

Patagonia Outdoor Adventure

Course Details

Course Designator & Number: ARGN 3201

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: On-Site Faculty - Leonardo Ariel Mensi Malerba

Important: Health Status

This course involves moderate to high energy expenditure and is considered moderately to highly intense. It is therefore recommended that students be aware of their health status and any limitations that may affect their ability to participate safely in the course's physical activities. If you have any questions about your health status, consult a physician for advice. You should also inform the instructor of any pre-existing health conditions before participating in any activity.

Course Description

This course explores physical activity and the intersection of culture, environment, and movement in Buenos Aires and the Argentinian Patagonia. Through a 9-day study tour to Patagonia, preceded and followed by on-campus learning in Buenos Aires, students will examine how Argentinian society integrates different forms of physical activity into daily life.

While based in Buenos Aires and Patagonia, students will engage in a variety of cultural and physical activities designed to build physical literacy.

The curriculum includes:

- Expert Instruction: Lectures and demonstrations by experts on training principles, safety, techniques, strategies, and etiquette.
- Cultural Immersion: Guided visits to historical sites to understand the regional heritage that shapes Argentines.
- Comparative Analysis: A structured exploration of the student's own activity levels before, during, and after the course.

The course prioritizes the development of functional knowledge, etiquette, and skills across diverse physical activities. By navigating the Argentinian landscape, students will be challenged to reflect on their emotional responses to new environments and integrate these global perspectives into a lifelong pursuit of physical activity.

Course Objectives

This course is designed to provide opportunities for students to:

- A. Integrate global perspectives into a sustainable, lifelong plan for physical activity.
- B. Execute proper techniques and etiquette for a wide range of physical activities in Buenos Aires and Patagonia.
- C. Identify barriers and facilitators to an active lifestyle across different regions of Argentina.
- D. Synthesize global perspectives and lived experiences to develop a sustainable, long-term plan to pursue a physically active lifestyle.
- E. Analyze how infrastructure, social etiquette, and cultural norms influence physical activity.
- F. Demonstrate intercultural competency by applying strategies for flexibility and emotional regulation to navigate, analyze, and reflect on unfamiliar cultural practices and social ambiguity.

Methodology

The pedagogical foundation of this course is built upon a Multidimensional Learning Model that integrates physical practice, environmental analysis, and cultural reflection. The methodology is designed to transform the Argentinian landscape—from the urban density of

Buenos Aires to the wilderness of Patagonia—into a living laboratory for the study of movement.

Key methodological pillars include:

- Evidence-Based Practice: Students use activity trackers / wearable technology to collect objective data on their movement patterns, which are then analyzed to understand the influence of different infrastructures and terrains on physical exertion.
- Andragogical In-Situ Learning: Instruction is delivered through a combination of expert lectures, field demonstrations, and hands-on participation in regional activities, ensuring that theoretical principles are immediately applied in real-world settings.
- The "Shadowing & Observation" Technique: During field visits, students employ structured observation to analyze how local social norms, such as the use of plazas or "Trekking Capital" infrastructure, facilitate or hinder active lifestyles.
- Narrative Reflection: A core component of the methodology is the use of daily reflections to synthesize personal growth, intercultural competency, and the integration of global perspectives into a sustainable, lifelong plan for physical activity.

Liberal Education Statement

Theme Courses: Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- Thinking ethically about important challenges facing our society and world
- Reflecting on the shared sense of responsibility required to build and maintain community
- Connecting knowledge and practice
- Fostering a stronger sense of our roles as historical agents

Common Liberal Education Theme Criteria

Thinking ethically about important challenges facing our society and world:

This course closes with a final comparative essay in which students analyze a chosen sport or physical activity within both U.S. and Argentine contexts. By examining cultural significance, accessibility, and practice, students explore the ethical and social dimensions of physical activity. The essay prompts them to evaluate local community infrastructure and physical

activity habits—such as Buenos Aires’ urban polideportivos versus U.S. campus environments—and analyze how geography and climate (from urban density in Buenos Aires to extreme conditions of wind, ice, and altitude in Patagonia) shape access, privilege, and participation. Through this comparative framework, students critically assess host-country norms, reflect on personal growth, and develop a broader vision for long-term physical activity within diverse global societies.

Reflecting on the shared sense of responsibility required to build and maintain community:

In this course, community-building is put into practice through active participation, mutual support, and the Argentine concept of *compañerismo* (camaraderie and sportsmanship). Students are expected to take shared responsibility for creating a positive, collaborative, and optimal learning environment across all outdoor and group activities. By engaging directly with local sporting culture and etiquette—whether through team sports like fútbol or group trekking in Patagonia—students reflect on how individual actions impact the collective group experience. These firsthand reflections allow them to interrogate their own values regarding teamwork and social responsibility, leaving them with insights on how to foster strong, supportive communities long after the program ends.

Connecting knowledge and practice:

As an experiential course, students actively bridge theoretical understanding with real-world application. Classroom learning, readings, and reflections are directly applied during field experiences as students master safety protocols, etiquette, and norms for both individual and team sports. Navigating physical activities across contrasting environments—from urban navigation in Buenos Aires to extreme outdoor conditions in Patagonia—requires students to translate safety knowledge, technical skills, and cultural awareness into immediate practice, strengthening their capacity to navigate new global contexts safely and effectively.

Fostering a stronger sense of our roles as historical agents:

This course examines physical and sporting practices through a historical lens, exploring how sports culture—most notably fútbol—has been historically constructed to shape Argentina's national identity and global stereotypes. While acknowledging the profound influence of soccer, the course also highlights the vast diversity of Argentine athletic practices, illustrating that a country's sporting identity is as rich and multifaceted as the individuals who practice it. By studying the historical origins of these diverse traditions and experiencing how they are lived today, students reflect on how cultural identities and stereotypes evolve over time. Placed in this dynamic context, students evaluate their own cultural background as U.S. Americans through their host country's lens, enabling them to see themselves as active historical agents capable of understanding and engaging with complex cultural realities.

