



Argentina: How to Dismantle a Military Dictatorship

Course Syllabus

Instructor: Edwin Hirschfeld
Meetings: Continual throughout the course, Pre and post expedition meetings to be scheduled
Classroom: Various sites in and around Buenos Aires, Argentina. Also virtual pre/post expedition.
Office Hours: Continuous throughout the course, or [by appointment](#)

COURSE DESCRIPTION

This immersive travel-study course, created by the [Global Minds Institute](#) [registered 501(c)(3)], based in Argentina's vibrant capital, Buenos Aires, delves deeply into the historical, political, and social processes involved in its mixed past, complicated present, and a future brimming with potential and uncertainty.

Through interactions with a range of affected communities, active fieldwork, and collaborative design sessions, we will explore the pivotal moments and strategies that led to the restoration of democracy in Argentina, and how they may be applied elsewhere in the world.

As with all Global Minds Institute courses, *Argentina: How to Dismantle a Military Dictatorship* is strictly an academic endeavor which is firmly unaffiliated with any advocacy organizations, political agendas, or religious ideologies.

Discovering the greater Buenos Aires area and immersing ourselves in its storied cultures are both sweet and essential to our mission. We will explore the iconic neighborhoods and closely examine current policies and dynamics through the lenses of affected communities. A variety of recreational activities and very much fun are of course part of the experience. No background on the subject is necessary.

In order to relate and design effectively, this course will survey the region's history spanning from the pre-colonial era to the present day. Participants will become familiar with a comprehensive range of agendas and narratives related to Argentina's political trajectory - past, present, and future. As the course progresses, students will be encouraged to develop their own critical thought, progressively becoming more discerning consumers of current events.

Through direct engagement with the community, inquiry, classroom sessions, and collaborative design, participants will create a final project that effectively addresses problems that Argentina currently grapples with.

COURSE OBJECTIVES

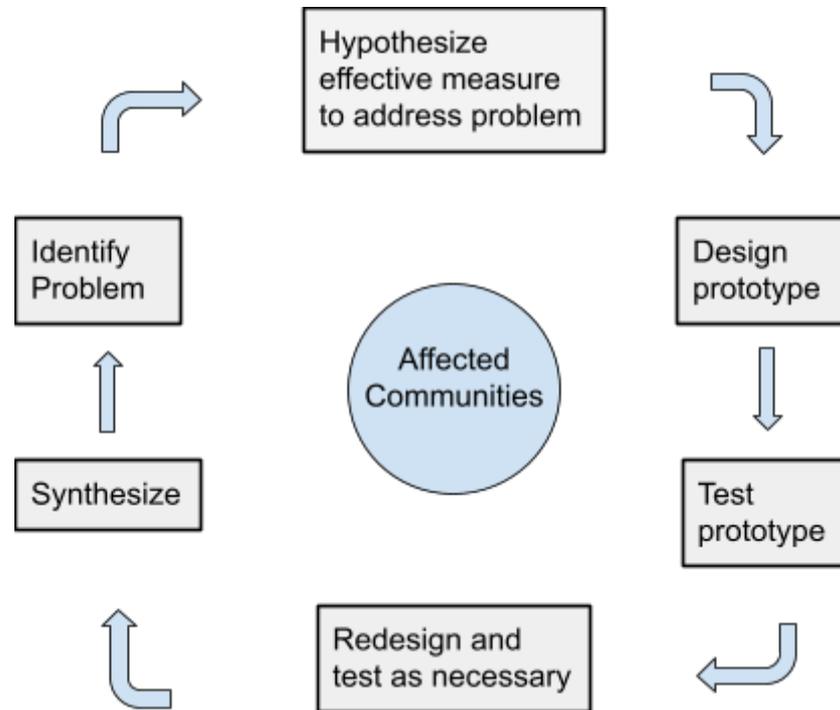
- Understand the historical context of Argentina, with a focus on its military rule during the period from 1976 to 1983, and the current Libertarian government of President Javier Milei.
- Analyze the key events and figures involved in the transition from dictatorship to democracy. The U.S. relations with Argentina and Latin America weigh heavily here.
- Examine the role of civil society, international relations, and internal dissent in undermining the military regime.
- Study the aftermath of the dictatorship, including the pursuit of justice for human rights abuses, the establishment of democratic institutions, and its expression across various art forms.
- Engage with local activists, historians, and political analysts to gain diverse perspectives on Argentina's democratic journey viewed by some as under duress and at risk.
- Learn collaborative design and apply it to prototype a future for Argentina - and perhaps other locations in the world.
- The range of competing narratives and proposals for addressing related problems.
- Apply the collaborative design process to solve problems relating to Argentina and perhaps elsewhere.
- Enjoy Buenos Aires and the surrounding areas, renowned worldwide for a vibrant social scene, rich tradition of arts, cuisine & music - and of course, *fútbol* (soccer)!

