

THE UNIVERSITY OF TEXAS AT EL PASO

**North American Relations
Political Science 4363
Spring 2016**

Professor

Gaspare M. Genna, Ph. D.

Office: Benedict Hall 301

Office Hours: Mondays 1:30-2:30p and Wednesdays 10:30-noon; and by appointment

Phone: 747-6066

E-mail: ggenna@utep.edu

Class Time/Location: MW 9-10:20am/Liberal Arts Building 318

Course Content

Overall, 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. We will discuss the difference between rhetorical opinions on the one hand and positions on issues that are based upon facts and reasoning on the other. 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.

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;
- Formulate policy recommendations for one or more North American countries; and
- Know the theories and facts behind regional cooperation.

Course Text

Abu-Laban, Yasmeen, Radha Jhappan, and François Rocher (eds). 2008. Politics in North America: Redefining Continental Relations. Ontario, Canada: Broadview Press.

The textbook is abbreviated as AJR in the course reading schedule. Additional required readings will be posted on Blackboard.

Course Obligations

There is a mix of obligations the student must meet to fulfill the requirements of the course. This includes 1) study and discussion of assigned reading materials, 2) one midterm 3) one oral presentation, 4) reviews of two presentations 5) a final paper, and 6) a final exam.

All assignments that are completed outside the classroom are to be typed using the following format:

- 1) double spaced,
- 2) New Times Roman font (12 point),
- 3) 1 inch margins,
- 4) title page (title, course, name, and date),
- 5) page numbers (page one is the first page of text),
- 6) stapled with **no plastic cover** of any type, and
- 7) citations (footnotes or endnotes) and a bibliography.

No late assignments will be accepted unless under well documented extraordinary circumstances.

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 the readings are done **before** the beginning of class. Class attendance is expected and participation will be evaluated on its contribution to the learning process.

In addition, students are expected to follow all issues related to the North American countries and their relationship with one another as they develop during the semester 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 oral presentations.

Student Presentations

Each student is required to present their understanding of migration and security as associated with North American relations (i.e., the relations among all three NA countries). Each presentation will be evaluated based on the organization of the students' thoughts on the subject, which will include presentation style. To this end, students need to organize thoughts based upon the following: 1) clear, yet concise, description of the issue and associated concepts; 2) a hypothesis as to why the problem exists; 3) evidence to support the hypothesis, and 4) policy recommendations. Also, students are expected to use computer aided technology (such as Power Point) in order to improve speaking effectiveness.

After each presentation, a short Q&A session will take place in order to follow up on any missing items or confusion. This should be viewed as a time to improve your ability to "think on your feet." It is expected that the same level of constructive engagement be applied during this feedback portion as in the actual presentation. At the following class meeting, students will turn in a review of another student's presentation based on the Q&A session. Two reviews are required. A guide will be provided prior to the first presentation.

Presentations will occur April 11, 13, 18, 20, 25 & 27. They should be no more than 15 minutes followed by 10-15 minutes of Q&A.

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. The recommendations can be addressed to either one of the three NA governments or all three.

The policy paper differs from the oral reports because **the paper is expected to be a full analysis**. This means students are to employ analytical thinking through the use of one theory and related concepts taught in the course. Students are also expected to integrate the constructive critiques discussed in the post-presentation Q&A. The policy paper is due by May 6.

Exams

There are two exams for the course, both of which are closed book. Exam #1 will assess students' knowledge of the North American countries. This will include an essay question that will require a comparison of all three countries. The final exam is comprehensive and will require you to answer two essay questions that will cover the topics reviewed in class. I will provide a list of possible questions one week before the exams. However, I will choose which question(s) will be answered by you. Exam #1 will be given on March 14 and the final exam is on May 11.

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
Exam #1	March 14	20 percent
Oral Presentations	April 11, 13, 18, 20, 25 & 27	20 percent
Reviews of Two Presentations	April 13, 18, 20, 25 & May 2	10 percent (5 percent each)
Policy Paper	May 6	20 percent
Final Exam	May 11	20 percent
Class Participation	All Meetings	10 percent

Course Policies

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

- 1) Students may tape class lectures for personal use. However the sale or exchange of such tapes is not permitted unless prior permission is given.
- 2) Cell and smart phones must be off during class hours. They are allowed under emergency circumstances, but please notify the professor ahead of time.
- 3) Chatting, e-mailing, internet browsing, or any activity not related to official class activity is prohibited.
- 4) Some communication from me will be posted on Blackboard. Please monitor our course webpage on Blackboard regularly.
- 5) 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 Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://sa.utep.edu/osccr/academic-integrity/> for further information.

- 6) All reasonable accommodations for students with limitations due to disabilities, including learning disabilities, will be made. 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 in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:

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

Phone: (915) 747-5148 voice or TTY

E-Mail: cass@utep.edu

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 not found in AJR are posted on Blackboard

Dates	Title	Readings	Guiding Questions
Jan. 20	Orientation & Introduction	AJR 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?
Jan. 25 & 27	A review of the three national histories	AJR 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?
Feb. 1 & 3	Political Culture: What is the Latino-Anglo divide all about?	AJR 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
Feb. 8 & 10	State institutions: Parliamentary versus Presidential systems	AJR Chapters 4 & 9; Recommended AJR Chapters 6-8	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?
Feb. 15 & 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?
February 17 – No Classes due to Campus Closure			
Feb. 22 & 24	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
Feb. 29 & March 2	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?
Spring Break March 7 & 9			
Exam #1 March 14			
March 16 & 21	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
March 23 & 28	NAFTA	Mayer Chapters 5 and 6***	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?
March 30	Research and Meetings Day	No readings Day	This day will be dedicated to one-on-one meetings between the students and professor regarding the topic and progress of the students' policy paper
April 4 & 6	Is there a link between development, migration, and security?	Domínguez and Fernández chapters 3 and 6; Pastor Chapter 3	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?

***The following websites may be useful:

www.nafta-sec-alena.org;

www.naalc.org/english/infocentre/NAALC.htm;

www.naalc.org/english/infocentre/whatisclc.htm;

<http://www.cec.org/Page.asp?PageID=1226&SiteNodeID=567>;

www.cec.org;

Dates	Title	Readings	Guiding Questions
April 11, 13, 18, 20, 25 & 27	Student Presentations	N/A	N/A
Two reviews are due on the class meetings after the students' presentations			
May 2 & 4	What now for North American Relations?	Domínguez and Fernández chapter 7; Pastor Chapters 5-7	What are the proposals for deepening 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?
Policy Paper due May 6			
Final Exam May 11 10:00 am – 12:45 pm			