



**IRL 4060: US-LATIN AMERICA RELATIONS**

**Alliant International University  
Mexico City campus**

**Spring 2012**

**Class Times: Tuesday, Thursday 12 to 2 PM**

**Instructor: Dr. Camilo Pèrez Bustillo**

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**Grading: Letter**

**Units: 3**

**This course is intended to provide an intensive, critical, interdisciplinary and intercultural exploration of theoretical and practical aspects and implications of contemporary trends and cases regarding international relations between the United States and Latin America, within the overall context of the development and deployment of U.S foreign policy and interests on a global, regional, and national scale. Its emphasis is on the development and deepening of students' abilities to critically analyse contemporary and historical experiences in U.S-Latin American relations and how they have shaped and are shaping current approaches to this region and the world as a whole. No region in the world is more central to U.S interests yet so fundamentally misunderstood within dominant paradigms characteristic of International Relations theory and practice. This course seeks to provide students with the conceptual and practical skills necessary to unravel one of the most pressing challenges in U.S foreign policy: how to achieve a better understanding with its closest neighbors.**

**The International Relations major stresses a global and multicultural understanding of a complex and interconnected world through close study of historical, political, economic, legal and cultural forces. A degree in International Relations can provide students the knowledge and training important in the international business community, government, diplomacy and private and nongovernmental international organizations. It can also help prepare students for further graduate study in international relations, international law, political science, or policy studies.**

**ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY  
SPRING SEMESTER 2012**

**Jan. 17 -20 Tuesday – Friday**

**New student orientation/Attendance is mandatory for new students**

**Jan. 23 Monday**

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Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday

Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

**Monday, February 6-- Constitution Day Holiday—NO CLASSES**

Feb. 17 Friday

Last day to withdraw from Spring Semester Session 1 courses in good standing

Mar. 8 Thursday

*Annual Student Leadership Conference*

Mar. 16 Friday

Last day to withdraw from Spring Semester full-term courses in good standing

Mar. 18 Sunday

Last day of Spring Session 1 courses

Mar. 19 Monday

Instruction begins for Spring Semester Session 2 (8-week) courses

**Monday, March 19-- Benito Juárez Holiday—NO CLASSES**

Mar. 30 Friday

Spring Semester Session 1 grades due to Registrar's Office

**Apr. 2 – 8 Monday – Sunday**

**Spring Break. Classes do not meet**

Apr. 20 Friday

Last day to withdraw from Spring Semester Session 2 courses in good standing. Spring Semester Session 1 grades available on-line.

Apr. 23 Monday

Registration for Summer Term and Fall Semester begins

**Tuesday MAY 1—HOLIDAY—NO CLASSES**

May 7 Monday

Last day to register for Summer Term without paying a late fee

May 13 Sunday

Last day of Spring Semester full-term courses

**Tuesday MAY 15—HOLIDAY—MEXICO CAMPUS CLOSED**

May 14-20 Monday – Sunday

Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

May 20 Sunday

Last day of Spring Semester Session 2 courses

May 25 Friday

Spring Semester full-term grades due to Registrar's Office

June 1 Friday

Spring Semester Session 2 grades due to Registrar's Office

June 8 Friday

Spring Semester grades available on-line

COMMENCEMENT CEREMONIES--TBA



**Assigned readings will be drawn from (among other sources):**

Greg Grandin, *Empire's Workshop: Latin America, The United States and the Rise of the New Imperialism* (Metropolitan Books-Henry Holt and Co. 2006) (**ISBN-10:** 0805083235; **ISBN-13:** 978-0805083231).

Peter H. Smith, *Talons of the Eagle: Dynamics of U.S.-Latin American Relations* (Oxford University Press, 2000) (*ISBN:* 0195083032)

Cole Blasier, *The Hovering Giant: U.S. Responses to Revolutionary Change in Latin America, 1910-1985 (Pitt Latin American Series)* (University of Pittsburgh Press, 1986)(**ISBN-10:** 082293521X; **ISBN-13:** 978-0822935216).

Jim Handy, *Revolution in the Countryside: Rural Conflict and Agrarian Reform in Guatemala, 1944-1954* (University of North Carolina Press, 1994) (**ISBN-10:** 0807844381; **ISBN-13:** 978-0807844380).

Piero Gleijeses, *Shattered Hope: The Guatemalan Revolution and the United States, 1944-1954* (Princeton University Press, 1992)( **ISBN-10:** 0691025568; **ISBN-13:** 978-0691025568).

