



COURSE OUTLINE : ETH S 164

D Credit – Degree Applicable

COURSE ID 004071

Cyclical Review: September 2018

Revision: September 2021

COURSE DISCIPLINE : ETH S
COURSE NUMBER : 164
COURSE TITLE (FULL) : The Armenian Diaspora
COURSE TITLE (SHORT) : Armenian Diaspora
ACADEMIC SENATE DISCIPLINE: Ethnic Studies

CATALOG DESCRIPTION

ETH S 164 examines the development of the Armenian Diaspora from the abandonment of the Armenian Question by the United States and the European Powers in 1923, to the unfolding of current events that are critically affecting the Armenian case today. The course focuses on: the growing Armenian-American community, Armenian emigration from the Middle East and Soviet Armenia, pressures of assimilation in the U.S., activities of community organizations toward preserving Armenian culture, current Armenian affairs and U.S. foreign policy.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 1 Explain historical developments that caused the dispersal of the Armenians in the early 20th century;
- 2 discuss the formation of the Armenian Diaspora worldwide, with an emphasis on the United States, particularly in California;
- 3 recognize the universal process of acculturation and assimilation, using the Armenian experience as model;
- 4 identify the institutions and organizations that make up the Armenian community;
- 5 discuss the integration of Armenians in American society and the political system;
- 6 discuss the Armenian Question as it relates to U.S. foreign policy.

STUDENT LEARNING OUTCOMES

- 1 evaluate major events and developments in the modern history of the Armenian Diaspora as well as current issues involving the Armenian-American community and its relations with Armenia;
- 2 critically analyze the historical, political, ethnic, religious, social, and international issues and forces that are impacting the Diaspora, especially Armenians in America.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> • Definition of “diaspora” • Overview of major Armenian Diaspora communities worldwide • Introduction to current issues involving the diaspora and Armenia 	1	0	1



2	<p>Abandonment of the Armenian Question between Sèvres and Lausanne</p> <ul style="list-style-type: none"> • The Treaty of Sèvres and Woodrow Wilson’s boundary decision • The Senate, the League of Nations, and the U.S. mandate over Armenia • Isolationism and economic interests positioned against American sympathy • U.S. foreign policy and the Treaty of Lausanne 	2	0	2
3	<p>Genocide as the Main Creator of the Modern Armenian Diaspora</p> <ul style="list-style-type: none"> • The burial of the Armenian question and birth of the modern diaspora • American appeals for “the starving Armenians” • Refugees in Syria, Lebanon, Jordan, Egypt, Iraq, and the Caucasus • American Near East relief and Herbert Hoover • Armenian communities in Iran, Syria, Lebanon, Jordan, Iraq • Armenian communities in Europe and Latin America 	2	0	2
4	<p>Armenians in America</p> <ul style="list-style-type: none"> • Martin the Armenian in 1618 and waves of immigration, 1890s-1920s • Communities in Massachusetts, New York, Detroit, Chicago • Racism, "Red Scare," and restrictive U.S. immigration laws 4. Distinctive waves of immigration: 1950s, 1970s, 1980s, and 1990s • Demographic trends, class, and social mobility • Contributions to American society • Prominent, celebrity, "famous" Armenians 	5	0	5
5	<p>The Role of Religion in Community Life and Politics</p> <ul style="list-style-type: none"> • The Catholicose in Etchmiadzin and Great House of Cilicia (Antelias) • Soviet Armenia, 1933, the church split, the Cold War, loyalty and money • Spiritual and national functions of the Armenian Apostolic Church • Connections with community organizations • Catholic and Protestant Armenians 	2	0	2



6	<p>The New Role of the Traditional Political Parties</p> <ul style="list-style-type: none"> • Definition of the "Armenian Case" • The Armenian Democratic Liberal Organization • The Social Democrat Hunchakian Party • The Armenian Revolutionary Federation • Political party activities in pursuit of the Armenian Case 	2	0	2
7	<p>Radical Movements and Organizations, 1973-1980s</p> <ul style="list-style-type: none"> • Emergence of radical groups and the moderate establishment's response • Armenian Secret Army for the Liberation of Armenia (ASALA) • Justice Commandos of the Armenian Genocide (JCAG) 	1	0	1
8	<p>Armenian Lobbyists and Political Movements for National Unity</p> <ul style="list-style-type: none"> • Armenian Assembly of America • Armenian National Committee of America • The search for "unity" • The World Armenian Congress movement: Paris 1979 and beyond • European Armenian Federation • Defense Council of Western Armenians 	2	0	2
9	<p>Charitable, Cultural, Educational, Athletic, and Student Organizations</p> <ul style="list-style-type: none"> • Armenian General Benevolent Union (AGBU) • Armenian Relief Society (ARS) • Tekeyan Armenian Cultural Association (TACA) • Hamazkayin Armenian Cultural Association, Homenetmen, Homenmen • Armenian Educational Foundation, Armenian Professional Society • Armenian Student Association of America and student associations at colleges • Armenian International Women's Association, and other organizations 	2	0	2