Global Perspectives Theme objectives and criteria:

“Undergraduates must develop the competence to function effectively and ethically in a complex, rapidly changing world that is increasingly interdependent yet fraught with conflicts and disparities. The Global Perspectives Theme assures that graduates from the University have had at least one significant academic exposure to the world beyond US borders, and the opportunity to consider the implications of this knowledge for the international community and their own lives.

“Courses in many disciplines and interdisciplinary areas may be suitable for the Global Perspectives Theme, and efforts should be made to assure that all world regions are represented among courses meeting this requirement. Topics addressed in a Global Perspectives Theme course might include (but are not limited to) contemporary popular culture; nationalism; globalization; human rights; comparative politics, economics, or cultures; historical studies; different modes of material and political life; regional, ethnic, or religious conflict; artistic and literary responses to colonialism or the colonial legacy, and the role of governments, corporations, or international organizations. Through concentrated study of a particular country, culture, or region, through in-depth focus on a particular global issue with reference to two or more parts of the world, or through the study of global affairs by a comparative method, students may cultivate a broader and more thoughtful perspective; increase their global awareness; and learn the importance of the particularities of place, time, and culture to understanding our world.” UMN CLA:

<http://asr.umn.edu/liberal-education-course-proposal-guidelines/global-perspectives-theme-proposals>

Experiential Learning & Field Visits

The course is built around immersive physical experiences that transition from urban navigation to high-intensity wilderness exploration:

Urban Immersion (Buenos Aires): Students will engage in "observational missions" to analyze urban movement. Activities include navigating the city's Ciclovía (bike lanes) using the EcoBici system, urban hiking in the Costanera Sur Ecological Reserve, and participating in traditional movement through Tango and Folklore classes.

Patagonia Study Tour (El Calafate & El Chaltén): This core component involves high-intensity field work. This will include:

- **Trekking Capital Analysis:** In El Chaltén, students will complete hikes such as Laguna de los Tres (20km) to compare wilderness infrastructure with urban fitness models and analyze group dynamics during endurance activities.

- Cultural & Rural Movement: Visit to a traditional Estancia allows for the study of horseback riding and rural labor as physical activity, contrasting the "Gaicho" lifestyle with modern sedentary trends.
- Students may also participate in activities such as kayaking in the glacial waters of Patagonia and/or biking in the area.

Physical Activity Assessment / Student Work

Self-Reflective Movement Analysis: This pedagogical framework integrates personal data collection with environmental observation to foster a deep understanding of physical literacy:

- Critical Observation & Reflections: Through daily reflections in Google Docs, students document their emotional and physical responses to new landscapes. This process encourages them to identify environmental barriers and facilitators to an active lifestyle.
- Instructor assess technique - knowledge check prior to activity before meeting with activity expert.
- Integrated "Sportspersonship" (Compañerismo): The methodology emphasizes the Argentine concept of *compañerismo*, where learning occurs through mutual support, encouragement, and active integration into local sporting and trekking etiquette.
- Synthesis of Global Perspectives: By contrasting their physical habits at home with their lived experiences in Argentina, students develop a sustainable, long-term plan for a physically active lifestyle.

Course Prerequisites

To participate safely and effectively in this program, students must meet the following requirements:

- **Physical Readiness:** This course involves moderate to high energy expenditure and is considered **moderately to highly intense**. Students must be capable of completing long-distance hikes (up to 20km) on uneven terrain and moving in cold-weather environments.
- **Health Status Disclosure:** It is mandatory for students to assess their health status and inform the instructor of any pre-existing conditions or limitations before participating in physical activities.
- **Required Gear:** Students must provide their trekking boots with good grip (preferably waterproof), and technical clothing suitable for unpredictable Patagonian weather (base, middle, and outer layers).

- **Academic Commitment:** Students are expected to attend all in-person meetings following the travel component and complete reflections and immersive activity quizzes.
- **Intercultural Mindset:** A willingness to demonstrate "Sportspersonship" (compañerismo) and adapt to local etiquette and social norms in both urban and rural Argentine contexts.

Required Reading / Materials

This course does not have a physical textbook, but we will have a select set of readings. Students should plan to read the required content before each class.

Reference Manuals & Web Resources

BA Ecobici. Gobierno de la Ciudad de Buenos Aires, <https://www.baecobici.com.ar/>.

Basic Rules. Fédération Internationale de Volleyball (FIVB), <https://www.fivb.com/volleyball/the-game/basic-rules/>.

Costanera Sur Ecological Reserve. Ente de Turismo del Gobierno de la Ciudad de Buenos Aires, <https://turismo.buenosaires.gob.ar/en/atractivo/costanera-sur-ecological-reserve>.

Deporte y actividad física en clave comparativa: Análisis de encuestas realizadas en Argentina, países de América Latina y Europa. Observatorio Social del Deporte, Ministerio de Turismo y Deportes de la Nación, 2021, https://www.argentina.gob.ar/sites/default/files/2022/06/informe_comparativo_argentina_y_el_mundo_-_martin_recanatti_corregido_2.pdf.

Encuesta Nacional de Actividad Física y Deporte 2021: Análisis y reflexiones a partir de los resultados. Ministerio de Turismo y Deportes de la Nación, 2021, https://www.argentina.gob.ar/sites/default/files/enafyd_ampliada_-_impresion_paginas_1.pdf.

Encuesta Nacional de Actividad Física y Deporte 2021: Informe general. Ministerio de Turismo y Deportes de la Nación, 2021, https://www.argentina.gob.ar/sites/default/files/2021/06/encuesta_nacional_1.pdf.

Field Hockey Rules: How to Play. International Olympic Committee (IOC), <https://www.olympics.com/en/news/field-hockey-rules-how-to-play>.

Getting Around. Ente de Turismo del Gobierno de la Ciudad de Buenos Aires, <https://turismo.buenosaires.gob.ar/en/article/getting-around>.