Students will also use Internet resources, including NACLA, the Woodrow Wilson Center, the Washington Office on Latin America (WOLA), the Americas Project of the Center for International Policy, Monthly Review, ZNet, New Left Review, Democracy Now, and articles on [www.wikipedia.com](http://www.wikipedia.com), among others.

**Course Description:**

This course is organized as a research seminar and not a lecture course, which means that students will research, analyze, and write about United States-Latin American relations in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. Students will critically analyze United States government policy objectives in different parts of Latin America including the Caribbean Basin, Central America, and South America. Subjects that will receive particular attention include the ways in which U.S economic interests have framed the formulation of foreign policy, United States government responses to the challenges posed by social and political revolutions, and the legacy of United States Cold War policy as applied to Latin America. The United States government response to the Guatemalan Revolution (1944-1954) and its "Operation Success" will provide students with a detailed case study of foreign policy towards Latin America, together with additional case studies focused on more recent events in Colombia and Mexico, and their inter-relationship.

This will include attention to how U.S foreign policy objectives such as free trade, the "anti-drug" war, "anti-terrorism" and national security, counter-insurgency, and migration

policy have become deeply intertwined in such contexts through mechanisms such as NAFTA, the proposed Free Trade Area of the Americas (FTAA), Plan Colombia, the “Mèrida Initiative”, and the Meso-America Project (formerly Plan Puebla-Panama), and to emerging alternatives such as the Community of Latin American and Caribbean States (Spanish initials CELAC), Union of South American Nations (Sp. initials UNASUR), and the Bolivarian Alternative for the Americas (Sp. initials ALBA, whose members include Cuba, Venezuela, Bolivia, Ecuador, Nicaragua, Antigua, Barbuda, Dominica, and St. Vincent and the Grenadines), and the challenges these pose for U.S policy. All of this will be approached from a critical, interdisciplinary, and intercultural perspective. Students will become familiar with U.S foreign policy towards Latin America, and will develop critical thinking and analytical skills.

Students will be responsible for writing weekly reports, and a major research paper on a subject to be chosen by the student with the approval of the instructor. The weekly reports (4-5 pages) will count for 40% of the class grade. The major research paper (15-20 pages) will count for 50% of the class grade, and class participation will count for 10% of the class grade based upon an evaluation of student participation in class discussions. There are no grading curves in this course. The grading system is criterion-referenced in measuring individual student performance. Class participation is measured by attendance, punctuality, participation, and the willingness to assume leadership roles in course activities, e.g., discussions, presentations, quality of weekly papers, etc.

**The following grading scale will be used for this course:**

<b>Grade</b>	<b>Per cent</b>
A	100 – 95%
A-	94% – 90%
B+	89% – 87%
B	86% – 84%
B-	83% – 80%
C+	79% – 77%
C	76% – 74%
C-	73% – 70%
D+	69% – 67%
D	66% – 64%

D-	63% – 60%
F	Less than 60%

**Principal Rubrics:**

1. Class Participation: Preparation, presentation, and participation in the class should demonstrate your capacity to successfully demonstrate the identified outcomes. Class questions will focus on your preparation and participation, which will be evaluated on the basis of five criteria:

<b>Class Participation Rubric</b>	Clear Evidence	Minimal Evidence points	No Evidence
Preparation, Familiarity & Reflection on reading	Student exhibits substantial familiarity with the reading	Student demonstrates a basic familiarity with the reading.	Student demonstrates a lack of preparation and familiarity with the reading.
Understanding of Readings	Student has a clear understanding of the reading.	Student has minimal understanding of the reading.	Student lacks a basic understanding of the reading.
Contribution to Others Learning	Student contributes to the learning of others.	Student makes minimal contribution to the learning of others.	Student failed to contribute to the learning of others.
Clarity & Originality of Contribution	Student's contribution is clear and original.	Student's contribution is minimal.	Student contribution lacks clarity and originality.

