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 contemporary issues.

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 the 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
All of the course content is delivered asynchronously 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. 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. You will be better off contacting the Help Desk than contacting me. 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. However, there are a number of ways we can keep the communication channels open:

- **Virtual Office Hours**: Virtual office hours are for your questions and comments about the course. Please send me an email if you wish to setup a time and day that fits our schedule. Since this is a 100% online course, we will only meet virtually.
- **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.

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.
Online Course Details
All lectures will be asynchronous voiceover presentations posted on Bb. All assignments will be uploaded on Bb using the links found in each module. More detailed instructions are found in each module on Bb. For the most part, this is a self-paced course. Meaning that you can finish the course before the end of the semester. However, we will have firm deadlines for the materials, which are listed in this syllabus.

Course Obligations
There is a mix of obligations the student must meet to fulfill the requirements of the course. This includes
1) Module essays
2) Policy Paper proposal
3) Policy Paper voiceover presentation
4) Policy Paper

All require assignments are to be uploaded onto Bb by 11:59pm (MDT) of the day they are due. No late assignments will be accepted unless under well-documented, extraordinary 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.

Module Essays
Each student will submit an essay at the end of each module that answers the module’s discussion question. All topics, readings, and discussion questions are listed in the course schedule found at the end of this syllabus.

Students will upload their essays on Bb at each at the end of each module. Essays must include:
1) Your answer to the module’s main question. Your essay’s main argument will be the answer to the question.
2) Written from an objective prospective in a formal essay style that includes an introduction, body, and conclusion.
3) 4 pages (± one page) in length.

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, The Guardian, 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 policy papers.
Oral Presentations and Policy Paper
Your oral presentation and policy paper are an integrated pair. You will first present your project and then turn in a write-up. To get you started, you will need to fill-out a form that will serve as your project proposal. The project proposal form needs to be uploaded on Bb to later than February 29.

Presentation (Due no later than April 12): Students are required to present their understanding of development, migration, and security as associated with North American relations (i.e., the relations among all three NA countries). Presentations must demonstrate well-organized thoughts on the subject. To this end, students need 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 that hope to resolve the problem. In addition, students are expected to use computer aided technology (such as PowerPoint) to record a voiceover presentation. The presentation module (#12) will include more detailed grading criteria. Presentations must be uploaded to Bb no later than April 12.

Policy Paper (Due no later than April 26): A policy paper (about 15 pages ± one page) will continue the work already performed in your voiceover presentation. The aim of this paper is to advise politicians and other decision-makers on an alternative to current policy on development, migration, and security. You need to address recommendations to all three NA governments. The policy paper differs from the voiceover presentation because the paper is expected to be a full analysis. This means students are to employ analytical thinking and related concepts taught in the course. Students are also expected to integrate the constructive critiques made by the professor on your presentation. The Policy Paper module (#14) will include more detailed grading criteria. The policy paper needs to be uploaded to Bb no later than April 26.

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:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Due no later than</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Module Essays</td>
<td>Various</td>
<td>55 percent</td>
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<tr>
<td>(10 points each with a maximum total of 100 points)</td>
<td>(Please see course schedule)</td>
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<tr>
<td>Policy Paper Proposal</td>
<td>February 29</td>
<td>5 percent</td>
</tr>
<tr>
<td>Voiceover Presentation</td>
<td>April 12</td>
<td>15 percent</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>April 26</td>
<td>25 percent</td>
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All grades (including the final grade) are based on the following distribution of points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
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Course Policies
The following policies are in place in order to better manage the learning environment:

1) All of the communication from me will be either posted on Blackboard or through email. Please monitor our course Bb webpage and your UTEP email accounts 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. Your course work will be submitted to SafeAssign, a plagiarism detecting software. 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) Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use. **That said, you are not allowed to submit any AI-generated work in this course as your own.** Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

4) All reasonable accommodations for students with limitations due to disabilities, including learning disabilities, will be made. Please contact me within the first week, 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
Course Schedule
All presentations are posted on Bb