Guide to Explore Buenos Aires by Bike: One Neighborhood Each Day. Visit Argentina, Instituto Nacional de Promoción Turística (INPROTUR),

<https://www.argentina.travel/en/news/a-guide-to-explore-buenos-aires-by-bike-one-neighborhood-each-day>.

How to Play Handball: Rules of the Game. International Olympic Committee (IOC), <https://www.olympics.com/en/news/handball-game-rules-regulations-how-to-play>.

Injury Prevention & Health Promotion. Fédération Internationale de Football Association (FIFA), <https://inside.fifa.com/en/health-and-medical/injury-prevention>.

Injury Prevention Manual. European Handball Federation (EHF), <https://www.eurohandball.com/media/f4fijiy/injury-prevention-manual.pdf>.

Laws of the Game. The International Football Association Board (IFAB), <https://www.theifab.com/laws/latest/the-field-of-play/>.

Manual del ciclista. Gobierno de la Ciudad de Buenos Aires, 2022, <https://static.buenosaires.gob.ar/sites/default/files/media/document/2022/08/25/59852173f44e621eeb2801e1a45f322b65b453d0.pdf>.

Mapa interactivo de Buenos Aires: Bicicletas. Gobierno de la Ciudad de Buenos Aires, <https://mapa.buenosaires.gob.ar/mapas/mapas/?lat=-34.594680&lng=-58.493453&zl=16&modo=transporte&map=bicicletas>.

Official Padel Rules Explained. Lawn Tennis Association (LTA Padel), <https://www.ltapadel.org.uk/play/how-to-get-started-playing-padel/rules/>.

Padel Warm-Up Exercises. Lawn Tennis Association (LTA Padel), <https://www.ltapadel.org.uk/play/how-to-get-started-playing-padel/padel-warm-up-exercises/>.

Rules of the Game: Indoor Handball. International Handball Federation (IHF), 2025, https://www.ihf.info/sites/default/files/2025-07/09A%20-%20Rules%20of%20the%20Game_Indoor%20Handball_E.pdf.

Science Dances Tango. Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET), 2018, <https://www.conicet.gov.ar/science-dances-tango/>.

Tips for Bikers in Buenos Aires. Biker Street, <https://biker-street.com/tips-for-bikers-in-buenos-aires/>.

User Guides for Accessible Travel Based on ISO Standard 21902:2021. UN Tourism / European Network for Accessible Tourism (ENAT), <https://www.accessibletourism.org/?i=enat.en.reports.2410>.

Academic Literature & Research Readings

Alabarces, Pablo, et al. "Argentina." *The Palgrave International Handbook of Football and Politics*, edited by Jean-Michel De Waele et al., Palgrave Macmillan, 2018, pp. 497–514. ResearchGate, https://doi.org/10.1007/978-3-319-78777-0_24.

Arlettaz, María Emilia, and Gabriel Ramos. "Socioeconomic Inequities and Barriers to Physical Activity in Argentina." *Preventive Medicine*, vol. 173, Aug. 2023, article 107555. *ResearchGate*, <https://doi.org/10.1016/j.ypmed.2023.107555>.

Dahmen, Jari, et al. "Incidence, Prevalence and Nature of Injuries in Padel: A Systematic Review." *BMJ Open Sport & Exercise Medicine*, vol. 9, no. 2, 2023, article e001607. *PubMed Central*, <https://doi.org/10.1136/bmjsem-2023-001607>.

Delclòs-Alió, Xavier, et al. "Walking for Transportation in Large Latin American Cities: Walking-Only Trips and Total Walking Events and Their Sociodemographic Correlates." *Transport Reviews*, vol. 42, no. 3, 2022, pp. 296–317. *Taylor & Francis Online*, <https://doi.org/10.1080/01441647.2021.1966552>.

Fan, Jessie X., et al. "Rural-Urban Differences in Objective and Subjective Measures of Physical Activity: Findings from the National Health and Nutrition Examination Survey (NHANES) 2003–2006." *Preventing Chronic Disease*, vol. 11, 2014, article E141. *PubMed Central*, <https://doi.org/10.5888/pcd11.140189>.

Gabbett, Tim J. "The Training-Injury Prevention Paradox: Should Athletes Be Training Smarter and Harder?" *British Journal of Sports Medicine*, vol. 50, no. 5, 2016, pp. 273–80. *PubMed Central*, <https://doi.org/10.1136/bjsports-2015-095788>.

Gouttebauge, Vincent, and V. Zuidema. "Prevention of Musculoskeletal Injuries in Recreational Field Hockey: The Systematic Development of an Intervention and Its Feasibility." *BMJ Open Sport & Exercise Medicine*, vol. 4, no. 1, 2018, article e000425. *PubMed Central*, <https://doi.org/10.1136/bmjsem-2018-000425>.

Grosso Laguna, Alejandro. "Biomechanical Analysis and Metric Interpretation of 'Walking' in Tango Dance." *European Review of Artistic Studies*, vol. 11, no. 4, 2020, pp. 1–20. *Dialnet*, <https://dialnet.unirioja.es/descarga/articulo/9288649.pdf>.

Hoyt, Jennifer. "Memory and the Origins of the Reserva Ecológica Costanera Sur in Buenos Aires." *Arcadia*, no. 12, Rachel Carson Center for Environment and Society, 2015. *Environment & Society Portal*, <https://www.environmentandsociety.org/arcadia/memory-and-origins-reserva-ecologica-costanera-sur-buenos-aires>.

Lee, Yi-Sheng, et al. "Physiological and Physical Determinants of Flat-Water Kayaking." *Muscles*, vol. 4, no. 3, 2025, p. 32. *PubMed Central*, <https://doi.org/10.3390/muscles4030032>.

Li, Shiyi, et al. "Effectiveness of Recovery Strategies After Training and Competition in Endurance Athletes: An Umbrella Review." *Sports Medicine - Open*, vol. 10, no. 1, 2024, article 55. *PubMed Central*, <https://doi.org/10.1186/s40798-024-00724-6>.

