

THE UNIVERSITY OF TEXAS AT EL PASO

**Independent Reading in Political Science (North American Relations)
Political Science 4370
Fall 2020**

Professor

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Department of Political Science

Virtual Office Hours on Blackboard: TW 8-8:45am and by appointment

E-mail: ggenna@utep.edu

Class Time/Location:

T 1-3pm Mountain Time/Synchronous using Blackboard Collaborate

Course Content

The aim of the course is to get students to **think critically**, yet constructively about the issues facing the countries of North America, especially those related to security and migration. This course will help you learn about and discuss these issues in an intelligent and informed manner and enhance your **global awareness**. You will improve your **leadership, confidence, and communication** skills by understanding the difference between rhetorical opinions and positions on issues that are based upon facts and reasoning. In order to do this, we will look at the individual countries' politics and society, the current and past state of relations among the North American countries, and review theories of regionalization, in order to give us the necessary tools to understand the issues before us both individually and through **teamwork**.

After completing this course students can:

- Understand the connection between security and migration;
- Explain the methods Canada, Mexico, and the US use to handle these issues;
- Conduct **problem-solving** by formulate policy recommendations for one or more North American countries; and
- Know the theories and facts behind regional cooperation.

Course Text

This course does not have textbooks to purchase. Instead, all required readings are on Blackboard (Bb).

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. Many, but not all, computer/laptop systems include a video camera and microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication

Because this is a remote learning class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate. Please see the days and times at the top of this syllabus.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

UTEP COVID-19 Policies and Precautions

All students must participate in COVID-19 training at [this site](#) before the start of the semester.

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](#). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you are on campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times when on campus. If you choose not to wear a face covering, you may not enter the classrooms and buildings. If you remove your face covering, you will be asked to put it on or leave the classroom and building. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

In addition, please follow these hygiene procedures when on campus:

- Wear a face covering at all times (We cannot say this enough 😊).
- Maintain 6 feet of separation at all times, including when talking with other students.
- Follow signage indicating specific entry and exit doors and pathways.
- Do not cluster in groups and keep hallways open.
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch face until after hands are washed/sanitized.
- Use an alcohol wipe, provided outside of classrooms, to sanitize the desk, chair, or table.
- Follow faculty protocols for leaving and re-entering the classroom.

Course Resources

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Course Obligations

There is a mix of obligations students must meet to fulfill the requirements of the course. This includes 1) two exams; 2) a comparison of the North American Free Trade Agreement and the US-Mexico-Canada Agreement; 3) an oral presentation; and 4) a policy paper.

- All assignments and exams will be turned in using Blackboard (Bb) by 5pm the day they are due.
- Please do not send assignments or exam to me via email. Let me know if you are having problems uploading assignments and exams. The UTEP Help Desk is your best resource since my technical qualifications are limited.
- Think ahead regarding when obligations are due. Late assignments or exams will be accepted for a grade if you are experiencing documented emergency circumstances.

Assignments must use the following format:

- 1) double spaced,
- 2) New Times Roman font (12 point),
- 3) 1 inch margins,
- 4) title page (title, course, name(s), and date),
- 5) page numbers (page one is the first page of text),
- 6) citations (footnotes, endnotes, or parenthetical) and a bibliography,
- 7) uploaded on Bb as a “.doc” file.

Class Discussion of Reading Assignments

The principal reading obligation is to keep up with the assigned chapters within the course study outline contained in this syllabus. Most classes are interactive requiring that you read **before** the beginning of class. Class attendance is expected and evaluation of participation depends on your contribution to the learning process.

This class requires that you participate in scheduled synchronous Blackboard Collaborate sessions. This means that we will have live discussions during each meeting, except for exam days. The purpose of these sessions are for us to review the readings and other content. You are expected to participate in these sessions with a webcam and microphone. Students should not record the sessions and post them to any sites outside of Blackboard. If you are unable to attend a Collaborate session, please let me know as soon as possible so that accommodations can be made when appropriate. Class attendance is expected and participation should contribute to the learning process.

