

**PSCI 4607A**  
**Politics of North America**  
14:35 – 17:25 Thursday

Please confirm location on Carleton Central

Instructor: Laura Macdonald  
Office: C669 Loeb Building  
Office Hours: Wednesday 10:00 – 12:00p.m.; Thursday 10:00 a.m. – 12:00 p.m.  
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**Course Description:** Canada, the United States and Mexico have always had a complex relationship, shaped both by their past patterns of interaction and by their domestic politics. In 1994, the three countries entered into a trade agreement that helped to accelerate and formalize continental economic integration. Meanwhile, the September 11, 2001, attacks on the United States brought the security dimension of the continental relationship to the fore of a continent whose governance patterns continue to change.

This course is designed to help students understand the nature of politics in North America through a consideration of theoretical, historical and contemporary debates, and to encourage the analysis of the causes and consequences of closer ties between the three countries. Themes related to security, migration, and border control will be particularly emphasized, reflecting the nature of North American politics in the post-9/11 period.

**Course Objectives:**

- To analyse the historical relationship between Canada, the United States and Mexico;
- To evaluate the economic, political and social impact of regional integration within the three countries
- To analyse the interrelationship between security, migration, and borders in North America;
- To consider future directions in economic and political relations among the three countries.

**Format:** This is a seminar class. Each class will begin with a brief overview of the week's themes and issues by the instructor. Students will be required to present and lead class discussions based on the required readings. All students are expected to complete the required readings before class and to participate in class discussions.

**Course Materials:** Course materials are available online through the Carleton library website, or through the reserve desk at the library. Please advise the instructor immediately if you encounter difficulties in obtaining the course materials.

Additionally, one text has been ordered for purchase and is available at the Carleton University Bookstore. It is:

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

**Evaluation:** Students will be evaluated on the following basis:

Class participation and attendance:	15%
In-class presentation	15%
Essay Proposal (due in class October 14 <sup>th</sup> )	10%
Short summaries (see details below)	20%
Final essay (due in class November 25 <sup>th</sup> ):	40%

### **Essay Proposal 10%**

Students will be required to write an essay proposal based on a research topic of their choosing. Students should discuss their topic with me in person. Each topic must relate to one or more of the weekly subjects covered by this course. Each proposal should be five-to-seven pages in length, and must include references. **Due: October 14, 2010 (as per early feedback guidelines, this assignment will be returned by October 31st.)**

### **Research Essay 40%**

Students will submit a research paper based on their essay proposal. The paper should be 12-15 pages (3,000-3,750 words). **Due: November 25, 2010.**

### **Short Summaries 20%**

Each student will submit four one-page, single-spaced summaries (each worth 5%) based on a week's required course readings. Each summary is due on the same day as the discussion of the relevant readings. Summaries cannot be submitted for the same week in which you are presenting. There will be no exceptions for late or missing summaries. **The first summary must be handed in by October 7, 2010, the second by November 4<sup>th</sup>, and the third by December 13<sup>th</sup>. The fourth summary can be submitted at any time during the term.**

### **In-Class Presentation 15%**

Each student will be responsible for leading the class in a discussion based on a selection of a week's readings. A two-page, double-spaced summary of the presentation must be submitted at the same time as the presentation. Students will sign up for their week during the first class. Presenters should also refer to at least one of the recommended readings.

### **Attendance & Participation 15%**

Students will be evaluated on the basis of their active, informed and thoughtful oral participation in class discussions. Attendance will be taken.

### **Late Policy**

Assignments are due on the dates specified in the course outline. **Late papers will be subject to a penalty of 2% a day not including weekends.** Assignments will not be accepted two weeks after the due date. No retroactive extensions will be permitted. Do not ask for an extension on the

due date of the assignment. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

**\*Policies on Assignments:**

All assignments in this course (with the exception of the single-space annotation) must be 12 pt font, double-spaced and have standard one-inch margins. They should be free of spelling and grammatical errors. They must include appropriate citations and bibliography. Assignments that do not have any citations from academic sources will be returned to the student ungraded. Students will be permitted to re-submit the paper, within a specified deadline, but an automatic 10% penalty will be levied.

**STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS IN ORDER TO OBTAIN A FINAL GRADE**

**CLASS SCHEDULE**

**Week 1 September 9 - Introduction**

Question: What is North America?

Introductions

Overview of course themes

Review of course outline and requirements

Sign-up for in-class presentations

**Required Readings:**

Abu-Laban, Jhappan and Rocher, Introduction, pp. 11-23.

Mauricio Tenorio Trillo, "On the limits of historical imagination: North America as a historical essay," *International Journal* 61:3, Summer 2006, 567-587.

**Week 2 - September 16 – Regions and Regionalism**

Questions: How are regions formed? Is North America a region? How useful is the European Union experience for understanding North American integration? What type of theoretical tools are useful for understanding the distinct process of regionalization occurring in North America?

**Required:**

Vincent Della Sala, "Birth of a union: lessons for North America from the European Union," in Abu-Laban, Jhappan and Rocher, pp. 115-132.

Ann Capling and Kim Richard Nossal (2009), "The contradictions of regionalism in North America", *Review of International Studies* 35, 147-67.

Laura Macdonald, "North American Regionalism in Flux," unpublished paper, to be posted to Web CT.

**Recommended:**

Bjorn Hettne (2005), "Beyond the 'New' Regionalism," *New Political Economy* 10:4. December 2005. 543-571.

Hurrell, Andrew (Summer 2006). "Hegemony in a region that dares not speak its name," *International Journal* 61:3. 545-566.

Katzenstein, Peter (2005), *A World of Regions: Asia and Europe in the American Imperium*, Ithaca: Cornell University Press.

**Week 3 – September 23 - Different National Trajectories: Canada, the United States, and Mexico**

Questions: What defines North America? Does it have a common legacy? What are the critical events in the three countries' histories? How do the political institutions of the three countries differ? Do they have any commonalities? Is there any convergence in their political institutions?

**Required:**

Abu-Laban, Jhappan and Rocher, pp. 25-95 and pp. 133-194 (chapters in text by Jhappan, Couture, Bottomley, Burkhart and Crespo-Borrego and Ruelas).

**Recommended:**

Edward Grabb and James Curtis, "Previous Perspectives: Founding Fragments and Revolutionary Origins," Chapter 2 in Regions Apart: The Four Societies of Canada and the United States, Toronto: Oxford University Press, 2005.

Edward Grabb and James Curtis, "An Alternative Perspective: Deep Structures and the Four Sub-societies of Canada and the United States," Chapter 3 in Regions Apart: The Four Societies of Canada and the United States, Toronto: Oxford University Press, 2005.

Michael Adams, "Canadian and American Values Divergences: The Narcissism of Small Differences?" Chapter 2 in David M. Thomas and Barbara Boyle Torrey, editors, Canada and the United States: Differences That Count, Third Edition, Peterborough, Ontario: Broadview Press, 2008.

**Week 4 – September 30 – Political Economy and Culture of the North American Region**

Questions: How has the political economy of the North American region changed over time? How have the three countries influenced each others' development? How different are the cultures of the three countries? Is there any cultural convergence occurring? What impact may regional integration have on the political economy and culture of the region?

**Required:**

Abu-Laban, Jhappan and Rocher, pp. 71-96; 393-417 (chapters by Gutiérrez-Haces and White and Nevitte)

Ricardo Grinspun and Yasmine Shamsie (2007). "Canada, Free Trade, and 'Deep Integration' in North America: Context, Problems, and Challenges". In Grinspun and Shamsie (eds). *Whose Canada? Continental Integration, Fortress North America and the Corporate Agenda*. Ottawa and Montreal & Kingston: Canadian Centre for Policy Alternatives and McGill-Queen's University Press, 3-53.

**Week 5 – October 7 —Canada-U.S. Free Trade Agreement**  
**Guest Speaker: Blayne Haggart, PhD Candidate, Carleton University**

Questions: Why did the Canadian government choose to pursue a free trade agreement with the United States in the mid-1980s? What crucial events preceded this decision? What actors were involved? What ideological assumptions was the decision based on and who were its opponents? What was the economic and political impact of the FTA?

