



FACULTY-LED  
STUDY ABROAD

## KIIS Argentina Program, Summer 2026

### PS 480 Topics: Dictatorship and Democracy

**Instructor:** Dr. Shawn Schulenberg

**Email:** schulenberg@marshall.edu

**Instructor's office hours:** on site and by appointment

*Syllabus subject to change*

### 1. Course Description:

This course will examine the relationship between the armed forces and the societies they are charged to protect, with a focus on the cases of Argentina, Brazil, and Chile. Although we will focus primarily on Argentina, we will also study events in Brazil and Chile so that we can understand how and why we see different regional variations and the consequences of these differences today. We will study the events chronologically and thematically as follows: the preconditions to a military coup, military regimes in power, transitions to democratic rule, how civilians deal with human rights prosecutions afterwards, and the impact this all has on democracy after the transition is complete.

### 2. Overall KIIS Program Student Learning Outcomes:

#### KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

#### Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

### 3. Course Objectives and Specific Learning Outcomes:

Upon successful completion of this course, students will be able to:	How students will practice each outcome:	How student achievement of each outcome will be assessed:
1. Explain why militaries sometimes overthrow civilian governments while at other times remain subordinate.	Readings/Class Discussion	Short Essays
2. Evaluate the preconditions leading to military coups Argentina, Brazil, and Chile.	Readings/Class Discussion	Short Essays
3. Evaluate and compare the tenure of military rule in Argentina, Brazil, and Chile.	Readings/Class Discussion	Short Essays/Independent Research & Presentation
4. Explain the legacy of military dictatorships on democratic rule in Argentina, Brazil, and Chile today.	Readings/Class Discussion	Short Essays/Independent Research & Presentation
5. Ethically and efficiently incorporate generative AI into academic work.	Readings/Class Discussion	Short Essays/Independent Research

### 4. Major Topics covered in the Course:

Dictatorship, Democracy, Political Regimes, Civil-Military Relations, Development, Human Rights, Memory, and Justice

### 5. Required Readings and Materials:

- Dávila, Jerry. 2013. *Dictatorship in South America*. Malden, MA: Wiley-Blackwell. Kindle: <http://www.amazon.com/Dictatorship-South-America-Viewpoints-Puntos-ebook/dp/B00CO32BEO/> Best to read before coming to Argentina.
- Google Classroom. You can access all other course-related files, including this syllabus.
- A generative AI account with either ChatGPT, Google Gemini, Perplexity, Microsoft Copilot, Claude, or Perplexity. A free version is fine. See professor for approval of other large language models.

### 6. Graded Assignments:

Grades for the course will be calculated based on your work on the following items:

- **Participation (20%)** – You will be graded here on your active engagement with our guest speakers and tours (10%, based on pre-quizzes and excursion behavior) and during class (10%). Students are expected to attend every class and participate in all out-of-class activities as directed by the instructor/program director. KIIS requires that any unexcused absence results in a grade reduction. Your course letter grade will be deducted one full letter grade for any unexcused absence. Students with two or more unexcused absences may be expelled from the program.
- **Independent Research/Final Presentation (40%)** – Students will research a specific contemporary political issue that is shaped in some way by the history of military rule/democratization. You will complete a five-page essay (20%) and present your

research to the class during our last meeting. You will be expected to reference academic and non-academic articles, books, and websites as your source material, as well as take advantage of the on-site location to interview a few locals regarding their perspective on your topic.

- **Class Essays (40%)** – For each class period, you will submit a short essay (300 words minimum) and a sample of how you used generative AI for tutoring. This should be accompanied by a Metacognitive reflection.
  - For the short essay, I will assign a specific topic for each class, but generally they will ask you to relate the course readings to our experiences in Argentina. **For first class:** Many people in Argentina, Brazil, and Chile thought these human rights abuses by the military could never happen there, but many in the United States also believe it could never happen within our borders. Could such abuses happen in the United States? Why or why not? What would it look like?
  - In addition to this, you are required to use some form of generative AI (free versions of ChatGPT, Microsoft Copilot, Claude, or Perplexity are fine) as a personal tutor between classes to assist your learning. While you are reading, ask generative AI two questions that come to mind, and copy-and-paste both the questions and the answers at the end of the assignment. The due date for each essay is 8:00 AM. Late work will not be accepted (will receive a zero).
  - Metacognitive reflection (see next section on Generative AI Policy)

All course assignments must be completed to receive a passing grade. There will be no extra credit offered. Your course will use the following scale:

A = 90-100%   B = 80-89%   C = 70-79%   D = 60-69%   F ≤ 59%

## 7. Generative AI Policy:

**Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.**

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can “hallucinate” (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. For information on citing AI, please see [MU Library's citation website](https://libguides.marshall.edu/plagiarism-AI/cite) (URL: <https://libguides.marshall.edu/plagiarism-AI/cite>).

**Students are permitted and encouraged to use generative AI in the following ways:**

- **Brainstorming:** You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- **Citation Assistance:** AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- **Grammar and Style Checking:** AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.

- **Concept Understanding:** Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- **Research Assistance:** AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

**You may not use generative AI in coursework in the following ways:**

- **Plagiarism:** Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- **Data Manipulation:** Using AI tools to alter data or create misleading information.
- **Misrepresentation of Skills:** Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- **Confidentiality Breach:** Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

**Metacognitive Reflection.** In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

## 8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

## 9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, [maria.canning@wku.edu](mailto:maria.canning@wku.edu), to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, [haley.mctaggart@wku.edu](mailto:haley.mctaggart@wku.edu), if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

### 10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / [ena.demir@wku.edu](mailto:ena.demir@wku.edu)) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / [michael.crowe@wku.edu](mailto:michael.crowe@wku.edu)). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/titleix/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

### 12. Tentative Course Schedule:

DATE	TOPIC	READINGS
Class 1	Syllabus/Background	Dávila, Introduction & Chapter 1
Class 2	Argentina: Theory	Huser Chapter 2 (Google Classroom)
Class 3	Argentina, Pre-Coup	Dávila, Chapter 3

Class 4	Argentina, Dictatorship	Dávila, Chapter 5 & Hauser Chapter 3 (Google Classroom)
Class 5	Argentina, Dictatorship	Dávila, Chapter 5 & Hauser Chapter 3 (Google Classroom)
Class 6	Brazil, Pre-Coup	Dávila, Chapter 2
Class 7	Brazil, Dictatorship	Dávila, Chapter 6
Class 8	Chile, Pre-Coup	Dávila, Chapter 4
Class 9	Chile, Dictatorship	Dávila, Chapter 7 & Conclusion
Class 10	Argentina in Democracy	Epstein and Pion Berlin (Google Classroom). Also, do your own research on contemporary events.
Class 11	Chile in Democracy	Arceneaux and Pion-Berlin (Google Classroom). Also, do your own research on contemporary events.
Class 12	Brazil in Democracy	Hunter and Power (Google Classroom). Also, do your own research on contemporary events.
Class 13	Final Presentations	None