10	<p>The California Armenian Community</p> <ul style="list-style-type: none"> • Origins in the 1880s and the population shift from the East Coast to the West • Fresno: discrimination, Southern Pacific Railroad protest, growth and critical mass • Hollywood, Glendale, La Crescenta, Burbank, Pasadena, Montebello, Orange County • The impact of the large California community on global Armenian issues 	4	0	4
11	<p>Socialization, Acculturation, Assimilation, and Fragmentation</p> <ul style="list-style-type: none"> • “From Being to Feeling Armenian” • Armenian language as a measure or litmus test of Armenian identity • Differences: Armenians living in Muslim countries and Christian countries • Community attitudes toward family life, education, intermarriage, assimilation, ethical questions, and responses to gangs, crime, and other social issues; • Similarities and differences between established traditional Armenian Americans and relative newcomers from Lebanon, Iran, and Armenia 	4	0	4
12	<p>Community Schools and Armenian Studies</p> <ul style="list-style-type: none"> • Connections of community schools to churches and organizations • High school graduates' fluency in Armenian and involvement in community life • Endowed chairs at UCLA, USC, Harvard U., Columbia U., U. of Michigan, Fresno U. • Armenian studies programs and courses at UC Berkeley, CSUN, UCI, GCC, LAVC • National Association for Armenian Studies and Research (NASSR) • Society for Armenian Studies (SAS) • Société des Etudes Arméniennes 	2	0	2



13	<p>Media, Music, Art, and Literature in the Diaspora</p> <ul style="list-style-type: none"> • Armenian music, art, literature, diaspora artists, writers, musicians • Bookstores, art galleries, theatrical groups, exhibits, and concerts • Newspapers: political party organs and "independent" publications • Radio and television programs: entertainment, education, and cultural preservation • Armenians and the internet 	2	0	2
14	<p>Armenians in the International Media</p> <ul style="list-style-type: none"> • Articles and interviews by Armenians in the mainstream media • Armenian filmmakers, actors and actresses • Appearances by Armenians on radio and television • Armenian State Television on CNN World Report 	2	0	2
15	<p>Armenians in the American Democratic Process</p> <ul style="list-style-type: none"> • Armenian-Americans as an ethnic lobby • Armenian-American political action in the context of Democrat/Republican rivalry and the liberal/conservative debate. • Glendale politics and the Armenian population's critical mass 	3	0	3
16	<p>Contemporary Issues Involving the Genocide</p> <ul style="list-style-type: none"> • Turkish historiography and denial of the genocide • Educational and civic activities for recognition of the genocide • Contemporary justification: "justice," "cultural genocide" or "Armenia's survival" • The academic front: interaction of Armenian and Turkish scholars at conferences • The Genocide as a mandated subject in public school curricula • The political front: "40 Days of Musa Dagh," Paragraph 30, Genocide resolutions 	5	0	5



17	<p>U.S. Foreign Policy, the Diaspora, and Armenia from the 1980's to the Present</p> <ul style="list-style-type: none"> • U.S. national and corporate interests and foreign policy objectives • Armenian national aspirations and international realities • Armenian issues as reported and interpreted in mass media • Unfolding contemporary developments 	4	0	4
18	<p>Relations Between the Diaspora and Armenia from 1988 to the 21st Century</p> <ul style="list-style-type: none"> • Diaspora responses to the 1988 earthquake and independence from the USSR • The Nagorno-Karabakh conflict and the diaspora • Agreement and disagreement in the diaspora regarding Armenia's official policies • Domestic developments and problems in Armenia and reactions in the diaspora • Economic, cultural, and political dimensions of Armenia-Diaspora relations • Armenia-Diaspora Conferences in Yerevan beginning in 1999 • Yerevan's policies toward the diaspora: partnership or "milking cow" • The functions of the Armenian Government's Diaspora Ministry • The Armenia Fund and Thanksgiving Day Telethons • Relations between Armenia and Turkey and the interests and roles of the diaspora 	9	0	9
				54

OUT OF CLASS ASSIGNMENTS

- 1 essay writing (e.g., writing a critical analysis of questions involving acculturation, assimilation, and the difference between cultural and national identity);
- 2 field activity (e.g., attending a public event in the local Armenian community, such as lectures, conferences, plays, and artistic exhibits, and writing a brief report).



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METHODS OF EVALUATION

- 1 three to four one-hour in class examinations and a final examination;
- 2 class participation;
- 3 in-class written assignment(s) demonstrating an understanding of concepts, use of sources, and the ability to critically analyze information and interpretations in a collegiate manner

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Armenian Americans: From Being to Feeling Armenian	Required	Transaction Publishers		print	Bakalian, Anny	978-1-4128-4227-3	2011
Passage to Ararat	Required	Ruminator Press	2	print	Arlen, Michael J.	1-886913-05-6	2002