METHODOLOGY

Our group will be divided into teams, each assigned to a separate facet of the design.

Collaborative design thinking will be our methodology. The design process incorporates the following sequential steps (noted below and illustrated in the next page):

Identifying a problem → hypothesizing a solution → designing a prototype → testing the prototype → redesigning and testing as necessary → synthesizing the product.



The final project which will be proposed by the group and approved by the instructor, will be presented in finalized form to an outside audience.

SOURCES

Further readings and multimedia sources to be listed shortly

Bolton, Kerry R. *[Perón and Perónism: The Life and Thoughts of Juan Domingo Perón](#)*. Black House Publishing Ltd, 2014.

Buenos Aires Times, <https://www.batimes.com.ar/>

BASIS OF EVALUATION FOR TEACHERS

Completion of the course with satisfactory scores in participation and in citizenship (see below) will earn 80 professional development credit hours (NYS CTLE) applicable in states other than NY. Check with your corresponding agency.

BASIS OF EVALUATION FOR STUDENTS

Participation (25%)

Frequent and thoughtful participation in group discussions and activities is not only expected and required, it is an indispensable resource which insists we elevate ourselves and our colleagues by synthesizing and articulating thoughts based on sources we examine.

Respect and tolerance for all viewpoints will be our standard norm. Do not interrupt your colleagues during discussions. The instructor reserves the right to establish acceptable parameters in this regard, including asking individuals to leave the class or program in extreme cases of unacceptable behavior.

Homework (25%)

Everyone is expected to be conversant in assigned reading, and up to date on work assigned by instructors or team leaders.

Citizenship (25%)

Punctuality, respect, personal hygiene, general adherence to rules, not separating oneself from the group, overall attitude - all these social criteria have a direct bearing on the entire group's learning experience.

Final Project (25%)

Throughout the course, the group will collaboratively design an artifact of its choosing in any medium that meaningfully improves an aspect of human migration experienced by any of the affected communities. The collaboratively designed artifact may be an object, a system, an idea, or an artistic expression (or combination of all) presented to an outside audience.

Appeals

I strive to be accurate and fair in assessments, yet keep an open mind to my own (plentiful) imperfections. Students are encouraged to call any grading discrepancies to my attention. If persuaded, I will gladly adjust scores accordingly.

Cheating & Plagiarism

The discovery of cheating or plagiarism on any assignment in or outside the class will result in a referral to your school or relevant agency/institution.

Respect

Projects and discussions mostly concern controversial and deeply contentious issues. Due respect and tolerance for all individuals and their opinions will be the standard norm regardless whether or not we agree with them. This also applies to meetings we will conduct with external parties who are not necessarily participants in the course.

Culture

The college-preparatory component of the program is one which I take to heart. One of the course objectives is for you to be able to enter an undergraduate, college-level political science or history course having already been acclimated to the pace, responsibilities, and level of discourse you can expect. We will carry ourselves accordingly.

This syllabus is subject to emendations at the discretion of the instructor. Any changes will be duly announced.