” In *Globalization: A Basic Text*.
- Ritzer, George, and Paul Dean. “Chapter 6: Structuring the Global Economy.” In *Globalization: A Basic Text*.

****No in-person class on Monday, May 26—class will be asynchronous.****

Week 4 (June 2, June 4): Flows of Goods, People, Technology, and Environment

- Ritzer, George, and Paul Dean. “Chapter 7: Global Economic Flows—Production and Consumption.” In *Globalization: A Basic Text*.
- Ritzer, George, and Paul Dean. “Chapter 8: Global Culture and Cultural Flows.” In *Globalization: A Basic Text*.

- Ritzer, George, and Paul Dean. “Chapter 9: High-Tech Global Flows and Structures—Technology, Mass Media, the Internet, and Social Media.” In *Globalization: A Basic Text*.
- Ritzer, George, and Paul Dean. “Chapter 10: Global Flows of People—Migration, Human Trafficking, and Tourism.” In *Globalization: A Basic Text*.
- Ritzer, George, and Paul Dean. “Chapter 11: Global Environmental Flows.” In *Globalization: A Basic Text*.

Week 4 is an overwhelming, heavy reading week and covers a range of topics. Rather than have you read everything, each student will be assigned one chapter from the readings for this week. Your task is to read your assigned chapter carefully and prepare to discuss the key ideas, major examples, debate, critical points, etc., from your chapter in class.

Part III: Contemporary Challenges

Week 5 (June 9, June 11): Globalization’s Dark Sides

- Ritzer, George, and Paul Dean. “Chapter 12: Negative Global Flows and Processes—Diseases, Dangerous Imports, Crime, Terrorism, War.” In *Globalization: A Basic Text*.
- Ritzer, George, and Paul Dean. “Chapter 13: Global Economic Power and Inequality—Class Inequalities and Global Cities.” In *Globalization: A Basic Text*.
- Ritzer, George, and Paul Dean. “Chapter 14: Global Power and Inequalities II—Race, Ethnicity, Gender, and Sexuality.” In *Globalization: A Basic Text*.

Week 6 (June 16, June 19): Contesting and Resisting—Futures and Alternatives of Globalization

- Ritzer, George, and Paul Dean. “Chapter 15: Dealing With, Resisting, and the Futures of, Globalization.” In *Globalization: A Basic Text*.

****No in-person class on Monday, June 16—class will be asynchronous.****