**Required:**

Stephen Blank, "The North American Free Trade Agreement and North America, available at: [http://www.portalnorthamerica.org/sites/files/Blank-NAFTA%20Case%20Study\\_0.pdf](http://www.portalnorthamerica.org/sites/files/Blank-NAFTA%20Case%20Study_0.pdf).

Stephen Clarkson (2002), *Uncle Sam and Us: Globalization, Neoconservatism, and the Canadian State*. Toronto: University of Toronto Press and Washington D.C., Woodrow Wilson Center Press, Chapters 1 and 2, pp. 3-34.

John McDougall (2006), "Canada-US Relations in the Twenty-First Century: The Emergence of North American Politics," Chapter 10 in John McDougall, *Drifting Together: The Political Economy of Canada-US Integration*, Peterborough, Ontario: Broadview Press.

**Recommended:**

John N. McDougall (2006), *Drifting Together: The Political Economy of Canada-U.S. Integration*. Peterborough: Broadview Press.

Fergusson, Ian F (2005). "United States-Canada Trade and Economic Relationship: Prospects and Challenges." Washington, D.C.: Congressional Research Service.

[<http://digital.library.unt.edu/govdocs/crs/permalink/meta-crs-7537:1>]

Brian Bow (2009), *The Politics of Linkage: Power, Interdependence, and Ideas in Canada-US Relations*, Toronto: University of Toronto Press.

J.L. Granatstein (1985), "Free trade between Canada and the United States, the Issue that will not go away." In Stairs, Denis and Gilbert Winham, eds. *The Politics of Canada's Economic Relationship with the United States*. Ottawa: Supply and Services Canada. [**Available in the Documents section of the library: CA1Z182.E129.Eng**]

## **Week 6 – October 14 – Evaluating NAFTA**

### **ESSAY PROPOSAL DUE TODAY**

Why did Mexico choose to pursue a free trade agreement with the United States (and Canada)? Why did the U.S. (and Canada) agree? What crucial events preceded this decision? What actors were involved? What assumptions was the decision based on and who were its opponents? What type of institutions were established under NAFTA?

#### **Required:**

Abu-Laban, Jhappan and Rocher, pp. 101-114 (chapter by Clarkson and Rangaswami)

Stephanie R. Golob (2003). "Beyond the Policy Frontier: Canada, Mexico, and the Ideological Origins of NAFTA." *World Politics* 55:3. 361-398.

Thomas J. Courchene (2003). "FTA at 15, NAFTA at 10: a Canadian perspective on North American integration." *North American Journal of Economics and Finance* vol. 14, no. 2, 263-285.

Mary E. Burfisher, Sherman Robinson and Karen Tierfelder (Winter 2001). "The Impact of NAFTA on the United States." *The Journal of Economic Perspectives* 15:1. 125-144.

#### **Recommended:**

Jonathan Graubart (2010), "The Legalization of Transnational Political Opportunity Structures: Mobilization of NAFTA's Labor Citizen Petitions for Domestic Political Gain," in Jeffrey Ayres and Laura Macdonald, eds., *Contentious Politics in North America: National Protest and Transnational Collaboration under Continental Integration*, Palgrave Macmillan, pp. 177-194.

Paul Krugman (November/December 1993). "The Uncomfortable Truth about NAFTA: It's Foreign Policy, Stupid." *Foreign Affairs* 72:5. 13-19.

Amy Skonieczny (2001). "Constructing NAFTA: Myth, Representation, and the Discursive Construction of U.S. Foreign Policy." *International Studies Quarterly* 45:3. 433-454.

Daniel Schwanen, "Trade Liberalization and Inequality in Canada during the 1990s," *The Review of Economic Performance and Social Progress 2001: The Longest Decade: Canada in the 1990s*, 2001, vol. 1. updated version accessible at [http://econpapers.repec.org/bookchap/slsrepsls/v\\_3A1\\_3Ay\\_3A2001\\_3Ads.htm](http://econpapers.repec.org/bookchap/slsrepsls/v_3A1_3Ay_3A2001_3Ads.htm)

## **Week 7 – October 21- Migration in the North American Region**

Questions: What are the trends in migration in North America? How do the immigration policies of the three North American states differ? What are the causes of high levels of Mexico-U.S. migration? Does Canada present a better model than U.S. policies? Why are levels of concern so high in the United States about Mexican migrants?

