

Instructor: Patricia Hamm, Ph.D.
Class Schedule/classroom: MWF 9:00-9:50 a.m., SSL 145
Office Hours: 10:30-11:30 M and by appointment

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Contemporary U.S.-Mexican Relations
Political Science 145B, Chic/Lat 164
University of California Irvine
Winter 2003

Course Description: This course applies various theoretical and analytical concepts, such as interdependence and state- and society-based explanations, to analyze the asymmetric U.S.-Mexican relationship and the unprecedented levels of bilateral cooperation and institutionalization of inter-government affairs taking place since the early 1990s. It examines the interplay of history, domestic politics (e.g., role of Congress and Mexican Americans), and foreign policy. It pays close attention to the periods of bilateral cooperation since 1990; the so-called special relationship between Presidents George W. Bush and Vicente Fox since 2000; and the U.S. homeland security mentality since September 11, 2001. This course examines current issues on the agenda such as trade, immigration, the war on terrorism, drug smuggling and consumption, as well as border controls.

Instructor's Philosophy: I value teaching as an essential part of my academic career. My teaching philosophy includes several components. First, I believe in bridging research and teaching experiences by sharing my knowledge with my students. Second, I believe that teaching and learning should be a dialectic process. That is, that students learn from the instructor and the instructor learns from their comments and questions. Hence, I seek to get each student to participate actively in the educational process. Third, I believe that students, without distinctions, are capable of doing well in my class if they apply themselves to it. Fourth, I believe students should be encouraged to think critically, intellectually, and rationally. Thus, they should be encouraged to question established paradigms and theories and think of new, creative ways to approach problems. Furthermore, I am committed to contribute to their intellectual and personal growth by encouraging them to develop the habit of evaluating circumstances and individuals on the basis of facts, not opinions, and from a cross-cultural, global, and informed perspective. Fifth, I believe that positive reinforcement, as well as an inclusive, respectful, and cordial environment facilitates the educational process and contributes to the development of their potential as college graduates, human beings, and global citizens.

Required Readings: Weekly readings are assigned from the course textbook and supplemental assignments. The textbook is *The United States and Mexico: Between Partnership and Conflict* by Jorge I. Domínguez and Rafael Fernández de Castro available at UCI bookstore. Additional readings will be available in a course packet, on reserve at the Main Library, or will be handed out in class, e-mailed, or downloaded from the Internet. Assigned readings listed in the weekly schedule below are marked **C** (course packet), **H** (handout), **R** (on reserve), **E** (e-mail), or **I** (internet) to indicate how to obtain them. Reading assignments are **required**, unless marked as "recommended," and are to be completed prior to the meeting of the class.

To search for newspaper articles online, I suggest to go directly to the newspaper page, or to use google.com or lexis-nexis.

Other Course Requirements

Students are expected to:

- Attend class sessions regularly and punctually
- Come prepared to class by completing reading assignments prior to the meeting of class
- Participate actively in group discussions and in class, as well as in other assigned activities
- Complete and present assignments on time
- Respect all opinions expressed in class
- Monitor daily news on U.S.-Mexican relations and periodically presenting news bits and own analyses of the news to the class
- Take quizzes occasionally

Midterm and Final Examinations

Students are required to take a midterm and a final examination. The midterm exam will contain I.D. and short essay questions. The final exam will have multiple choice and true and false questions. The midterm exam will be during Week # 6 and the final exam during finals week. **Bring a letter-size blue book for the midterm exam and a red scantron form for the final.**

No make ups will be allowed unless previous arrangements are made with the instructions and only under special documented circumstances.

Talking Points Assignments

Talking points are brief, well-thought out comments and/or questions & answers. Students are required to prepare a set of three points based on the week's assigned readings for each one of the group discussions. Each set of three points equals one *Talking Points* assignment. Students will prepare a total of ten assignments for the 10-week sessions. These assignments are due in class immediately after each group discussion. All discussions will be on Fridays unless otherwise notified.

Purpose.- This assignment is designed to ensure that students (1) become familiar with the content of the readings (ideas, concepts, and issues) presented in them; (2) critically think about the material; and (3) are prepared for the exams and to engage in mutually productive group discussions.

Grading criteria.- Good talking points are well-thought out and developed; show familiarity with the content (ideas and issues) of the week's various assigned readings; clearly relevant to the discussion topic; and meet the format and style instructions indicated below. Each complete set of *talking points* (containing 3 points) is worth up to 1.5% percent of the total course grade. *Talking points* will be graded as *excellent* (15-13 points); *very good* (12-10); *OK* (9-7); *deficient* (6-4); and *very deficient or missing* (3-0).