Philips, Braden. "Sensual and Scandalous: How Tango Took the World by Storm." *National Geographic*, 2022, <https://www.nationalgeographic.com/premium/article/tango-birth-origins-dance-ballroom-buenos-aires-argentina>.

Reeser, J. C., et al. "Strategies for the Prevention of Volleyball Related Injuries." *British Journal of Sports Medicine*, vol. 40, no. 7, 2006, pp. 594–600. *PubMed Central*, <https://doi.org/10.1136/bjsm.2005.018234>.

Saller, Maximilian, et al. "A Review of Biomechanical and Physiological Effects of Using Poles in Sports." *Bioengineering*, vol. 10, no. 4, 2023, article 497. *PubMed Central*, <https://doi.org/10.3390/bioengineering10040497>.

Sánchez-Alcaraz, Bernardino Javier, and Jerónimo Courel-Ibáñez. "The Role of Padel in Improving Physical Fitness and Health Promotion: Progress, Limitations, and Future Perspectives—A Narrative Review." *International Journal of Environmental Research and Public Health*, vol. 19, no. 11, 2022, article 6582. *PubMed Central*, <https://doi.org/10.3390/ijerph19116582>.

Useche, Sergio A., Francisco Alonso, et al. "Using Demographic, Psychosocial, Behavioural and Safety-Related Factors to Assess Cyclists' Behaviour: A Comparative Approach Across 19 Countries." *Data in Brief*, vol. 54, 2024, article 110278. *PubMed Central*, <https://doi.org/10.1016/j.dib.2024.110278>.

Useche, Sergio A., Francisco Alonso, et al. "Yes, Size Does Matter (for Cycling Safety)! Comparing Behavioral and Safety Outcomes in S, M, L, and XL Cities from 18 Countries." *Journal of Transport Geography*, vol. 114, 2024, article 103754. *ScienceDirect*, <https://doi.org/10.1016/j.jtrangeo.2023.103754>.

Vieira, Marcus Fraga, et al. "Effects of Four Days Hiking on Postural Control." *PLoS ONE*, vol. 10, no. 4, 2015, article e0123214. *PubMed Central*, <https://doi.org/10.1371/journal.pone.0123214>.

Voloshina, Anna S., et al. "Biomechanics and Energetics of Walking on Uneven Terrain." *Journal of Experimental Biology*, vol. 216, no. 21, 2013, pp. 3963–70. *PubMed Central*, <https://doi.org/10.1242/jeb.081711>.

Westenhöfer, Joachim, et al. "Walkability and Urban Built Environments—A Systematic Review of Health Impact Assessments (HIA)." *BMC Public Health*, vol. 23, 2023, article 518. *ResearchGate*, <https://doi.org/10.1186/s12889-023-15363-2>.

Required Equipment & Clothing

Students will need physical activity clothing and footwear. Patagonian weather is unpredictable. You can experience temperatures ranging from 5°C to 18°C (41°F to 64°F) within the same day. Therefore, the main rule is to dress in layers:

- Base Layer: Thermal shirts.
- Middle Layer: A lightweight down jacket.
- Outer Layer: A high-quality windbreaker and waterproof jacket.

Regarding footwear, you will need trekking boots with good grip. If they are waterproof, even better.

- Other essential accessories are: trekking pole, a small backpack for your trekking, sunglasses, a water bottle, gloves, and a beanie. Even in March, the air near the glaciers is icy. Please don't forget to bring lip balm and sun protection (the ozone layer is thinner here, and the reflection off the glaciers is intense). A small microfiber towel if you are kayaking.

Resources, brands, and other details will be discussed at the first informational session.

Phase I: BA Urban Immersion (weeks 1 to 5)

Unit 1 : “BA Urban Public Transport Activity Reports”

This unit introduces an experiential framework for examining the relationship between urban mobility and physical activity, connecting theoretical concepts with field-based observation and real-world data collection within the Buenos Aires public transport system. Theoretical classroom session with slides and explanatory videos.

Observation mission: using the SUBE system, bus (*colectivo*), and subway (*subte*).

Introduction to the “Load Monitoring Model” (Tim Gabbett), “Rate of Perceived Exertion” (RPE) and “Repetitions in reserve” in order to build an individual map of subjective perception of physical activity (“internal load”). Basic concepts of management and integration of this concept with the “external load” registered by the wearable activity trackers.

Assesment: Preparation of a weekly public transport usage and a Physical Activity Tracker log to be used throughout the course.

Readings:

Reference Manuals & Web Resources

Deporte y actividad física en clave comparativa: Análisis de encuestas realizadas en Argentina, países de América Latina y Europa. Observatorio Social del Deporte, Ministerio de Turismo y Deportes de la Nación, 2021,

https://www.argentina.gob.ar/sites/default/files/2022/06/informe_comparativo_argentina_y_el_mundo_-_martin_recanatti_corregido_2.pdf.

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Gabbett, Tim J. "The Training-Injury Prevention Paradox: Should Athletes Be Training Smarter and Harder?" *British Journal of Sports Medicine*, vol. 50, no. 5, 2016, pp. 273–80. *PubMed Central*,
<https://doi.org/10.1136/bjsports-2015-095788>.

Unit 2 : "Sustainable Mobility and Green Spaces 1 "

Analysis and experimentation regarding the primary sustainable mode of transport in the city of Buenos Aires.

Experiential Learning:

Step 1- Introduction to the Ecobici system in Buenos Aires.

Step 2- Safety rules & etiquette for cycling in Buenos Aires

Step 3- Assessment of bicycle availability for the entire group.

Step 4- Analysis of options for a group ride.

Step 5- On the day of the ride, record the distance covered and the subjective perception of effort.

Step 6- After the ride, propose new ideas based on the map of available bike lanes.

Assessment: Comparative report of the urban bike experience in Buenos Aires versus the student's place of origin based primarily on safety traffic rules, accessibility, and issues.