#### **Required:**

Abu-Laban, Jhappan and Rocher, pp. 339-353 (chapter by Abu-Laban)

Wayne A. Cornelius (2005), "Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004," *Journal of Ethnic and Migration Studies*, Vol. 31, no. 4, pp. 775-794.

Tamara M. Woroby (2010), "Canadian Migration Policy in a North American Framework: Perspectives and Prospects," in Monica Gattinger and Geoffrey Hale, *Borders and Bridges: Canada's Policy Relations in North America* Don Mills: Oxford University Press, pp. 214-30.

Patricia Fernández-Kelly and Douglas S. Massey (2007). "Borders for Whom? The Role of NAFTA in Mexico-U.S. Migration." *The Annals of the American Academy of Political and Social Science* 2007 610:1. 98-118.

Huntington, Samuel P (March-April 2004). "The Hispanic Challenge." *Foreign Policy* 141. 30-45.

### **Film: Los Mexicanos**

#### **Recommended:**

Coleman, Mathew (February 2007). "Immigration Geopolitics Beyond the Mexico-US Border." *Antipode* 39:1. 54-76.

Drezner, Daniel W (March 2004). "Hash of Civilizations," *TNR Online*  
[<http://www.danieldrezner.com/policy/hash.htm>]

Gómez Arnau, Remedios (1999). "Change in Mexican and United States Migration Policy: A New Era of Serious Dialogue?" *American Studies International* 37: 3. 44-62.

Alan Wolfe (May/June 2004), "Native Son: Samuel Huntington Defends the Homeland." *Foreign Affairs*. [<http://www.foreignaffairs.org/20040501fareviewessay83311/alan-wolfe/native-son-samuel-huntington-defends-the-homeland.html>] [O]

### **Week 8 – October 28 – Borders and Border Control**

**Guest speaker: Tony Hahn, CBSA**

Questions: How have borders changed in the North American region over time? How did border control policy change in North America after 9/11? What actors are involved? Do current policies adequately address current threats? What criticisms exist of current border control policies?

#### **Required:**

Abu-Laban, Jhappan and Rocher, pp. 353-71 (chapter in text by Gabriel and Macdonald)

Deborah Meyers, "Does 'Smarter' Lead to Safer? An Assessment of the US Border Accords with Canada and Mexico"

Jason Ackleson, 2009, "From 'Thin' to 'Thick' (And Back Again?): The Politics and Policies of the Contemporary U.S.-Canada Border," *American Review of Canadian Studies*, Vol. 39, no. 4, pp. 336-351.

Department of Homeland Security, U.S., *Quadrennial Homeland Security Review* (see especially pp. 44-49 on border control), available at: [http://www.dhs.gov/xabout/gc\\_1208534155450.shtm](http://www.dhs.gov/xabout/gc_1208534155450.shtm).

### **Recommended:**

Peter Andreas, (Spring 2005). "The Mexicanization of the US-Canada border: Asymmetric Interdependence in a Changing Security Context." *International Journal* 60:2. 449-462.

Stephen Clarkson (February 2002). "Lockstep in the Continental Ranks: Redrawing the American Perimeter after September 11." Ottawa: Canadian Centre for Policy Alternatives. [<http://www.chass.utoronto.ca/~clarkson/publications/Lockstep%20in%20the%20Continental%20Ranks%20-%20Redrawing%20the%20American%20Perimeter%20after%20September%2011th.pdf>]

Matthew Coleman (February 2005). "U.S. statecraft and the U.S.-Mexico border as security/economy nexus." *Political Geography* 24:2. 185-209.