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Essay Question</th>
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<tbody>
<tr>
<td><strong>Part I: Introduction</strong></td>
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<tr>
<td>Module 1</td>
<td>Orientation</td>
<td>Course Syllabus</td>
<td>Review course syllabus and email the professor should you have questions. No essay is due at the end of this module.</td>
</tr>
<tr>
<td>Module 2</td>
<td>Essay due no later than: January 26</td>
<td>Introduction</td>
<td><strong>Main Question:</strong> How would you define North America? <strong>Other guiding questions:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abu-Laban, Jhappan, and Rocher</td>
<td>• Which three variables do you believe best describe conditions in North America?</td>
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<td></td>
<td></td>
<td>Introduction; Pastor Chapter 13</td>
<td>• Why do believe these variables are better than others to describe North America?</td>
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<td></td>
<td></td>
<td>• How are these variables connected to development, security, and migration?</td>
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<td><strong>Part II: The North American Partners</strong></td>
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<tr>
<td>Module 3</td>
<td>Essay due no later than: February 2</td>
<td>A review of the three national</td>
<td><strong>Main Question:</strong> What are the critical events of the three countries’ histories?</td>
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<td></td>
<td>histories</td>
<td><strong>Other guiding questions:</strong></td>
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<td></td>
<td></td>
<td>Abu-Laban, Jhappan, and Rocher</td>
<td>• How would you define a “critical event”?</td>
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<td>Chapters 1-3</td>
<td>• Name one critical event for each country and explain why they are critical.</td>
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<td>• How would your cited events influence North American relations?</td>
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<tr>
<td>Module</td>
<td>Topic</td>
<td>Readings</td>
<td>Essay Question</td>
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| Module 4 | Political Culture: What is the Latino-Anglo divide all about? | Abu-Laban, Jhappan, and Rocher Chapter 18; Inglehart et al. Chapter 3 | **Main Question:**  
• How would the political cultures of the three countries impact North American relations?  
**Other guiding questions:**  
• Why would political culture be important in explaining the level of North American cooperation?  
• How would you describe the political cultures of each country? How similar or different are they?  
• Which values, do you think, play an important in North American cooperation? Why are they important? |
| Module 5 | State institutions: Parliamentary versus Presidential systems | Abu-Laban, Jhappan, and Rocher Chapters 4 & 9 | **Main Question:**  
• Why do the institutional arrangements of each country matter?  
**Other guiding questions:**  
• What are the differences and similarities of the three governmental institutional arrangements?  
• How easy is it to pass legislation in each country?  
• Using the US case regarding ratification of NAFTA, what institutional barriers almost defeated the ratification and what solutions were used to eventually ratify the treaty? |
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<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Essay Question</th>
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</table>
| Module 6 | 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 | **Main Question:**  
- How would you describe the characteristics of the three economies?  
**Other guiding questions:**  
- How would you define a country’s political economy?  
- How have the three political economies changed over time?  
- How did the changes in late 1980s and early 1990s help explain the creation of NAFTA? |

**Part III: The Relationships of North America**

| Module 7 | Regional Integration Theories | Yeşilada and Wood Chapter 2 | **Main Question:**  
- How valuable are the contending theories that can explain and predict regional integration?  
**Other guiding questions:**  
- What is a theory? What are the parts that comprise it?  
- What are the important variables for each regional integration theory?  
- How would you know which theory has better explanatory power? |

**Essay due no later than:**  
February 23  
March 1  
February 29
<table>
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<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Essay Question</th>
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</table>
| Module 8 | Historical Overview: Canadian-US Relations | Roussel Chapters 5-7 | **Main Question:** • What historical events help define the relationship between Canada and the US?  
**Other guiding questions:** • Identify and describe two historical events that may have impacted Canada-US relations.  
• What were the outcomes of these events?  
• How could the outcomes impact post-event relations? |
| **Essay due no later than:** March 8 | Spring Break March 11-15 | **Main Question:** • What historical events help define the relationship between Mexico and the US?  
**Other guiding questions:** • Identify and describe two historical events that may have impacted Mexico-US relations.  
• What were the outcomes of these events?  
• How could the outcomes impact post-event relations? |
| Module 9 | Historical Overview: Mexican-US Relations | Domínguez and Fernández introduction and chapters 1-2 | **Main Question:** • What historical events help define the relationship between Mexico and the US?  
**Other guiding questions:** • Identify and describe two historical events that may have impacted Mexico-US relations.  
• What were the outcomes of these events?  
• How could the outcomes impact post-event relations? |
| **Essay due no later than:** March 22 | Module 10 | NAFTA & USMCA | **Main Question:** • What are the major factors that produced NAFTA and the USMCA?  
**Other guiding questions:** • According to two-level game analysis, what increases the probability of a successful international negotiation?  
• Who were the major actors during the NAFTA negotiations and what were their positions?  
• What changes occurred in US politics that required NAFTA to be renegotiated and the creation of the USMCA? |
<p>| <strong>Essay due no later than:</strong> March 29 | | Mayer Chapters 5 and 6 | |</p>
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<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Essay Question</th>
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<tr>
<td>Module 11</td>
<td>Is there a link between development, migration, and security?</td>
<td>Domínguez and Fernández Chapters 3 and 6;</td>
<td><strong>Main Question:</strong>&lt;br&gt;• How would you describe the North American development strategy?&lt;br&gt;&lt;br&gt;<strong>Other guiding questions:</strong>&lt;br&gt;• What is a development strategy?&lt;br&gt;• What is the connection between having a development strategy and improving security and lowering migration levels?&lt;br&gt;• What does North America have and what could it have in the area of development strategy?</td>
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<td>Essay due no later than: April 5</td>
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<td>Pastor Chapter 3</td>
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<tr>
<th>Module 12</th>
<th>Voiceover Presentations must be posted onto Bb no later than April 12</th>
<th>Domínguez and Fernández Chapter 7; Pastor Chapters 5-7</th>
<th><strong>Main Question:</strong>&lt;br&gt;• What do you predict will happen with North American integration?&lt;br&gt;&lt;br&gt;<strong>Other guiding questions:</strong>&lt;br&gt;• Why would the NA countries cooperate?&lt;br&gt;• Are the current methods of cooperation solving the problems facing NA? Why or why not?&lt;br&gt;• How do you see NA relations developing over the next ten years?</th>
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<tr>
<td>Module 13</td>
<td>What now for North American Relations?</td>
<td>Domínguez and Fernández Chapter 7; Pastor Chapters 5-7</td>
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<td>Essay due no later than: April 19</td>
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<tr>
<th>Module 14</th>
<th>Policy Papers will need to be uploaded onto Bb no later than April 26</th>
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