Format.- Each talking point is to be approximately one-paragraph long, while the complete assignment (containing 3 points) is to be no more than one-page long. Use bullets or numbers to identify each talking point. Assignments are to be typed (12" size font); single-spaced; well written (coherent and free of grammatical/spelling errors); and have 1" margins. Students name, ID#, course title, instructor's name, date, and Week # is to appear on the top right corner.

All assignments are due at the beginning of class on the day noted. Only the talking points are due at the end of group discussions. No late assignments will be accepted without prior authorization from the instructor, and only under documented special circumstances. No make-up exams will be conducted without prior authorization from the instructor, and only under documented special circumstances. Points will be deducted for late assignments and/or make-up exams at the discretion of the instructor.

Facilitating Group Discussions

Twice during the course students are required to facilitate small group discussions of the daily assigned reading. Students are responsible for signing up for this assignment during the first week of class. Instructor will make every effort to assign dates according to their first choice. However, it is the facilitators' responsibility to find substitutes if they are unable to be present on their assigned date. No make ups will be allowed. Unless otherwise notified, group discussions will be on Fridays. The instructor, with input from the students, will grade (in points) the facilitators on the basis of the quality of their role in discussions (Each discussion is worth up to 2.5% of the total grade.) The role of facilitators is to:

- prepare themselves for group discussion (the *talking points* serve this purpose).
- initiate and liven the discussion with comments and/or questions/answers.
- encourage students to freely comment and discuss
- moderate the discussion and make sure that everyone participates fairly equally and no one dominates it.
- keep the focus of the discussion on the assigned topic and readings

Course Grade

The final course grade is based on the following criteria:		<u>Maximum Possible Points</u>
Midterm exam	30%	300 points
Final Exam	40%	400 points
Two Friday discussion facilitation (2.5% each)	05%	50 points
Ten <i>Talking Points</i> Assignments (1.5% each)	15%	150 points
Participation: news briefings (20 points); class comments (30 points); quizzes (30 points); and Friday discussions (20 points)	<u>10%</u>	<u>100 points</u>
Total	100%	1,000 points

Grades will be assigned by percentage:

100-95% = A		94-90% = A-	
89-87% = B+	86-84% = B	83-80% = B-	
79-77% = C+	76-74% = C	73-70% = C-	
69-67% = D+	66-64% = D	63-60% = D-	59% or less = F

At the discretion of the instructor—and only under documented special circumstances—will a grade of Incomplete (I) or No Report (NR) be given to a student.

ACADEMIC DISHONESTY will not be tolerated. Plagiarism or any other form of cheating may result in an F in the course and other disciplinary consequences, including such campus wide sanctions as suspension and dismissal. Please refer to the *Schedule of Classes* for a clear understanding of the meaning of, and the penalties for, academic dishonesty. **Written assignments containing text or ideas borrowed from other authors must include proper citations according to academic standards. All assignments must be the product of the students' own work and effort in this course. Talk to me if you need further clarification.**

No activated cell phones or pagers will be allowed in classroom. They will be temporarily confiscated at the discretion of the instructor if they become activated in the classroom.

Course Weekly Schedule and Reading Assignments

*Readings marked with a **C**, **R**, or **H** are in the Course packet and/or on Reserve, or will be **H**anded out.

Week 1

Friday 1/3 Introduction and presentations

Readings: Read today's newspaper (paper or electronic version) about issues concerning U.S.-Mexican relations. Be prepared to discuss them in the next class.

Mon 1/6 Patterns in U.S.-Mexico Relations: Conflict, Negligence, and Cooperation

Readings: Preface, Introduction, and Ch. 1 "History" in Domínguez and Fernández de Castro

Wed 1/8

Fri 1/10 Film and Group Discussion # 1

Talking Points # 1 due

Film: "New World Border" (28 mins.) about border controls (to deal with question of undocumented immigration and drug smuggling) and U.S. human rights abuses. (Film is available for viewing at the Multimedia Resources Center, 1st floor, Main Library.)