In addition, students need to follow all issues related to the North American countries and their relationship with one another as they develop in the media. Some suggested periodicals include the *New York Times*, *Los Angeles Times*, *Washington Post*, or *Christian Science Monitor*. Students with knowledge of Spanish or French are especially encouraged to read Mexican and Quebecois newspapers on the internet. This reading will be important for developing ideas for your collaborative policy papers. One item you should investigate is the progress in revising the North American Free Trade Agreement (NAFTA).

Comparison of the North American Free Trade Agreement (NAFTA) and the US-Mexico-Canada Agreement (USMCA)

Each student will write an essay comparing one chapter from the [NAFTA](#) with a similar chapter in the [USMCA](#) (about 5 pages). The essay will examine the differences (if any) for a minimum of three items. Students will conclude from the comparison the degree of differences between the selected chapters. The assignment is due on October 27.

Oral Presentation

The student will present their understanding of migration and security as associated with North American relations (i.e., the relations among all three NA countries). The presentation must demonstrate well-organized thoughts on the subject. To this end, the student needs to organize thoughts based upon the following: 1) clear, yet concise, description of the issue and associated concepts; 2) an explanation as to why the problem exists; 3) evidence to support the explanation; and 4) policy recommendations. In addition, students are expected to use computer aided technology (such as PowerPoint) in order to improve speaking effectiveness.

After the presentation, a short Q&A session will take place in order to follow up on any missing items or confusion. This is an opportunity to improve your ability to “think on your feet.” The student will demonstrate the same level of constructive engagement during this feedback portion as in the actual presentation.

The presentation will occur on November 10 and should be no more than 15 minutes.

Policy Paper

A policy paper (about 10 pages) will continue the work already performed in your oral presentations. The aim of this paper is to advise politicians and other decision-makers on an alternative to current policy on migration and security. You can address recommendations to either one of the three NA governments or all three.

The policy paper differs from the oral report because **the paper is expected to be a full analysis**. This means the student will employ analytical thinking and related concepts taught in the course. The student will also be expected to integrate the constructive critiques discussed in the post-presentation Q&A. The policy paper is due by December 4.

Exams

There are two exams for the course: a mid-term and final. Both exams are open notes and book and are submitted through Bb. The midterm requires answering two essay questions regarding the material covered in the first half of the course. The final also requires answering two essay questions that will assess your ability to connect theory with the issues covered in the latter half of the course. The professor will give the student the potential exam questions one week prior. Exam dates are September 29 for the mid-term and December 8 for the final.

Grade Weights

Each assignment and examination will be given a score out of a total 100 points and will be given the following weights in determining students' final grades for the course:

Course Requirement	Due	Weight
Midterm Exam	September 29	20 percent
Comparison Essay	October 27	10 percent
Oral Presentation	November 10	25 percent
Policy Paper	December 4	25 percent
Final Exam	December 8	20 percent

All grades (including the final grade) are based on the following distribution of points:

Points	Letter
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Course Policies

The following policies are in place in order to better manage the learning environment:

- 1) Most of the communication from me will be posted on Blackboard. Please monitor our course webpage on Blackboard regularly.
- 2) Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating and collusion. Cheating may involve copying from or providing information to another student, possessing

unauthorized materials during a test. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. For further information, please refer to <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

- 3) Reasonable accommodations will be made for students with limitations due to disabilities, including learning disabilities. Please see me personally within the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) within the first two weeks of classes. CASS can also be reached in the following ways:

