

THE UNIVERSITY OF TEXAS AT EL PASO

North American Relations Political Science 4363 Wintermester 2019

Professor

Gaspare M. Genna, Ph. D.

Office: Benedict Hall 301

Office Hours: Tuesdays 9:30-10:30a and Thursdays 9:30-10:30; and by appointment

Phone: 747-6066

E-mail: ggenna@utep.edu

Class Time/Location: MTWThF noon-5p/Business Admin 329

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.

Pedagogical Approach

This interdisciplinary course will run at a fast pace since it will condense 15 weeks of instruction into two. The course will follow a student collaborative model. Students will self-select themselves into teams of 3-4 students on the first day of class. Students that cannot find a team will inform the instructor for assistance. Each teams will be responsible for the collaborative obligations listed in this syllabus (policy presentation and paper). Each student will be responsible for executing the course obligations listed in this syllabus.

UTEP Edge Skills

To increase your chances of success after graduation, this course will help you develop the following skills:

- Problem-solving
- Communication
- Social Responsibility
- Confidence
- Global Awareness
- Teamwork
- Critical Thinking

Course Text

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

Course Obligations

There is a mix of obligations the student must meet to fulfill the requirements of the course. This includes 1) two exams; 2) a collaborative oral presentation; 3) a collaborative policy paper.

Late assignments will not 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 you read **before** the beginning of class. Class attendance is expected and evaluation of participation depends on your contribution 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).

Collaborative Oral Presentations

Students are required to present their understanding of 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. In addition, students are expected to use computer aided technology (such as PowerPoint) 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 is an opportunity to improve your ability to “think on your feet.” Students will demonstrate the same level of constructive engagement during this feedback portion as in the actual presentation.

Presentations will occur on January 16. They should be no more than 15 minutes.

Collaborative 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 reports 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 discussed in the post-presentation Q&A. The policy paper is due by Jan 18.

The collaborative policy paper is 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, names of all team members, 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, endnotes, or parenthetical) and a bibliography.

Exams

There are two exams for the course, both of which are closed book and notes. Exam #1 will assess students’ knowledge of the North American countries, which will be covered in week one. Exam #2 will cover the content presented in week two. Exam #1 is on January 11 and Exam #2 is on January 18. Both exams include 25 multiple choice questions.

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	January 11	25 percent
Oral Presentations	January 16	25 percent
Policy Paper	January 18	25 percent
Exam #2	January 18	25 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) 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) Most of the 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 are posted alphabetically on Blackboard

Dates	Title	Readings	Guiding Questions
January 7	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?
January 7	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?

Dates	Title	Readings	Guiding Questions
January 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?
January 8	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?

Dates	Title	Readings	Guiding Questions
January 9	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?
January 9	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?
January 10	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?
Exam #1 January 11			

Dates	Title	Readings	Guiding Questions
January 14	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?
January 15	NAFTA	Mayer Chapters 5 and 6*** ***The following websites may be useful: www.nafta-sec-alena.org ; www.cec.org ; Labor Side Agreement	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?

Dates	Title	Readings	Guiding Questions
January 15	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?
January 16	Student Presentations	N/A	N/A
January 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?
Policy Paper due January 18			
Exam #2 January 18			