Week 2

Mon 1/13 Understanding the Past to Understand the Present of U.S.-Mexican Relations

Readings:

- **R** - *The United States and Mexico* by Vázquez and Meyer (1985) Ch. 1, 3, 4, & 7

Wed 1/15 Historical Factors Contributing to Bilateral Conflict as well as Mexican Nationalistic and Anti-U.S. Attitudes (Distrust and Resentment)

Fri 1/17 Group Discussion # 2

Talking Points # 2 due

- **H** - "Chronology" of key events in U.S.-Mexican relations by Smith (2000, pp. 207-217)

Week 3

Mon 1/20 School holiday, "Martin Luther King, Jr. Day"

Wed 1/22 The International System, Domestic Changes, and their Impact on U.S.-Mexican Relations

Readings: Ch. II "Changes in the International System: Effects on the Bilateral Relationship" in Domínguez and Fernández de Castro.

- **H**- "The Mexican Presidential Elections: Implications for U.S.-Mexican Relations," speech by Feinberg (7/12/00) 1 page
- **H** - Press release "Meeting Between the United States of America and the United Mexican States (9/6/01), White House, 1 page

Fri 1/24 Group Discussion # 3

Talking Points # 3 due

Week 4

Mon 1/27

Readings:

Contemporary Bilateral Relations: Decisional Context, Actors, and Analytical Tools

Ch. V "The Domestic Context for Foreign Policy Decision-Making" in Domínguez and Fernández de Castro

- C - "Mexico's Foreign Policy after NAFTA: The Tools of Interdependence" by Chabat (1997, 33-45)
- C - "Mexico's New Foreign Policy: States, Societies, and Institutions" by Domínguez (1997, 182-195)
- C - "The Mexican Diaspora Divided over the Costs and Benefits of NAFTA" by Hamm (2002, 1-26)
- C - "Mexico's New Players" (*Washington Post*, 8/8/02), 1 page
- C - "Bush wants Texas ally as ambassador to Mexico" by Kammer (*San Diego Union Tribune* 5/3/02), 1 page

Wed 1/29

Fri 1/31 **Group Discussion # 4**
Talking Points # 4 due

Week 5

Mon 2/3

Readings:

International Institutions and U.S.-Mexican Relations

NAFTA, Its Implementation, and Impact

Ch. IV "The Effect of International Institutions" in Domínguez and Fernández de Castro

- C - "Background Note: Mexico" (U.S. Dept. of State, 4/2001)
- C - Tables: "U.S. Trade in 2000," "California-Mexico Trade in 1999, and "Orange County-Mexico Trade" in *Orange County Register* (3/14/02), 1 page.
- C - "Free-Market Upeaval Grinds Mexico's Middle Class" by Thompson in NYTimes.com 9/4/02) 1 page
- C - "Reaching for Rural Renewal" by Simon in *Los Angeles Times* (7/2/02) 1 page
- C - "Nafta to Open Floodgates, Engulfing Rural Mexico" by Thompson in *Los Angeles Times* (12/19/02) 1 page
- C - "Mexico to Impose Duty on Apples" by Iritani in *Los Angeles Times* (8/10/02) 1 page
- C - "Water Crisis Grows Into a Test of U.S.-Mexico Relations" in NYTimes.com (5/24/02) 1 page
- C - "U.S. Court Bars Mexican Trucks Pending an Environmental Study" (*New York Times*, 1/17/03) 1 page

Wed 2/5

The U.N. and U.S. Homeland Security (War on Terrorism and Iraq): U.S. interests, Mexico's interests, and Mexican Responses

Readings:

- C - "President Vicente Fox expressed his complete support for the fight against terrorism" by Jacobs in *The News* (9/26/01) 1 page
- C - "Mexico Seeks Shared Border Security Plan" by Smith in *Los Angeles Times* (11/9/01) 1 page
- C - "Border now getting special attention" by Miller in Sun-Sentinel.com (4/13/02) 1 page
- C - "U.S. Informs Mexico on Migration Plan" by Gedda (11/21/01) in washingtonpost.com, 1 page
- C - "Because of 9/11, a Uniting River Now Divides" by Yardley in NYTimes.com (8/1/02) 1 page
- H - "Domestic Feuds Derail Bush-Fox Diplomacy" by Boudreaux (*Los Angeles Times* 8/11/02) 1 page
- H - "After September 11, a Friendship in Recovery" by Sánchez washingtonpost.com (11/22/01) 1 page

Fri 2/7 **Group Discussion # 5 and Talking Points # 5 due**

Week 6

Mon 2/10 **Group discussion # 6 to prepare for the midterm exam**

Talking Points # 6 due - this week's talking points are to focus primarily on material assigned for the exam that you want to clarify with your peers.