Readings:

Reference Manuals & Web Resources

BA Ecobici. Gobierno de la Ciudad de Buenos Aires, <https://www.baecobici.com.ar/>.

Guide to Explore Buenos Aires by Bike: One Neighborhood Each Day. Visit Argentina,

Instituto Nacional de Promoción Turística (INPROTUR),

<https://www.argentina.travel/en/news/a-guide-to-explore-buenos-aires-by-bike-one-neighborhood-each-day>

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<https://static.buenosaires.gob.ar/sites/default/files/media/document/2022/08/25/59852173f44e621eeb2801e1a45f322b65b453d0.pdf>.

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<https://mapa.buenosaires.gob.ar/mapas/mapas/?lat=-34.594680&lng=-58.493453&z=16&modo=transporte&map=bicicletas>.

Tips for Bikers in Buenos Aires. Biker Street, <https://biker-street.com/tips-for-bikers-in-buenos-aires/>.

Academic Literature & Research Readings

Useche, Sergio A., Francisco Alonso, et al. "Using Demographic, Psychosocial, Behavioural and Safety-Related Factors to Assess Cyclists' Behaviour: A Comparative Approach Across 19 Countries." *Data in Brief*, vol. 54, 2024, article 110278. *PubMed Central*, <https://doi.org/10.1016/j.dib.2024.110278>.

Useche, Sergio A., Francisco Alonso, et al. "Yes, Size Does Matter (for Cycling Safety)! Comparing Behavioral and Safety Outcomes in S, M, L, and XL Cities from 18 Countries." *Journal of Transport Geography*, vol. 114, 2024, article 103754. *ScienceDirect*, <https://doi.org/10.1016/j.jtrangeo.2023.103754>.

Unit 3 : "Recreational Sports 1: Football as the Cornerstone of Argentine Sport "

Introduction to its history in Argentina and its cultural significance.

Amateur football as a recreational experience.

Experiential Learning:

- Step 1- Simulation of the soccer field selection and booking process for the practice session.
- Step 2- Selection of videos explaining basic soccer rules.
- Step 3- On practice day, the sport will be observed during the hour prior to the session.
- Step 4- On-field, warm-up based on the FIFA 11+ injury prevention protocol will be performed.
- Step 5- Guided practice
- Step 6- On-site recovery strategies

Assessment: Generate a report of contextual factors (approximate cost per session, time commitment, other warm up strategies available, risks).

Readings:

Reference Manuals & Web Resources

Injury Prevention & Health Promotion. Fédération Internationale de Football Association (FIFA), <https://inside.fifa.com/en/health-and-medical/injury-prevention>.

Laws of the Game. The International Football Association Board (IFAB),
<https://www.theifab.com/laws/latest/the-field-of-play/>.

Academic Literature & Research Readings

Alabarces, Pablo, et al. "Argentina." *The Palgrave International Handbook of Football and Politics*, edited by Jean-Michel De Waele et al., Palgrave Macmillan, 2018, pp. 497–514. ResearchGate, https://doi.org/10.1007/978-3-319-78777-0_24.

Unit 4: "Recreational Sports 2: Handball, Volleyball, and Field Hockey"

Other common recreational sports in Buenos Aires. Introduction to their history in Argentina.

Experiential Learning: Handball experiential learning and theoretical asynchronous virtual class with slides and explanatory videos describing handball, field hockey, and volleyball in Argentina.

Step 1- Selection of explanatory videos and reading material.

Step 2- On practice day, the sport will be observed during the hour prior to the session.

Step 3- On-field warm-up based on the European Handball Federation (EHF) recommendations will be performed

Step 5- Guided practice

Step 6- On-site recovery strategies

Assessment: Group Project Part 1: Epidemiology and Injury Prevention Strategies in selected sports

Readings:

Reference Manuals & Web Resources

Basic Rules. Fédération Internationale de Volleyball (FIVB),
<https://www.fivb.com/volleyball/the-game/basic-rules/>.

Field Hockey Rules: How to Play. International Olympic Committee (IOC),
<https://www.olympics.com/en/news/field-hockey-rules-how-to-play>.

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<https://www.eurohandball.com/media/f4fijiy/injury-prevention-manual.pdf>.

Rules of the Game: Indoor Handball. International Handball Federation (IHF), 2025,
https://www.ihf.info/sites/default/files/2025-07/09A%20-%20Rules%20of%20the%20Game_Indoor%20Handball_E.pdf.

Academic Literature & Research Readings

Goutteborge, Vincent, and V. Zuidema. "Prevention of Musculoskeletal Injuries in Recreational Field Hockey: The Systematic Development of an Intervention and Its Feasibility." *BMJ Open Sport & Exercise*

Medicine, vol. 4, no. 1, 2018, article e000425. *PubMed Central*,
<https://doi.org/10.1136/bmjsem-2018-000425>.

Reeser, J. C., et al. "Strategies for the Prevention of Volleyball Related Injuries." *British Journal of Sports Medicine*, vol. 40, no. 7, 2006, pp. 594–600. *PubMed Central*,
<https://doi.org/10.1136/bjsm.2005.018234>.

Unit 5: "Sustainable Mobility and Green Spaces 2"

This unit examines sustainable urban mobility through experiential engagement with walking infrastructure and green spaces in Buenos Aires, integrating principles of route planning, group mobility, resource management, and personal safety while developing transferable skills for navigating more challenging outdoor environments.

Experiential Learning:

Analysis of infrastructure for urban walking in Buenos Aires. Urban trekking in the Costanera Sur Ecological Reserve or "3 de Febrero" Park.

The route will be selected by the instructor (Costanera Sur Ecological Reserve).

- Step 1- Prior to the outing, students will create a collaborative online document to propose and agree upon a checklist of essential items for the walk.
- Step 2- Students will propose the optimal mode of group transportation to reach the location.
- Step 3- On the day of the walk, students will record total walking time, rate perceived difficulty, and estimate overall activity costs.