Abu-Laban, Jhappan and Rocher, pp 371-388 (chapter by Hristoulas and Roussel)

### **Documents:**

White House, United States (2010), *National Security Strategy*, March 2010, available at: [http://www.whitehouse.gov/sites/default/files/rss\\_viewer/national\\_security\\_strategy.pdf](http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf).

Government of Canada (2000). "Canada-United States Accord on our Shared Border." Ottawa: Public Works and Government Services Canada. [<http://dsp-psd.pwgsc.gc.ca/Collection/Ci51-95-2000E.pdf>].

Department of Foreign Affairs and International Trade (2001). "Canada-U.S. Smart Border Declaration." [[http://geo.international.gc.ca/can-am/Detroit/border/smart\\_border\\_declaration-en.asp](http://geo.international.gc.ca/can-am/Detroit/border/smart_border_declaration-en.asp)]

Department of Foreign Affairs and International Trade (2001). "32-point Action Plan." [[http://geo.international.gc.ca/can-am/Detroit/border/32\\_point\\_action-en.asp](http://geo.international.gc.ca/can-am/Detroit/border/32_point_action-en.asp)]

United States. Office of the Press Secretary, The White House. "Smart Border: 22 Point Agreement – U.S.-Mexico Border Partnership Action Plan." [<http://www.state.gov/p/wha/rls/fs/8909.htm>]

### **Week 9 – November 4 – Environment and Energy**

Questions: How are environmental and energy issues currently addressed within NAFTA? What other measures have been adopted since NAFTA was implemented? How do the positions of the three states of the region differ on these issues? What potential exists for future conflict and cooperation?

### **Required:**

Abu-Laban, Jhappan and Rocher, pp. 315-329 (chapter in text by Juillet);



Isidro Morales (2007), "The Politics of Energy Markets in North America: Challenges and Prospects for a Continental Partnership," Chapter 11 in Isabel Studer and Carol Wise editors, *Requiem or Revival?: The Promise of North American Integration*, Washington, D.C.: Brookings Institution Press. [HC95 .R46 2007](#) 9780815782018

Kathryn Harrison (2007), "The Road not Taken: Climate Change Policy in Canada and the United States," *Global Environmental Politics* 7:4, 92-117.

Stephen P. Mumme (2007), Trade Integration, Neoliberal Reform, and Environmental Protection in Mexico: Lessons for the Americas," *Latin American Perspectives*, vol. 34, no. 3, 91-107.

**Recommended:**

Stephen Clarkson (2002), *Uncle Sam and Us*, pp. 329-53.

Blanca Torres, "North American Transnational Environmental Actors and Mexico," in Jeffrey Ayres and Laura Macdonald, eds., *Contentious Politics in North America: National Protest and Transnational Collaboration under Continental Integration*, Palgrave Macmillan, pp. 195-230.

Cass R. Sunstein (2007), "Of Montreal and Kyoto: A Tale of Two Protocols," *The Harvard Environmental Law Review* 31: 1, 1-65.

Monica Gattinger (2010), "Canada's Energy Policy Relations in North America: Toward Harmonization and supranational approaches?" in Monica Gattinger and Geoffrey Hale, *Borders and Bridges: Canada's Policy Relations in North America* Don Mills: Oxford University Press, pp. 139-157.

**Week 10 – November 11 – Democratic Deficits, Contention, and Social Exclusion**

Questions: What criticisms have been raised about the social impact of NAFTA and North American integration? What actors are involved and why? What are their main concerns? How valid are these concerns?

**Required:**

Abu-Laban, Jhappan and Rocher, pp. 295-314; 423-460 (chapters in text by Harder and Taylor and Ayres)

Jeffrey Ayres and Laura Macdonald (2006), "Deep Integration and Shallow Governance: The Limits to Civil Society Engagement Across North America," *Policy and Society*, Vol. 25, issue 3, pp. 23-42.

Bandy, Joe (August 2004). "Paradoxes of Transnational Civil Societies under Neoliberalism: The Coalition for Justice in the Maquiladoras." *Social Problems* 51:3. 410-431

**Recommended:**

George Hoberg, Keith J. Banting, and Richard Simeon (2002). "The Scope for Domestic Choice: Policy Autonomy in a Globalizing World." In *Capacity for Choice: Canada in a New North*

*America*. Hoberg, George, ed. Toronto: University of Toronto Press. 252-298. Available as on-line resource on library website.