Wed 2/12 **Midterm exam** – Bring letter-size blue book

Fri 2/14 **Transborder Relations - Shared Interests: Population, the Environment, and the Economy**

- Readings:** Ch. VII “Transborder Relations” in Domínguez and Fernández de Castro
- C - Map of the “New Frontier” and American-Mexican Perceptions (CNN poll 2001) in time.com, 1 page
 - C - “Operation Gatekeeper Resolves Nothing” by Smith in stopgatekeeper.org (2/22/02) 1 page
 - C - “U.S. Social Security May Reach to Mexico” by Weisman in washingtonpost.com (12/20/02), 1 page
 - C - “Opportunity Lost” (*The Economist* 2/15/02) 1 page
 - C - “The Border Environment and the Changing Bilateral Relationship” by Kelly in *Enfoque* (Fall 2002) 2 pages

Week 7

Mon 2/17 **School holiday, “Presidents Day”**

Wed 2/19 **International Security Issues and Strategies**

- Readings:** Ch. III “International Security” in Domínguez and Fernández de Castro
- C - “Creating the Clandestine Side of the Border Economy” by Andreas (2000, Ch. III, pp. 29-50)

Fri 2/21 **Group Discussion # 7**
Talking Points # 7 due

Week 8

Mon 2/24 **The Question of Drugs and Bilateral Cooperation: Reducing Demand and Supply**

- Readings:**
- C - “The Escalation of Drug Control” by Andreas (2000, Ch. IV, pp. 51-84)
 - C - “America’s Drug Problem and Its Policy of Denial” by Falco (1998, pp. 145-149)
 - C - “Police Arrest 15 in Ecstasy Sweep” by Blankstein and Liu (Los Angeles Times 7/16/02) 1 page
 - C - Press Release “The President’s National Drug Strategy” in whitehouse.gov (2/12/02) 1 page
 - C - “Bush Backs \$19 Billion Drug War Budget” in whitehousedrugpolicy.gov (2/12/02) 1 page

Wed 2/26

Fri 2/28 **Group Discussion # 8**
Talking Points # 8 due

Week 9
Mon 3/3

The Question of Immigration and Bilateral Cooperation: Managing Demand and Supply

Readings:

- C - "The Escalation of Immigration Control" by Andreas (2000, Ch. V, pp. 85-112) *Mexico-U.S. Migration: A Shared Responsibility*, a report by The U.S.-Mexico Migration Panel (2001) pp. 1-35.
- C - White House Memorandum on Immigration Reform by Hamm (2002) 2 pages
- C - Letter to Members of Congress by other members of Congress, Elites, and Concerned Citizens and Organizations on Immigration Reform (5/16/00) 1 page
- C - Press Release from U.S. Chamber of Commerce of Commerce and Labor Leaders on Immigration Reform (4/11/02) 1 page
- C - Position Paper SEIU Action Center in seiu.org (3/20/03) 1 page

Wed 3/5

Fri 3/7 **Group Discussion # 9**
Talking points # 9 due

Recommended Readings – Talk to the instructor if you are interested in reading about the costs and benefits of immigration. Some suggestions include:

- Isbister, John (1996), "The Debate," (25 pp.)
- Brimelow, Peter (1998), "The Case for Limiting Immigration."
- McCarthy, Kevin F. and George Vernez (1998), "Benefits and Costs of Immigration: The California Experience"
- Kuthiala, S. K. (May-June 2001), "Who Benefits from Immigration and Immigrants" (8 pp.)
- Schuck, Peter H. (1997), "Alien Ruminations: What Immigrants Have Wrought in America."

Week 10
Mon 3/10

Sources of Friction, Conclusions, and Perspectives on U.S.-Mexican Relations
Film 1 "Drug Wars" (60 mins.)

Effectiveness and Implications of border controls as a way of dealing with Drugs and Immigration

Readings:

- C - "Borders Restated" by Andreas (2000, Ch. VII, pp. 140-152)
- C - "Neighbors' Interdependence Increases" by Palerm in *UC MexUS News* (Fall 2002) 2 pages

Wed 3/12

Film 2 "Drug Wars" (60 mins)

Effectiveness and Implications of border controls as a way of dealing with Drugs and Immigration

Fri 3/14

Group discussion # 10: Conclusions and Perspectives on U.S.-Mexican Relations, as well as preparation for the final exam

Talking Points # 10 due - this week's talking points and discussion are to focus primarily on material assigned for the exam that you want to clarify with your peers.

Finals Week
Wed 3/19

8:00 – 10:00 a.m. Final exam - Bring a red scantron form