Assessment: Collaborative online document covering pre-trip planning factors (time management, hydration strategy, scheduling, and logistics).

Post-trekking activity: Debriefing on essential safety measures and injury prevention strategies for the upcoming Patagonia trip.

Readings:

Reference Manuals & Web Resources

Costanera Sur Ecological Reserve. Ente de Turismo del Gobierno de la Ciudad de Buenos Aires,
<https://turismo.buenosaires.gob.ar/en/atractivo/costanera-sur-ecological-reserve>

Academic Literature & Research Readings

Hoyt, Jennifer. "Memory and the Origins of the Reserva Ecológica Costanera Sur in Buenos Aires." *Arcadia*, no. 12, Rachel Carson Center for Environment and Society, 2015. *Environment & Society Portal*,
<https://www.environmentandsociety.org/arcadia/memory-and-origins-reserva-ecologica-costanera-sur-buenos-aires>

Westenhöfer, Joachim, et al. "Walkability and Urban Built Environments—A Systematic Review of Health Impact Assessments (HIA)." *BMC Public Health*, vol. 23, 2023, article 518. *ResearchGate*,
<https://doi.org/10.1186/s12889-023-15363-2>.

Phase II: Patagonian Expedition (weeks 6 and 7)

Unit 6: “Calafate Low-demand trekking and accessibility focus”

This unit explores accessibility, safety, and mobility in natural and rural environments, connecting field observation with the analysis of inclusive infrastructure and movement patterns.

Experiential Learning:

Exploration days and finalizing preparation for higher-intensity activities in El Chaltén.

- Step 1- Low-impact trekking and watching in Laguna Nimez Reserve and Bird Sanctuary.
- Step 2- Trip to Perito Moreno Glacier. Analysis of safety regulations in the southern area of Los Glaciares National Park, safety protocols on walkways, and identification of architectural barriers and risks.
- Step 3- Visit to a traditional estancia: Exploring the "Gaucho" lifestyle, horseback riding, and rural movement patterns versus modern sedentary lifestyles.

Assessment: Technical Analysis (Accessibility Consulting Pitch)

Feasibility study on accessibility and mobility for individuals with disabilities and older adults on the glacier walkways. Acting as advisors to the National Parks Service, students will pitch key findings and technical proposals to improve accessibility infrastructure based on their field observations.

Readings:

Reference Manuals & Web Resources

User Guides for Accessible Travel Based on ISO Standard 21902:2021. UN Tourism / European Network for Accessible Tourism (ENAT), <https://www.accessibletourism.org/?i=enat.en.reports.2410>.

Academic Literature & Research Readings

Fan, Jessie X., et al. “Rural-Urban Differences in Objective and Subjective Measures of Physical Activity: Findings from the National Health and Nutrition Examination Survey (NHANES) 2003–2006.” *Preventing Chronic Disease*, vol. 11, 2014, article E141. *PubMed Central*, <https://doi.org/10.5888/pcd11.140189>.

Unit 7: “El Chaltén. High-demand trekking and biomechanical focus.”

This unit examines how biomechanical, movement, and recovery skills transfer across high-demand trekking and kayaking, supporting performance, fatigue management, and injury prevention across activities.

Experiential Learning:

Analysis of ascent and descent techniques on uneven terrain for energy conservation and injury prevention. Infrastructure assessment of El Chaltén, the "Trekking Capital" (Laguna de los Tres and surrounding trails).

Kayaking Module: An introductory kayaking session designed to build confidence on the water through hands-on technical instruction.

Activities:

- Biomechanical Video Analysis: Group activity involving short video recordings to analyze ascent and descent techniques—comparing baseline movement at the start against biomechanical changes under fatigue during the final stretch.
- Recovery Strategy Proposal: Design of an evidence-based recovery plan to prepare athletes for subsequent physical challenges.
- Post-Kayaking Assessment: Questionnaire targeting post-paddling Delayed-Onset Muscle Soreness (DOMS), mapping anatomical pain locations, and proposing strength and conditioning strategies to improve muscle group resilience.

Readings:

Academic Literature & Research Readings

Lee, Yi-Sheng, et al. “Physiological and Physical Determinants of Flat-Water Kayaking.” *Muscles*, vol. 4, no. 3, 2025, p. 32. *PubMed Central*, <https://doi.org/10.3390/muscles4030032>.

Li, Shiyi, et al. “Effectiveness of Recovery Strategies After Training and Competition in Endurance Athletes: An Umbrella Review.” *Sports Medicine - Open*, vol. 10, no. 1, 2024, article 55. *PubMed Central*, <https://doi.org/10.1186/s40798-024-00724-6>.

Saller, Maximilian, et al. “A Review of Biomechanical and Physiological Effects of Using Poles in Sports.” *Bioengineering*, vol. 10, no. 4, 2023, article 497. *PubMed Central*, <https://doi.org/10.3390/bioengineering10040497>.

Vieira, Marcus Fraga, et al. “Effects of Four Days Hiking on Postural Control.” *PLoS ONE*, vol. 10, no. 4, 2015, article e0123214. *PubMed Central*, <https://doi.org/10.1371/journal.pone.0123214>.

Voloshina, Anna S., et al. “Biomechanics and Energetics of Walking on Uneven Terrain.” *Journal of Experimental Biology*, vol. 216, no. 21, 2013, pp. 3963–70. *PubMed Central*, <https://doi.org/10.1242/jeb.081711>.

Phase III: The Trend, the dance & “Not BA sports” (Weeks 8 to 10)

Unit 8: “Argentina is not just Buenos Aires. Different sports and physical activities in different areas of the country”

Theoretical Session: Interactive lecture with slides and instructional videos analyzing regional recreational sports practiced across different geographic zones of Argentina (outside the Buenos Aires area).

Assessment: Group Project (Part 1): Sports Medicine Symposium Simulation.

Working as panels of experts in an academic symposium setting, student groups will present evidence-based injury prevention strategies and epidemiological profiles for sports disciplines characteristic of specific Argentine regions.