Robert Johnson and Rianne Mahon (Autumn 2005). "NAFTA, the Redesign, and Rescaling of Canada's Welfare State." *Studies in Political Economy* 76. 7-27.

Lucy Luccisano, and Amy Romagnoli (2007). "Comparing Public Social Provision and Citizenship in the United States, Canada, and Mexico: Implications for a North American Space." *Politics and Policy* 35: 4. 716-52

Jeffrey Ayres and Laura Macdonald, eds., *Contentious Politics in North America: National Protest and Transnational Collaboration under Continental Integration*, Palgrave Macmillan,

Common Frontiers Canada: <http://www.commonfrontiers.ca>.

New Democratic Party (NDP, Canada): <http://www.ndp.ca/continentalintegration>.

Public Citizen, Global Trade Watch, NAFTA: <http://www.citizen.org/trade/nafta/>.

Red Mexicana de Acción Frente al Libre Comercio (RMALC):  
<http://www.rmalc.org.mx/index.shtml>

## **Week 11 – November 18 – The SPP and Beyond**

Questions: What forces were pushing for "deeper integration" after NAFTA and why? What is the SPP? Why was it implemented and why did it take the shape it did? What happened to it?

### **Required:**

Stephanie R. Golob, "Three Strikes and You're Out? The Security and Prosperity Partnership of North America (SPP) and the Future of North American Integration," available at:  
[http://www.portalnorthamerica.org/sites/files/PNA\\_Teaching\\_Module\\_Golob-SPP\\_0.pdf](http://www.portalnorthamerica.org/sites/files/PNA_Teaching_Module_Golob-SPP_0.pdf)

Anderson, Greg and Christopher Sands (2007). "Negotiating North America: The Security and Prosperity Partnership," *Hudson Institute White Paper*, Fall, available from  
<http://www.hudson.org/files/publications/Hudson%20Negotiating%20North%20America%20FINAL.pdf>.

Emily Gilbert (2007), "Leaky Borders and Solid Citizens: Governing Security, Prosperity and Quality of Life in a North American Partnership," *Antipode*, Volume 39 Issue 1, pps. 77 - 98

### **Recommended:**

Teresa Healy, (2007), "Deep integration in North America: Security and Prosperity for Whom?" Canadian Labour Congress, Research Paper #42, available from

[http://canadianlabour.ca/sites/clc/files/Deep Integration in North America Security and Prosperity for .pdf](http://canadianlabour.ca/sites/clc/files/Deep%20Integration%20in%20North%20America%20Security%20and%20Prosperity%20for%20.pdf)

John Manley, Pedro Aspe, Robert A. Pastor, and William F. Weld (2005). *Building a North American Community: Report of the Independent Task Force on the Future of North America*. New York: Council on Foreign Relations.

[[http://www.cfr.org/content/publications/attachments/NorthAmerica\\_TF\\_final.pdf](http://www.cfr.org/content/publications/attachments/NorthAmerica_TF_final.pdf)]

Gustavo Vega, "A Need for NAFTA Plus," available at:  
<http://cigi.aquabrowser.com/?itemid=library/cigi-oai492>.

Robert Pastor (August 2001), *Toward a North American Community: Lessons from the Old World for the New*. Washington, D.C.: Institute for International Economics, August 2001. [links to chapters available at <http://bookstore.petersoninstitute.org/book-store/331.html>] [

CBC News, In Depth: Security and Prosperity Partnership:  
<http://www.cbc.ca/news/background/spp/>.

Integrate This! Challenging the Security and Prosperity Partnership of North America:  
<http://www.canadians.org/integratethis/>.

**[www.spp.gov](http://www.spp.gov)**

Canadian Council of Chief Executives (April 2004). "New Frontiers: Building a 21st Century Canada-United States Partnership in North America."  
[http://www.ceocouncil.ca/en/view/?document\\_id=365/](http://www.ceocouncil.ca/en/view/?document_id=365/)

Justin Kastner and Jason Ackleson (Summer 2007). "The Security and Prosperity Partnership of North America." *The American Review of Canadian Studies* 36:2. 207-234.

