

UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

COORDINACIÓN DE FORMACIÓN BÁSICA

COORDINACIÓN DE FORMACIÓN PROFESIONAL Y VINCULACIÓN UNIVERSITARIA

PROGRAMA DE UNIDAD DE APRENDIZAJE

I. IDENTIFICATION INFORMATION

1. **Academic Unit:** Faculty of Economics and International Relations (FEyRI). Faculty of Social and Political Sciences (FCSyP)
2. **Study Program(s):** Degree in International Relations, Degree in Public Administration and Political Science
3. **Plan Duration:** 2018-1
4. **Name of Learning Unit:** Regional Studies in North America
5. **Code:** 29882
6. **HC:** 02 **HL:** 00 **HT:** 02 **HPC:** 00 **HCL:** 00 **HE:** 02 **CR:** 06
7. **Learning stage to which it belongs:** Disciplinary
8. **Character of Learning Unit:** Optional
9. **Requirements for enrollment in learning unit:** None

UNIVERSIDAD AUTÓNOMA
DE BAJA CALIFORNIA



FAC. DE CIENCIAS
SOCIALES
Y POLÍTICAS

UNIVERSIDAD AUTÓNOMA
DE BAJA CALIFORNIA



FACULTAD DE ECONOMÍA
Y RELACIONES
INTERNACIONALES

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DE BAJA CALIFORNIA

REGISTRADO
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REGISTRADO
COORDINACIÓN GENERAL
DE FORMACIÓN BÁSICA

Date: 15 de febrero de 2017

II. GENERAL PURPOSE OF THE COURSE

The learning unit's intention is for students to know the importance of the North American region, including Mexico, the United States and Canada in the economic, political and social fields, in order to analyze the importance of the region in the world.

In the border area, knowledge about the external relations of Mexico and those that have their North American neighbors, who are important allies in commercial matter and share a bilateral agenda which affects the internal development of Mexico, particularly with the neighboring country of the States United. All Mexican internationalists must identify, discuss and analyze the importance of the North American region, independently of the knowledge of the realities of other nations. Knowledge that can be projected a possible future of the past and the present.

The learning unit is located in the disciplinary stage, as required in the Degree in International Relations and, as optional, in the Degree in Public Administration and Political Science. The learning unit serves to understand and analyze regional integration.

III. COURSE COMPETENCIES

Distinguish the economic, political and social dynamics of the Region of North America, and then analyze their importance through reading specialized texts, indicators and aggregate data on websites or scientific journals, in order to discuss likely future scenarios, with a critical and proactive attitude, open to dialogue.

IV. EVIDENCE OF PERFORMANCE

To elaborate a document based on a documentary research of topics of the agenda in North America with the following characteristics: Introduction, Development (analysis of the problem), Reflections, Proposals and Bibliography.

V. DEVELOPMENT BY UNITS
UNIT 1: Mexico in the North American Region.

Competency:

Understand the role of Mexico in the region and its economic, political and social importance in relation to its neighboring countries, through the study of historical formation as states to understand their political formation in the region, with tolerance towards cultural diversity and history.

Content:

Duration: 8 hours

- 1.1. Brief historical revision of the Mexican relations with its North American neighbors.
- 1.2. General panorama of Mexico and North America.

UNIT 2: The Free Trade Agreement: Problems, Challenges, Opportunities

Competency:

Identify the most important statistics of the commercial relationship since the signing of the North American Free Trade Agreement to reflect its importance in the Mexican economy, with analytical attitude and respect.

Content:

Duration: 8 hours

- 2.1. Winning sectors.
- 2.2. Losing sectors.

UNIT 3: Policy and Regional Cooperation.

Competency:

Identify the main political agreements concluded between Mexico, the United States and Canada, through documentary review of treaties on public safety, environment, labor agreements, international waters, among others, in order to reflect on the consequences and Opportunities that could benefit the three countries, with respect to historical political decisions.

Content:

- 3.1. Cooperation and conflict between Mexico and the U.S.
- 3.2. Cooperation and conflict between Mexico and Canada.

Duration: 8 hours

UNIT 4: Diverse Societies, Similar Problems.

Competency:

Identify the main social features of the nations of the North American region in order to understand the most relevant social problems in diverse societies and similar problems, through the review of statistical results and documents on migration, organized crime, drug trafficking, Transboundary waters, energy, among others, with an attitude of respect.

Content:

- 4.1. Migration in North America, agreements and discordances.
- 4.2. Organized crime and drug trafficking, agreements and discordances.
- 4.3. Environment, water and energy, agreements and disagreements
- 4.4. Other topics.

Duration: 8 hours

VI. STRUCTURE OF PRÁCTICES

Practice No.	Proficiency	Description	Support materials	Time
1	Review documents written in English on central themes related to political formation in North America, to know their evolution in a framework of respect, fellowship and responsibility.	Read documents in English on core issues related to North American political training to make a reading report.	Textbook, CD, Computer, flashcards, Whiteboard Markers, Internet, Official Documents.	8 hours
2	Review documents written in English language based on topics related to the regional business relationship to understand the economic development of Mexico, with a critical attitude.	Read documents written in English based on topics related to the regional business relationship and write a critical reflection.	Textbook, CD, Computer, flashcards, Whiteboard Markers, Internet, Official Documents.	8 hours
3	Review documents written in the Spanish and English languages on central issues related to North America, based on treaties held in the region by subject to reflect on agreements and disagreements between countries, within a framework of respect, fellowship and responsibility.	Search for official documents written in the Spanish and English languages on central themes related to North America, starting with the treaties celebrated in the region by subject and to elaborate an essay.	Textbook, CD, Computer, flashcards, Whiteboard Markers, Internet, Official Documents.	8 hours
4	Review documents written in English on different societies and similar problems to identify common problems in the region and the necessary cross-border cooperation from shared agenda issues in a framework of respect, fellowship and responsibility.	Find official documents written in the Spanish and English languages on diverse societies and similar problems and develop an essay.	Textbook, CD, Computer, flashcards, Whiteboard Markers, Internet, Official Documents.	8 hours

VII. WORK METHOD

Framing:

The first day of classes the teacher should establish the form of work, evaluation criteria, quality of academic work, rights and obligations teacher-student.