Web: <http://sa.utep.edu/cass/>

E-Mail: cass@utep.edu

Phone: (915) 747-5148 voice or TTY

Outline of Lecture Topics

- I Introduction
 - A. North America Defined
 - B. National Histories
 - C. Political Culture
 - D. Political Organizations
 - E. State Institutions
 - F. Political Economy Overview
- II Historical Overview of North American Relations
 - A. Key events in Canadian-US relations
 - 1. Early border disputes
 - 2. Security Alliances
 - a. North American Treaty Organization (NATO)
 - b. North American Aerospace Defense Command (NORAD)
 - B. Key events in Mexican-US relations
 - 1. Texas annexation
 - 2. Mexican-American War
 - 3. Mexican territorial annexation
 - 4. Boundary treaties
 - 5. Prolonged years of silence
- III. Theories of Regional Integration
 - A. Problems associated with international cooperation
 - 1. Comparison with European relations
 - B. Functionalism
 - C. Realism
 - D. Liberalism
 - E. Others
- IV. Trade Development/North American Free Trade Agreement
 - A. Definition of terms and concepts

- B. Political economy of interdependence
- C. Debates associated with the ratification of NAFTA
 - 1. Mexico
 - 2. Canada
 - 3. United States
- D. Institutions of NAFTA
- E. Side agreements
 - 1. Labor Agreement
 - 2. Environmental Agreement
- D. Assessment of NAFTA
- V. The North Americans/*Los Americanos del Norte/Les Américains du Nord*
 - A. Values and Norms
 - B. Differing images and perceptions of Canada, Mexico, and the US
 - C. Public support for regional integration
 - D. Evaluation of a potential North American identity
- VI. Regional Development
 - A. Poverty in the south
 - B. Drug enforcement coordination
 - C. Migration policy
 - D. Security issues
 - E. Developmental funding
- VII. Potential of deepening North American Relations
 - A. Labor mobility
 - B. Strengthening and creating NA institutions
 - C. Freer trade/Customs Union
 - D. Infrastructure development
 - E. Economic policy coordination

Readings

All presentations and readings are posted alphabetically on Blackboard

Dates	Title	Readings	Guiding Questions
August 25	Orientation & Introduction	Abu-Laban, Jhappan, and Rocher Introduction; Pastor Chapter 13	What defines North America? Does it have a common legacy? What is your perception of relationships between the three countries? Have these relationships changed over time? What role does the US play in these relationships? What types of migration occur in NA? What are the different factors that lead someone to migrate? How do security concerns influence migration policy?
September 1	A review of the three national histories	Abu-Laban, Jhappan, and Rocher Chapters 1-3	What are the critical events in the three countries' histories? Why are they critical? Why did the US and Mexico have wars for independence but the Canadians did not? How would you characterize the paths of development for each? Do they have any commonalities? What are these commonalities based on? Do you see a convergence regarding any aspect of their systems, especially in the late Twentieth Century? While we will go into greater detail later in the course, what can you briefly say about the influence each country has had on the others' historical development? Do any historical legacies influence the dialogue on migration and security?
September 8	Political Culture: What is the Latino-Anglo divide all about?	Abu-Laban, Jhappan, and Rocher Chapter 18; Inglehart et al. Chapter 3	What is meant by political culture? What does it include and exclude? What are the values held by the people of the three countries? Does each country have a homogeneous set of values? What values are similar across the three? Which ones are different? Are the differences great? Does this matter? Why? What divides are found in each country? Are these divides similar across the countries? What can you say about societal conflict in each? Does the conflict in each depend on the political culture or are there other explanations? What can the political cultures tell us about the relationships of three countries? What role does trust play?