Andres Rozental, (Summer 2006), "The Security and Prosperity Partnership: An Overview," *International Journal*, 61:3. 541-545.

Villarreal, M. Angeles and Jennifer E. Lake (2008). "Security and Prosperity Partnership of North America: An Overview and Selected Issues." Washington, D.C.: Congressional Research Service. [[http://assets.opencrs.com/rpts/RS22701\\_20080129.pdf](http://assets.opencrs.com/rpts/RS22701_20080129.pdf)]

## **Week 12 – November 25 – Mexico in North America RESEARCH ESSAY DUE TODAY IN CLASS**

Questions: What has been the impact of NAFTA in Mexico? What strategy has the Mexican government adopted in promoting its objectives? Why did Mexico benefit less than expected? What are the main areas of concern? What reforms are required?

**Required:**

Keven Gallagher, Timothy Wise and Enrique Dussel Peters (eds) (2009). *The Future of North American Trade Policy: Lessons from NAFTA*. Pardee Center Task Force Report (November), <http://www.bu.edu/pardee/task-force-report-nafta/> (download the pdf).

Carol Wise (2007). "Great Expectations: Mexico's Short-lived Convergence under NAFTA". CIGI Working Paper No. 15 (January). Available at: <http://www.cigionline.org/publications/2007/1/great-expectations-mexicos-short-lived-convergence-under-nafta>.

Isidro Morales (2008), "The rise and demise of Mexico's 'NAFTA-plus Approach': the scope and limits of a North American agenda coming from the South," in Isidro Morales, *Post-NAFTA North America: Reshaping the Economic and Political Governance of a Changing Region*, Palgrave Macmillan, pp. 122-44.

**Recommended:**

Eduardo Zepeda, Timothy Wise and Kevin Gallagher (2009), *Rethinking Trade Policy for Development: Lessons from Mexico Under NAFTA*. Washington DC: Carnegie Endowment for International Peace (December), accessed at [http://www.carnegieendowment.org/files/nafta\\_trade\\_development.pdf](http://www.carnegieendowment.org/files/nafta_trade_development.pdf).

Shefner, John (March 2007), "Rethinking Civil Society in the Age of NAFTA: The Case of Mexico." *The Annals of the American Academy of Political and Social Science* 610. 182-200.

**Week 13 – December 2<sup>nd</sup> – Future of the North American Region**

Questions: Does North America still exist? Does it have a future? What proposals exist for moving beyond the current institutional structure of North American integration?

**Required:**

Abu-Laban, Jhappan and Rocher, pp. 441-459 (chapters by Brodie and Pastor)

Bruce Campbell, "Managing Canada-US Relations: An Alternative to Deep Integration," Chapter 22 in Ricardo Grinspun and Yasmine Shamsie, editors, *Whose Canada?: Continental Integration, Fortress North America, and the Corporate Agenda*, Montreal: McGill-Queen's University Press, 2007.

Robert Pastor (July/August 2008), "The Future of North America: Replacing a Bad Neighbor Policy." *Foreign Affairs* 87:4, pp. 84-143.

"No mariachis, please," *The Economist*, 2/14/2009, Vol. 390 Issue 8618, p46-48.

**Recommended:**

Carlsen, Laura. 2008. "North America Doesn't Exist", Americas Program Report (July 3), accessed at <http://americas.irc-online.org/am/5343> on December 21, 2009.

Jeff Davis, "Obama's Arrival Sets North American Integration Adrift," *Embassy*, August 5, 2009.

Carleton University, Centre for Trade Policy and Law, *From Correct to Inspired: A Blueprint for Canada-US Engagement* <http://www.ctpl.ca/publications/research-conference-papers/correct-inspired-blueprint-canada-us-engagement>.