Readings:

Reference Manuals & Web Resources

Encuesta Nacional de Actividad Física y Deporte 2021: Informe general. Ministerio de Turismo y Deportes de la Nación, 2021,

https://www.argentina.gob.ar/sites/default/files/2021/06/encuesta_nacional_1.pdf.

Unit 9: “Two different local dances. Tango and Folklore”

Introduction to its origins, history and cultural significance.

Experiential Learning:

Comparative analysis of postural balance and motor coordination in Tango versus the high-energy neuromuscular demands of Argentine folk dance (folklore). The session begins with guided observation followed by active practice.

Assessment: Comparative Matrix: Creation of a comparative analysis table evaluating Tango, Argentine folk dance, and a traditional dance from the USA (e.g., Square dance). The comparison will be based on metabolic demands (METs), muscular activation, postural control, and motor coordination.

Readings:

Reference Manuals & Web Resources

Science Dances Tango. Consejo Nacional de Investigaciones Científicas y Técnicas (CONICET), 2018,

<https://www.conicet.gov.ar/science-dances-tango/>.

Academic Literature & Research Readings

Grosso Laguna, Alejandro. “Biomechanical Analysis and Metric Interpretation of ‘Walking’ in Tango Dance.” *European Review of Artistic Studies*, vol. 11, no. 4, 2020, pp. 1–20. *Dialnet*,

<https://dialnet.unirioja.es/descarga/articulo/9288649.pdf>.

Philips, Braden. “Sensual and Scandalous: How Tango Took the World by Storm.” *National Geographic*, 2022,

<https://www.nationalgeographic.com/premium/article/tango-birth-origins-dance-ballroom-buenos-aires-argentina>.

Unit 10: “Recreational Sports 3-The most recent boom in Argentina: Padel”

Experiential Learning:

- Step 1- Simulation of padel court selection and booking process for the practice session.
- Step 2- Selection of videos explaining basic paddle rules.
- Step 3- On practice day, observation of the sport during the hour prior to the session.
- Step 4- On-field warm-up based on Lawn Tennis Association (LTA) Padel recommendations.
- Step 5- Guided practice.
- Step 6- On-site recovery strategies.

Assessment: A report on contextual factors (approximate court rental cost, time allocation, alternative warm-up strategies, and potential injury risks).

Readings:

Reference Manuals & Web Resources

Official Padel Rules Explained. Lawn Tennis Association (LTA Padel),
<https://www.ltapadel.org.uk/play/how-to-get-started-playing-padel/rules/>.

Padel Warm-Up Exercises. Lawn Tennis Association (LTA Padel),
<https://www.ltapadel.org.uk/play/how-to-get-started-playing-padel/padel-warm-up-exercises/>.

Academic Literature & Research Readings

Dahmen, Jari, et al. "Incidence, Prevalence and Nature of Injuries in Padel: A Systematic Review." *BMJ Open Sport & Exercise Medicine*, vol. 9, no. 2, 2023, article e001607. *PubMed Central*,
<https://doi.org/10.1136/bmjsem-2023-001607>.

Sánchez-Alcaraz, Bernardino Javier, and Jerónimo Courel-Ibáñez. "The Role of Padel in Improving Physical Fitness and Health Promotion: Progress, Limitations, and Future Perspectives—A Narrative Review." *International Journal of Environmental Research and Public Health*, vol. 19, no. 11, 2022, article 6582. *PubMed Central*, <https://doi.org/10.3390/ijerph19116582>.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assessment	Weight
Sportspersonship	15%
Reflections	10%
Immersive Activities & Quizzes	50%
Class Attendance & Participation	15%
Physical Activity Final Essay	10%
Total	100%

Assessment Details

Student Work Outline: Argentina

(*Compañerismo*) Sportspersonship 15 points

Everyone is responsible for actively participating and contributing to this learning experience. Active participation enhances both individual and classroom intellectual development, creating a positive and optimal learning environment. To succeed in this class, you must participate in all class activities, support others, and develop your skills. *Note: In the Argentine context, "Sportspersonship" emphasizes camaraderie (**compañerismo**) and integration into the local sporting culture (e.g., fútbol or trekking etiquette).*

For the sake of this class, Sportspersonship grades are based on the amount of effort and energy put toward class activities, acts of appropriate sportsmanship, respect for and implementation of class, facility, and equipment use policies, and engagement in class conversations, drills, and activities.

15 points: This student demonstrates a genuine concern for their performance and that of their classmates. They demonstrate this by helping others, showing encouragement, fostering cooperation, and extending inclusion to all classmates. They are willing to participate in activities and will volunteer to demonstrate new activities. This student is enthusiastic about the subject matter and demonstrates initiative in leading the class in sharing that excitement. This student is consistently on time, fully engaged, actively participates in class activities, and is fully immersed during cultural

excursions, such as city walking tours in Buenos Aires or hiking trails in Patagonia. They respect local facility policies and engage enthusiastically with local guest instructors.

12 points: This student can complete tasks independently without the instructor's supervision, seeks help from classmates or the instructor on their initiative, and follows along with positive actions and excitement. Has some hesitation when engaging in discussions and activities, but demonstrates effort; listens and participates; rarely distracted during cultural excursions.

9 points: This student will actively participate in class activities, is willing to try new movements and activities without complaining, and makes a genuine effort to improve those movements. This student is somewhat consistently engaged and participates in class activities, but may be slightly inattentive and unfocused, listening passively.

6 points: This student will not interfere with the progression of classmates, but does not participate consistently in activities, and may demonstrate lack of effort. They may not take class participation and activities seriously.

3 or fewer points: This student talks while instructions or directions are being delivered, does not set up or put equipment away, chats instead of participating in activities, and influences other classmates by encouraging similar poor behavior. This student may laugh at other students rather than offer positive encouragement. The student uses a cell phone during class or is not adequately dressed for the activity. This student demonstrates limited engagement or is inconsistently engaged in class activities.