Dates	Title	Readings	Guiding Questions
September 15	State institutions: Parliamentary versus Presidential systems	Abu-Laban, Jhappan, and Rocher Chapters 4 & 9	What are the differences between parliamentary and presidential systems? Why does it matter which system is practiced? What are the major institutions of each? How important are each in the process of developing laws? Would this have an effect on North American relations? Why? What can you say about the sub-national level of governance in each? What can you say about the relationships between the states (provinces) and the center? How has this evolved? Can this method of governance aid or hinder the relationships among the three?
September 22	Political Economies: The degree of state involvement over time	Bakvis pp. 55-64; Camp pp. 104-110; Zingale pp.154-157; Pastor pp. 1-14	What characteristics does each of the three economies have in common? What determines their individual levels of development? How involved is each country's state in their economy? Has the state taken on a larger or diminishing role over time? What is meant by rent seeking? Does rent seeking occur in each of the three? What about corporatism? Do the three have corporatist arrangements? What are the conditions of these arrangements today? Why would the state's role in the economy matter in North American relations? For example, how would economic outcomes due to state policies influence the issues of migration and security?
Midterm Exam September 29 by 5pm			
October 6	Historical Overview of North American Relations: Canadian-US Relations	Roussel Chapters 5-7	What historical events help define the relationship between Canada and the US? How would you characterize the historical relationship between Canada and the US? Has it changed much since Canada gained independence? Would you say that the US is viewed as a trusted ally by Canadian officials? What about how Canada is viewed by US officials? Are Canadian and US preferences on international matters similar? What characterizes the differences?

Dates	Title	Readings	Guiding Questions
October 13	Historical Overview of North American Relations: Mexican-US Relations	Domínguez and Fernández introduction and chapters 1-2	What historical events help define the relationship between Mexico and the US? How would you characterize the historical relationship between Mexico and the US? Has it changed much over time? Would you say that the US is viewed as a trusted ally by Mexican officials? What about how Mexico is viewed by US officials? Are Mexican and US preferences on international matters similar? What characterizes the differences? What comparisons can you draw in the histories of the bilateral relationships?
October 20	Theories of Regional Integration	Yeşilada and Wood Chapter 2	Why would comparing European relations be useful in understanding North American relations? What three modes of governance can help us describe European relations? What are the contending theories that can explain and predict regional integration? What would be a useful method in assessing their value? What are the prospects that North American relations develop along European lines? For example, Europeans have addressed migration within the EU in a particular manner. Do you believe this is feasible for NA? What about security?

Dates	Title	Readings	Guiding Questions
October 27	NAFTA/USMCA	<p>Mayer Chapters 5 and 6***</p> <p>***The following websites may be useful: www.nafta-sec-alena.org; www.cec.org; Labor Side Agreement</p>	<p>What was the regional economic and political context of the negotiations? What were the domestic contexts? Did the Canadian-US Free Trade Agreement have an influence on the NAFTA negotiations? Why do these negotiations mark a dramatic departure in the preferences of the three countries' long standing positions on free trade arrangements? Why would a two-level game analysis be important in understanding the negotiation process? What are the institutions of NAFTA? Are they truly supranational institutions? What are their key functions? What are the dispute settlement mechanisms associated with NAFTA and the side agreements? Can civil society engage in these processes? Does the agreement suffer from a democratic deficit? What can be said about the economic performance in each country as a result of NAFTA? Is this the only way to evaluate the agreement? Why did the three re-negotiate NAFTA? What is the status of the USMCA?</p>
November 3	Is there a link between development, migration, and security?	Domínguez and Fernández Chapters 3 and 6; Pastor Chapter 3	<p>What makes up the European cohesion policies? What are their goals? How similar is this to the development strategy of North America? What explains the differences? What issue linkages are involved in supplying development aid? What are the major obstacles in producing and implementing a coherent strategy? Is such a strategy necessary? Can development goals be achieved in other ways?</p>
November 10 Student Presentation			

Dates	Title	Readings	Guiding Questions
November 17	What now for North American Relations?	Domínguez and Fernández Chapter 7; Pastor Chapters 5-7	What are the current thoughts regarding NAFTA? Are the countries of North America prepared and/or willing to negotiate a deepening of relations? In particular, what role would the US have to play?
November 24 & December 1	Policy Paper refinement	None	During these two meetings the student and professor will meet to refine the policy paper.
Policy Paper due December 4 by 5pm			
Final Exam due by December 8 at 5pm			