2. Presentations (incl. power point: Objectives for this type of presentation include

1. Quality of oral presentation,
2. Focused, relevant research presented in a student-friendly manner,
3. Defense of one's analysis,

4. Response to questions,
5. Prompting relevant dialogue on important issues.

3. Research Paper Scoring Rubric:

<b>Grading Criteria: Format</b>	Excellent	Proficient	Poor
Grammar & Punctuation	The paper has no major grammatical and punctuation errors and very few minor errors. Any minor errors do not interfere with the understanding of the paper.	The paper has a few major errors and multiple minor errors, but almost all sentences are clear and understandable.	The paper has so many basic grammar errors that the paper cannot be readily understood.
Style of paper	Presentation style assured real learning by reader and engaged the reader.	Presentation style was adequate to advance reader learning.	Style of paper was confusing to reader. (0 points)
Presentation of research and design to class	Presentation was engaging for classmates.	Presentation was interesting but lacked clarity and explanation	Presentation lacked clarity and was not engaging of fellow students in the class
Adherence to APA style	Paper demonstrated full adherence to APA style.	Paper demonstrated partial adherence to APA style.	Paper failed to utilize APA style.

<b>Grading Criteria: Content</b>			
Organization	Writing is clear, logical, and very organized around a developed thesis.	Writing has minimal organization and a basic thesis	The paper is unclear with no organization.



		statement.	
Support	Every important point is clearly supported by strong evidence.	The use of evidence is minimal, but it does support the thesis.	The paper does not attempt to support a thesis.
Analysis	Analysis shows a strong relationship between evidence and thesis.	Analysis of the evidence stretches its meaning in an attempt to support the thesis.	The paper does not attempt to explain how the content relates to the thesis.

4. Final Examination Rubrics:

<b>Short Questions</b>	<b>Answer</b>	Superior-Exceeds Expectations	Proficient-Meets Expectations	Poor-Below Expectations
Student uses relevant concepts to answer the question		Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.
Student exhibits understanding of the concepts/information		Student clearly and completely exhibits knowledge of the relevant concepts. (10 points)	Student exhibits basic knowledge of the relevant concepts used in the response. (5 points)	Student clearly lacks a basic understanding of the relevant concepts. (0 points)
The response is well-written.		The response is highly readable.	The response is basically understandable.	Response is not understandable.
<b>Essay Question</b>		Superior-Exceeds Expectations	Proficient-Meets Expectations	Poor-Below Expectations
Student uses relevant concepts to answer the question		Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.
Student exhibits		Student clearly and	Student exhibits	Student clearly

understanding of the concepts/information	completely exhibits knowledge of the relevant concepts.	basic knowledge of the relevant concepts use in the response	lacks a basic understanding of the relevant concepts.
The response is well-written.	The response is highly readable.	The response is basically understandable and consists of at least 3 full paragraphs. (2 points)	Response is not very comprehensive/

***Initial Course Outline (subject to change):***

**Week 1**

Jan. 24: overall introduction to the course

Jan. 26: Intro, “The Camel Not in the Koran”; Ch. 1, “How Latin America Saved the United States from Itself”: p. 1-51

**Week 2**

Jan. 31, Ch. 2, “The Most Important Place in the World: Toward a New Imperialism”: p. 52-86

Feb. 2, Ch.3, “Going Primitive: The Violence of the New Imperialism”: p. 87-120

**Week 3**

Feb. 7, 9

Ch.4, “Bringing it All Back Home: The Politics of the New Imperialism”: p.121-158

Ch.5, “The Third Conquest of Latin America: The Economics of the New Imperialism”: p. 159-195

**Week 4**

Feb. 14, 16



Ch.6, “Globalization’s Showpiece: The Failure of the New Imperialism”: p. 196-222;  
Conclusion, “Iraq is Not Arabic for Latin America” p. 223-237

## **Week 5**

Feb. 21, 23

### **GUATEMALA CASE STUDY**

Students will do readings (from Handy and Gleijeses, cited above, for example) on Guatemalan Revolution and prepare a weekly report regarding this topic. This report will be a minimum of 7-8 pages. Students must examine the following questions:

1. What was the connection of John Foster Dulles and Allen Dulles to the United Fruit Company?
2. What was the conflict between the Guatemalan government and the United Fruit Company?
3. What was the position of the United States government towards the revolutionary governments of Arèvalo and Arbenz? How did this position reflect U.S. Cold War policy and world view?