Teaching activities:

- Thematic exhibition in class
- Advise and feedback exercises in class
- Promotes active student participation in class
- Provides case studies on agreements, treaties pertaining to North American relations

Students activities:

- Timely reading of the topics in the corresponding chapters of the basic bibliography.
- Search of official documents in the respective sources (Newspaper library, Library, Network, Secretary of Foreign Affairs, Secretary of Economy, electronic portals of the Presidential Government of Mexico, Canada and United States).
- Drafting and preparation of short texts and essay on the required topics.

VIII. EVALUATION CRITERIA

The accreditation criteria in the course are based on university regulations. The following are the accreditation criteria and the course evaluation criteria broken down by percentage.

Accreditation criterion

- 80% attendance to be entitled to regular examination and 40% attendance to be entitled to a special examination in accordance with School Statute Articles 70 and 71.
- Grades in scale from 0 to 100, with a minimum approval of 60.

Evaluation Criterion

Two exams.....40%.

Written essay with the following characteristics:

Introduction, Development (analysis of the problem),

Reflections, Proposals and Bibliography.....30%

Group presentations.....10%

Homework.....10%

Participation.....10%

Total.....100%

IX. REFERENCE

Required	Suggested
<p>Banco de Desarrollo de América del Norte. (2017). Recuperado en: http://www.nadbank.org/default_span.asp.</p> <p>Bugailiskis, A. y Rozental, A. (2012): México y Canadá: La agenda pendiente. Editores, México.</p> <p>Hernández Gómez E., Chávez Nungaray E. y Rabelo Ramírez J. (2015) "Bienestar en México: Reflexiones y Contrastes sobre el Estado de Pobreza Multidimensional, Desarrollo Humano, Migración y Competitividad Social en su Frontera Norte". Capítulo VI de libro en Bienestar y Pobreza en América Latina: la visión desde la frontera norte de México. Universidad Autónoma de Baja California y Editorial Once Ríos. México. ISBN 978-607-250-9.</p> <p>Lechuga Jardínez, Y., García Salazar J. A., Portillo Vázquez, M. y García Sánchez, R. C. (2014): Efectos del TLCAN sobre el empleo de mano de obra en el sector agrícola de México 1994-1010. Revista Región y sociedad, Año XXVI, No. 60, 2014. Recuperado en: https://www.colson.edu.mx:4433/Revista/Articulos/60/1Lechuga.pdf.</p> <p>Lee E. et al. (2013). Reporte del Estado de la Frontera. Un Análisis Integral de la Frontera México-Estados Unidos. Resumen Ejecutivo. Alianza para Estudios Transfronterizos.</p> <p>Ramos García, José María (2004). La Gestión de la Cooperación Transfronteriza México-Estados Unidos en un Marco de Inseguridad Global: Problemas y Desafíos. Consejo Mexicano de Asuntos Internacionales. Editorial Miguel Ángel Porrúa. Capítulos 1, 2 y 3. [Clásico]</p> <p>Rocha Romero, D. (2014). Mexicans and Canadian Immigration Policies. Less Exile, More Undocumented Migrants and</p>	<p>Ruiz Nápoles, Pablo y Moreno-Brid, Carlos, Efectos macroeconómicos de la apertura y el TLC, en Gambrill, Mónica, 10 años del TLCAN en México, CISAN, UNAM, 2006. [Clásico]</p> <p>Velázquez Flores, Rafael, Mexico and North America: Regional Limits and Priorities, Voices of México, CISAN, UNAM, Issue 97, 2014.</p> <p>Villamar, Zirahuén, compilador, Hacia una nueva relación México-Estados Unidos, Fundación, Friedrich Ebert en México, 2010. Recuperado en: http://library.fes.de/pdf-files/bueros/mexiko/08123.pdf. [Clásico]</p>

<p>Deportations, Voices of México, CISAN, UNAM, Issue 97.</p> <p>Rosenzweig, A. (2005). El Debate sobre el sector agropecuario mexicano en el TLCAN, CEPAL, 2005. Recuperado en: http://repositorio.cepal.org/bitstream/handle/11362/4951/S0503169_es.pdf?sequence=1 [Clásico]</p> <p>Secretaría de Economía (2017). Acuerdos de América del Norte. Recuperado en: http://www.economia.gob.mx/comunidad-negocios/comercio-exterior/tlc-acuerdos/tlcan.</p> <p>Secretaría de Relaciones Exteriores (2017). México y Estados Unidos. Recuperado en: http://mex-eua.sre.gob.mx/index.php/comercio-e-inversion.</p> <p>Secretaría de Relaciones Exteriores (2017). Tratados Internacionales celebrados por México. Recuperado en: http://tratados.sre.gob.mx/.</p>	
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IX. PROFESSOR PROFILE

The Professor must have a degree in International Relations, Geography, Economics, History or another Social Science. Preferably with a master's or doctoral degree, with experience in research and teaching in this field. Within its qualities, it is recognized its leadership, proactivity and communication to carry out the academic activities under the direction of the faculty and according to the plans of study, with ethics, quality in form, time and place agreed.