



FACULTY-LED
STUDY ABROAD

KIIS Argentina Program, Summer 2027

SOCL 489-2 Study Abroad: Migration, Culture, and Social Change

Instructor: Ana Liberato, PhD

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: This course examines migration, culture, urban transformation, and social change and how they interact. Through guided excursions, field observations, and short reflective assignments, students will explore how historical and contemporary processes shape everyday life and social interactions. Using Buenos Aires as a point of reference, the course activities will highlight immigrants' impact, neighborhood change, Indigenous legacies, political protest, cultural tourism, government and finance, sports, tango, and the built environment, while also encouraging students to think critically about representation, inequality, and social change. Drawing on experiential learning, students will develop sharper observational skills, intercultural competence, and a deeper understanding of social and cultural landscapes. The course invites students to connect academic concepts with lived experience through collaborative, site-based learning.

Students will learn through close engagement with place, people, and everyday life. The course emphasizes careful observation of local social relations, institutions, and cultural meanings, as well as attention to how embodied experience shapes identity and understanding. Students will also reflect on what they see, hear, and experience in daily life through short written, visual, or oral responses that connect field observations to course concepts and civic issues. Assignments will be designed to be brief and manageable in the field, while encouraging students to think critically about their experiences and connect them to academic ideas.

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:

1. Analyze migration patterns and processes in Argentina and Latin America, including their historical roots and contemporary social impacts
2. Critically evaluate representations of culture, identity, and memory in Buenos Aires
3. Connect local experiences in Buenos Aires to broader regional themes of inequality, social change, and economic and political transformation.

4. Major Topics covered in the Course: History, culture, migration, identity, economics, and social change

5. Required Readings:

Books:

Robert H. Holden and Rina Villars. 2013. Contemporary Latin America: 1970 to the Present. Wiley-Blackwell. Kindle Book.

Keeling, D. J. 2021. Contemporary Argentina: A Geographical Perspective. Routledge.

Articles:

Archetti, Eduardo P. 2003. Playing Football and Dancing Tango: Embodying Argentina in Movement, Style and Identity. In Noel Dyck and Eduardo P. Archetti (eds.), Sport, Dance and Embodied Identities. London and New York: Routledge.

Bastia, T., & vom Hau, M. 2014. Migration, Race and Nationhood in Argentina. Journal of Ethnic and Migration Studies, 40(3), 475–492. <https://doi.org/10.1080/1369183X.2013.782153>

Grimson, Alejandro and Menara Guizardi. 2022. Migratory Processes in Argentina. In, Alejandro Grimson and Menara Guizardi's The Routledge History of Modern Latin American Migration. London and New York: Routledge.

Sassone, S.M. 2016. Latin American Migration, Residential Patterns, and Social Cohesion in Argentina Cities. In: Domínguez-Mujica, J. (eds) Global Change and Human Mobility.

Advances in Geographical and Environmental Sciences. Springer, Singapore.

https://doi.org/10.1007/978-981-10-0050-8_6

Soler, M. I., & Correa-Otto, S. 2025. Globalization, Privatization and the Role of the State in Education Through Representative Terms of Government in Argentina. *Journal of Latinos and Education*, 24(1), 151–169. <https://doi.org/10.1080/15348431.2024.2368085>

-Google Classroom. You can access all other course-related files, including this syllabus.

6. Graded Assignments:

a. Participation (20%). Consistent engagement and active participation in all learning activities are essential. You are expected to complete all assignments on time, engage with course material, attend every class and fully participate in excursions. 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. You will have a failing participation grade (12 points or lower, if you do not complete all assignments and miss excursions and classes.

b. Independent Research/Final Presentation (40%) Students will research a specific issue that deals with migration, culture, memory, identity, or social change in Latin America. Students will complete a five-page essay (30%) and present their research to the class during our last meeting (10%). Students will be expected to reference academic articles, books, and reputable websites as their source material, as well as take advantage of the on-site location to interview a few locals regarding their perspective on your topic.

c. Class Essays (40%) – For each class period, students will write short reflective essays (minimum 300 words) in which they integrate course lectures, readings, class activities, and additional research with their personal perspectives and perspectives in Argentina. The due date for each essay is 8:00 AM.

All course assignments must be completed to receive a passing grade. Late work will not be accepted. The instructor will immediately assign a grade of zero for any assignment that is not submitted. There will be no extra credit offered.

Grading Rubric

- A (90-100%): Represents exceptional work that exceeds course expectations.
- B (80-89%): Reflects strong performance, demonstrating effort, insight, creativity, thoroughness, and clarity.
- C (70-79%): Indicates satisfactory fulfillment of course requirements.
- D (60-69%): Reflects below-satisfactory completion of course requirements.
- F (59% and below): Indicates failing performance and a lack of fulfillment of course requirements.

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. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

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 excessive 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, 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, 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) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / 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/>.

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.

11. Tentative Course Schedule:

DATE	TOPIC	READINGS
Class 1	Introduction What is Latin America?	Holden and Villars Chapter 1
Class 2	Economic development	Keeling Chapter 1
Class 3	Regional and International Relations	Keeling Chapter 2
Class 4	Identities, Cultures, and Beliefs	Holden and Villars Chapter 2
Class 5	Culture: Literature, the visual arts, cinema and sports	Chapters 13 and 14 in Holden and Villars
Class 6	Culture: Tango, football and identity	Playing Football and Dancing Tango: Embodying Argentina in Movement, Style and Identity by Eduardo Archetti
Class 7	Migration	Migratory Processes in Argentina
Class 8	Migration and Identity	Migration, race and nationhood by Bastia, T., & vom Hau
Class 9	Latin American immigrants in Argentina	Latin American Migration, Residential Patterns, and Social Cohesion in Argentina Cities by Sassone
Class 10	Urban growth and the megacity	Keeling Chapter 6
Class 11	Social Change: Education	Globalization, Privatization and the Role of the State in Education by Soler and Correa-Otto
Class 12	Argentina in the XXI Century	Keeling Chapter 10
Class 13	Final Presentations	