Additional internet resource:

[http://en.wikipedia.org/wiki/1954\\_Guatemalan\\_coup\\_d%27%C3%A9tat](http://en.wikipedia.org/wiki/1954_Guatemalan_coup_d%27%C3%A9tat)

**Week 6 (additional readings to be assigned from Smith, Blasier, other sources, for each topic highlighted below between Week 6 and last week of classes)**

Feb. 28, Mar. 1

1898 and U.S. Economic Imperialism

Internet resources:

[http://en.wikipedia.org/wiki/United\\_States-Latin\\_American\\_relations](http://en.wikipedia.org/wiki/United_States-Latin_American_relations)

[http://en.wikipedia.org/wiki/Overseas\\_interventions\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Overseas_interventions_of_the_United_States)

[http://en.wikipedia.org/wiki/American\\_Empire](http://en.wikipedia.org/wiki/American_Empire)

## **Week 7**

Mar. 6, Mar. 8

Formal and Informal Empire- Puerto Rico, Cuba, Panama, Haiti

Internet resources:

[http://en.wikipedia.org/wiki/History\\_of\\_Cuba](http://en.wikipedia.org/wiki/History_of_Cuba)  
[http://en.wikipedia.org/wiki/History\\_of\\_Puerto\\_Rico](http://en.wikipedia.org/wiki/History_of_Puerto_Rico)  
[http://en.wikipedia.org/wiki/History\\_of\\_the\\_Panama\\_Canal](http://en.wikipedia.org/wiki/History_of_the_Panama_Canal)  
[http://en.wikipedia.org/wiki/Separation\\_of\\_Panama\\_from\\_Colombia](http://en.wikipedia.org/wiki/Separation_of_Panama_from_Colombia)  
[http://en.wikipedia.org/wiki/Occupation\\_of\\_Haiti](http://en.wikipedia.org/wiki/Occupation_of_Haiti)

### **Week 8**

Mar. 13, Mar.15

U.S. Foreign Policy, 1898-1933 in Central America (with emphasis on Nicaragua, El Salvador).

Internet resources:

[http://en.wikipedia.org/wiki/History\\_of\\_Nicaragua](http://en.wikipedia.org/wiki/History_of_Nicaragua)  
[http://en.wikipedia.org/wiki/Occupation\\_of\\_Nicaragua](http://en.wikipedia.org/wiki/Occupation_of_Nicaragua)  
[http://en.wikipedia.org/wiki/1932\\_Salvadoran\\_peasant\\_uprising](http://en.wikipedia.org/wiki/1932_Salvadoran_peasant_uprising)

### **Week 9**

Mar. 20, 22

The Great Depression, Political Change in Latin America, the Good Neighbor Policy, and World War II and the Crusade for Democracy, 1933-1945

[http://en.wikipedia.org/wiki/Good\\_Neighbor\\_policy](http://en.wikipedia.org/wiki/Good_Neighbor_policy)  
[http://en.wikipedia.org/wiki/Organization\\_of\\_American\\_States](http://en.wikipedia.org/wiki/Organization_of_American_States)

### **Week 10**

Mar. 27, 29

U.S. Cold War Policy and Latin America, 1945-1980: Guatemala, Cuba, Chile (among other relevant case studies)

Internet resources:

[http://en.wikipedia.org/wiki/Cuban\\_Revolution](http://en.wikipedia.org/wiki/Cuban_Revolution)

**NO CLASSES SEMANA SANTA : Apr. 3, 5**

### **Week 11**

Apr. 10, 12

U.S. Foreign Policy during 1980s : Nicaragua, El Salvador, Drugs, Undocumented Immigration

Internet resources:

<http://en.wikipedia.org/wiki/Sandinista>

[http://en.wikipedia.org/wiki/El\\_Salvador\\_Civil\\_War](http://en.wikipedia.org/wiki/El_Salvador_Civil_War)

[http://en.wikipedia.org/wiki/Illegal\\_drug\\_trade\\_in\\_Bolivia](http://en.wikipedia.org/wiki/Illegal_drug_trade_in_Bolivia)

[http://en.wikipedia.org/wiki/Narcotics\\_in\\_Bolivia](http://en.wikipedia.org/wiki/Narcotics_in_Bolivia)

[http://en.wikipedia.org/wiki/Roberto\\_Su%C3%A1rez\\_Gom%C3%A9z](http://en.wikipedia.org/wiki/Roberto_Su%C3%A1rez_Gom%C3%A9z)

[http://en.wikipedia.org/wiki/Illegal\\_immigration\\_to\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Illegal_immigration_to_the_United_States)

Movies:

“Under Fire”

## **Week 12**

Apr. 17, 19

U.S. and Latin America in the 21<sup>st</sup> century

[http://en.wikipedia.org/wiki/Foreign\\_policy\\_of\\_the\\_George\\_W.\\_Bush\\_administration](http://en.wikipedia.org/wiki/Foreign_policy_of_the_George_W._Bush_administration)