## **REQUIREMENTS FOR PRESENTATIONS AND ESSAYS**

### **A. In-Class Presentation Based on Required Course Readings**

**Worth:** 15%

**Dates of Presentations will be arranged during the first class. The first presentations will be on September 23, 2010. Your presentation must be for a different week than your short summaries.**

All students will make a short presentation (10-15 minutes) based on a specific week's required readings.

#### **Guidelines:**

Do not provide a detailed summary of the reading.

Highlight key debates or issues raised by the authors.

Discuss the strengths and weaknesses of the readings.

How does the reading relate to the other weekly assigned course readings and the broader issues raised in the course?

Raise one question for classroom discussion.

#### **Written Summary:**

You are required to submit a two-page summary (double-spaced) of your oral presentation. It must include your discussion question. This summary is due in the same class as your presentation. Late submissions will be penalized.

### **B. Essay Proposal**

**Due Date:** October 14, 2010

**Length:** 12 pt font, Times New Roman, five-to-seven pages

**Worth:** 15%

Please submit two copies of your proposal

**Purpose:** The goal of this exercise is to allow you to begin to research a topic related to North American integration in preparation for your final essay, and to provide early feedback on your proposed topic and preliminary thesis. The course syllabus is a good starting point for thinking about possible essay topics. Your subsequent essay must reflect the topic outlined in the essay proposal. Essays that do not follow the initial proposal topic will be penalized.

**Task:** Your essay proposal must include:

A statement of topic. Why is this of interest to you and how does it relate to course themes?

A preliminary thesis suggesting the directions you will pursue in this paper.

A brief statement of why your thesis and topic is significant. Why is it important?

A brief summary of what you have learned regarding key issues and debates in the relevant scholarly literature.

A brief statement of how you plan to carry out the rest of your research.

A bibliography that includes five scholarly sources not covered in the required readings. These five sources (the bibliography can include more) must be accompanied by a brief description of why they are relevant to your proposed topic.

### **C. Research Essay**

**Due Date:** November 25, 2008.

**Worth:** 40%

**Length:** 12 – 15 pages (3,000 to 3,750 words)

**Purpose:** The purpose of the essay is to provide you with an opportunity to develop the topic identified in your initial research proposal into a comprehensive, scholarly research paper.

**Marking:** The paper will be marked on three criteria:

Argument, organization and logic. Is the thesis presented in a logical and convincing manner?

Research and use of evidence: Does the paper contain extensive and effective use of available research sources? Does it contain proper footnotes/endnotes and bibliographic style?

Communication: Is the paper organized and written as clearly and concisely as possible?

### **D. Seminar Participation**

**Worth:** 15%

This class runs as a seminar based discussion. Students should come to class having completed the required reading in advance. Your active and thoughtful participation is important to the learning process. Attendance counts in the assessment of participation and attendance will be taken in each class. Seminar assessment will be based on the following broad guidelines.

#### **Grades:**

##### **A +**

Attendance – Always

Completed all the readings and is well prepared for class

Draws connections between readings and course themes

Offers excellent assessment on individual readings

Provides original ideas on weekly topic

Generates topical class discussion

Always has insights on topic but is careful not to dominate discussion

Asks relevant and topical questions

##### **A/A-**

Attendance – Perfect or near-perfect

Completed all the readings and is prepared for class

Draws links between readings and course themes

Offers very good assessments on individual readings and is a frequent participant

Generates topical class discussion

Asks relevant and topical questions

##### **B+**

Attendance – Near-perfect

Completed all the readings and is prepared for class

Offers useful observations of weekly reading

Regular participant in weekly discussions

### **B/B-**

Attendance – Regular

Completed most of the readings

Good understandings of the theme of the required readings but may not always draw links between them

Regular participant in discussion

### **C**

Attendance – Regular (or erratic)

Has completed some of the required readings

Does not actively participate in class discussion (or participation may not always reference weekly topic and/or substantive themes of reading)

Oral contributions are sometimes off topic

### **D (or less)**

Both attendance and participation erratic

### **Academic Accommodations**

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 15 2010 for December examinations and March 11 2011 for April examinations**.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Course Requirements:** Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**Connect Email Accounts:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.



**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.