Reflections

10 points

Students will create reflections in Google Docs, beginning on the day we travel to Argentina. Students will share seven reflections on their experiences, thoughts, feelings, and findings throughout the course. This writing can include written thoughts, visual images, links to websites, and other ways to communicate your experiences, including observations on the "walkability" of Argentine cities and the social nature of physical activity in local parks (plazas). Sometimes there will be specific prompts; at other times, students will select their own topic.

The information contained in these reflections will also be utilized in future assignments. The more detail and effort made in creating these, the more to draw from for future assignments.

A Google Doc template will be provided for students to utilize.

Student Work Outline:

Immersive Activities (50 points) Students will choose 5 immersion activities and complete a quiz covering etiquette and safe practices for each selected experience. A sample list of the adapted immersion activities includes:

- **SUBE Card & Colectivo:** Navigation and urban walking session.
- **Tango/Folklore Movement Class:** Traditional dance as physical activity.
- **Palo Santo/Yerba Mate Social Etiquette:** Understanding the recovery culture.
- **Fútbol Community Observation:** Analyzing the physical demands of local club sports.
- **Costanera Sur Ecological Reserve:** Urban hiking and biodiversity observation.
- **Estación Saludable:** Analyzing the use of green space in the city.
- **Patagonia Study Tour**

Patagonia Study Tour (El Calafate & El Chaltén)

Subject to change . activities may vary depending on weather.

Calafate:

Low-Impact Movement

- **Activity:** Guided walk through the **Laguna Nimez Bird Sanctuary** (1.5-mile loop). Focus on observational data on eco-tourism and accessible trail design in protected areas.
- **Activity: Nativo Experience:** A guided visit to Punta Walichu offering insight into the region's indigenous inhabitants, with a primary focus on contrasting their physical environment, landscape transformations, and material culture with those of the modern era.
- **Activity: Trekking on Walkways of Perito Moreno Glacier:** excursion on the Perito Moreno Glacier. With focus on Mechanics of movement and response to cold-weather exertion.
- **Activity: Biking in Calafate:** Participants will be divided into two or three small groups to design a custom bicycle tour tailored to the unique geography of El Calafate. As part of this task, groups will conduct a comparative analysis between cycling in a small, nature-oriented town like El Calafate and their prior experience in the sprawling metropolis of Buenos Aires.
- **Activity:** Visit to **Estancia** with focus on **Horseback riding** and **rural labor** as physical activity; historical analysis of the "Gaucha" lifestyle vs. modern sedentary trends.

Chaltén:

Trekking Capital Field Work

- **Activity:** Hike to **Laguna de los Tres or similar** (20km round trip, high difficulty).
- **Activity:** Hike to **Laguna Capri and Chorrillo del Salto** (Moderate intensity).

With an introductory mountain safety briefing facilitated by local guides. The session focuses on risk mitigation, trail preparation, and critical decision-making strategies required for outdoor field activities.

Comparing the "Trekking Capital" infrastructure to urban "Super Block" fitness courts. Analysis of group dynamics and "Sportspersonship" during endurance activities.

- **Activity: Kayak:** An introductory kayaking session designed to build confidence on the water through hands-on technical instruction. Participants will learn proper paddling mechanics, equipment selection, and safety gear setup, alongside essential protocols for various water conditions and emergency scenarios.

Student Work Outline:

Class Attendance & Participation

15 points

With this being an embedded study abroad experience, we will meet seven times on campus after we travel to Argentina. Students are expected to attend all meetings of their courses. Class attendance, including participation in class activities and assessments, is a critical component of learning. Students must notify their instructors of circumstances that cause them to miss a scheduled class meeting and provide information explaining their absence for it to be excused. Excused circumstances are defined by the university and are listed on [this website](#).

Immersive Activities

50 points

Throughout the semester, a variety of immersive activities will be available to highlight the community's engagement and physical activity opportunities in Argentina. These experiences offer opportunities for students to participate or observe local active lifestyles.

Assessment & Expectations:

- Selection: Students will choose 5 immersion activities to complete throughout the semester.
- Etiquette & Safety Quizzes: For each selected activity, students must complete a brief quiz covering cultural etiquette, group protocols, and safe practices specific to that experience.

Sample List of Immersive Activities:

- SUBE Card & Colectivo: Navigation and urban walking session.
- Tango/Folklore Movement Class: Traditional dance as physical activity.
- Palo Santo/Yerba Mate Social Etiquette: Understanding local social and recovery culture.
- Fútbol Community Observation: Analyzing the physical demands and culture of local club sports.
- Costanera Sur Ecological Reserve: Urban hiking and biodiversity observation.
- Estación Saludable: Analyzing public wellness infrastructure and green space utilization.

- 5/10 km City Runs: Participation or observation of organized urban road races.
- Urban Cycling: Biking through city paths and municipal bike lanes.
- Patagonia trip: Outdoor wilderness activities (hiking, kayaking, horseback riding, and mountain biking).

Physical Activity Final Essay

10 points

Students will write a comparative essay (1,000–1,500 words, 1.5 line spacing, standard academic format) selecting a specific sport or physical activity to analyze and contrast between the United States and Argentina. The essay should address the following elements:

- Sport/Activity Selection & Comparative Overview: Introduction to the chosen sport or physical activity and an analysis of its cultural significance, accessibility, and practice in both countries.
- Cultural & Community Reflection: Comparison of home community physical activity habits and infrastructure in the U.S. versus observations in Argentina (e.g., the prevalence of walking, outdoor *polideportivos*, or local sports culture).
- Campus & Local Lifestyle Observations: Contrast between university campus physical activity options and local community engagement in both environments.
- Environmental & Regional Context: Examination of how geography and environment shape the activity (e.g., urban density in Buenos Aires vs. extreme conditions like ice, wind, or altitude in Patagonia).
- Personal Growth & Physical Activity Vision: Reflection on personal experiences, insights gained from comparing both cultures, and a vision for incorporating long-term physical activity into daily life.

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or

misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).