[http://en.wikipedia.org/wiki/Foreign\\_policy\\_of\\_the\\_Barack\\_Obama\\_administration](http://en.wikipedia.org/wiki/Foreign_policy_of_the_Barack_Obama_administration)

## **Week 13**

Apr. 24, 26

**COLOMBIA CASE STUDY** (readings to be assigned): From Plan Colombia to Plan Mexico? The Complexities of “Colombianization”- Free Trade, the Drug War, State Terror, and Counter-Insurgency

**NO CLASSES DUE TO HOLIDAYS TUES. MAY 1 AND TUES. MAY 15**

## **Week 14 and Week 15**

Thurs. May 3, Tues. May 8, Thurs. May 10: **MEXICO CASE STUDY** (readings to be assigned)

Final Class (Conclusions): Thurs. May 17



## **Desired Program Outcomes for Bachelor and Masters' level Courses in International Business and International Relations**

Having completed the Bachelor of Arts and/or Masters' program in International Relations, students will:

1. demonstrate understanding of the complex and interconnected world through close study of historical, political, economic, legal, and cultural forces;
2. demonstrate understanding of human and cultural diversities;
3. understand the role of international law and international organizations in furthering peaceful and harmonious world relations;
4. be trained to launch careers in diplomacy, international business, and governmental and non-governmental international organizations;
5. be trained to hold positions in multinational corporations, research institutions, and educational institutions;
6. be prepared for further graduate study in international relations, international law, political science, or policy studies.

### **Alliant's Mission Statement**

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**  
Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**  
Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**  
Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national

boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

#### 4. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

### I. Policies and Procedures:

#### *Behavioral Expectations/Attendance*

##### 1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance.

Attendance criteria for this class are:

Punctuality: Please be on time!

Attendance: More than four unexcused absences will lower course grade one level.

##### 2. Information on Participation/types of participation required by the course

Readings and participation are the central elements in the course. The assignments provide details for class discussions, small and large work groups; and will vary on each assigned topic. This is an interactive course and students are expected to read the assigned material prior to class. The amount and quality of participation in activities and discussions will be reflected in the students' final grades.

##### 3. Instructor Assumptions

It is the student's responsibility to identify and complete any work missed in the course. All written work is due at the beginning of class on the assigned dates. Late papers will be accepted only at the professor's discretion and will be penalized. Grades will be determined on the basis of these course requirements as follows:

You are always welcome to discuss this course or other academic issues with me during my office hours. I will also be happy to make an appointment for another time if you cannot see me during office hours. Don't hesitate to ask if you have any questions or problems.

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4. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

5. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

6. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

***Policy Regarding Plagiarism***

***Plagiarism is citing, quoting, or paraphrasing the works of others without proper textual and bibliographic citations. It is the responsibility of students to understand the rules of proper use of the intellectual production of others, and the forms of proper citation in academic works. For example, students must not copy and paste written sources from the internet, and present these sources as their own work. Plagiarism constitutes a violation of university ethics rules.***

***Documented cases of plagiarism will have the following consequences. In the first instances the student may fail the written assignment that was plagiarized or the course, at the discretion of the class instructor. In the first instance of plagiarism the Program Director will create a file with a copy of the plagiarized work. In the second instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider suspension from the university for one semester. In the third instance the***

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*student may be called before the Student Evaluation and Review Committee (SERC) that may consider dismissal from the university.*

*If the student has any questions regarding the use of citations in papers or plagiarism, please ask the instructor or the Program Director.*

7. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

8. Policy on Course Requirements During Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

9. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

10. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at:  
[http://www.alliant.edu/academic/studentproblemsolving/Student\\_Grievance\\_Policy.pdf](http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf).

## **. Appendix: Alliant Mission, Values, Professional Practices and Competencies**

### **A. Alliant Mission**

**Description:** Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

**Purpose:** The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.



## **B. Alliant Core Values**

**Description:** The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

**Purpose:** The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

## **C. Alliant Professional Practice University Components of Excellence from the Mission**

**Description:** The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

**Purpose:** The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

## **D. Professional Practice Competencies**

**Description:** The Alliant Professional Practice Competencies (A-IMPACT) are:

- A discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- Multicultural/International competence
- Professional literacies
- Application of knowledge and research in new ways
- Conduct, judgment, dispositions and ethics
- Team-based and multidisciplinary approaches

**Purpose:** The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.