



COURSE OUTLINE : HUMAN 140

D Credit – Degree Applicable

COURSE ID 010574

Created: October 2021

COURSE DISCIPLINE : HUMAN

COURSE NUMBER : 140

COURSE TITLE (FULL) : Armenian-American Experience Through Arts and Letters

COURSE TITLE (SHORT) : Armenian-American Experience

ACADEMIC SENATE DISCIPLINE: Humanities

CATALOG DESCRIPTION

HUMAN 140 is an interdisciplinary course examining the experience of Armenians in the United States through the arts in the 20th and 21st centuries. Through the study of literature, art, music, film, comedy, architecture, and other creative expressions, this course will study how Armenian-Americans negotiate their identity and develop a notion of selfhood that is, simultaneously, rooted yet mercurial, endangered yet resilient. This course encourages students to think critically about evolving definitions of nationality, examine cultural norms and stereotypes, and understand the unique diasporic experience of Armenians in America. This course may be interactively team-taught by faculty in English, social science, or visual and performing arts.

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 141.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				critically analyze selected prose works dealing with important contemporary issues;	Yes
2				collect and organize information through library research;	Yes
3	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
4	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
5	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
6	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
7	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
8	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
9	ESL	141	Grammar and Writing IV	Compose a 400 to 450-word thesis-based essay which: (a) summarizes and cites appropriately a reading passage provided as a prompt, (b) includes a clear thesis statement, (c) uses evidence to support the thesis, (d) shows clear organization into an introduction, body, and conclusion, and (e) uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.	Yes



EXIT STANDARDS

- 1 evaluate how works of fiction, poetry, essays, and other creative expressions in the Armenian-American community foster identity in a diaspora, challenge stereotypes and gender roles, and investigate the negotiated roles of faith;
- 2 define sense of belonging in the Armenian diaspora, particularly in Los Angeles, while navigating cultural traditions, assimilative forces, and linguistic spaces;
- 3 examine critically the conflicts of identity in the Armenian-American community and how the arts have been used to remedy multigenerational trauma following the genocide;
- 4 examine comical and satirical artists in social media and through live performance to demystify beliefs surrounding archetypical and stereotypical modes of being an Armenian-American.

STUDENT LEARNING OUTCOMES

- 1 Evaluate the various forces that have defined the Armenian-American experience through thesis-based essays and public writing;
- 2 appraise the diasporic experience of Armenian-Americans within the larger context of contemporary immigrant American creative arts;
- 3 use existing resources to identify, research, and access local examples of creative expression within the Armenian-American community;
- 4 recognize the links between local creative works in Los Angeles and the United States and the broader context of world culture.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Identity, Music, Literature, and Art <ul style="list-style-type: none"> • Ethnicity in the US (negotiated “whiteness” and marginalization) • Armenian/s: Plurality of diasporic identities • Separation and divisions in community, based on country of origin • Popular Culture representations of Armenian culture • Armenian-isms • Stereotype Threat • How the American-Armenian identity morphed in response to current political movements 	10	0	10

2	<p>Assimilation vs. Acclimation, Literature, Music, Comedy</p> <ul style="list-style-type: none"> • Waves of Armenian immigrants • Immigration vs. Diaspora • Assimilation of values and vices • Acclimatization as defiance • Shame as social motivator • Inclusion and Belonging • Translocation and Dislocation • Ethnopolitical entrepreneurship 	7	0	7
3	<p>Gender, Literature, Arts, and Film</p> <ul style="list-style-type: none"> • Armenian women in America • Feminism • Motherhood as Armenianness • Masculinity as survival skill • LGBTQ+ Armenian 	7	0	7
4	<p>Religion, Architecture, and Theatre</p> <ul style="list-style-type: none"> • Decoration vs. Devotion • Iconography as identity • The business of faith • Religion and capitalism in Armenian faith • Ancient folklore and modern incarnations 	10	0	10
5	<p>Language, Literature, and Art</p> <ul style="list-style-type: none"> • Language as identity • Language as nation • Speaking to belong • Space and place: Armenian as location 	4	0	4
6	<p>Social Media and Technology, Comedy, and Literature</p> <ul style="list-style-type: none"> • Armenian memes • Social media satire, comedy, and commentary • Armenian hubs, bias, indoctrination 	5	0	5
7	<p>Displacement and Multigenerational Trauma, Film, and Art</p> <ul style="list-style-type: none"> • Generational impact of genocide • Post-Traumatic Stress • Artsakh 2020 and beyond 	5	0	5



8	Perception of and Treatment for Disability, Displacement and Multigenerational Trauma, Literature, and Theatre <ul style="list-style-type: none"> • Stigma surrounding difference and disability • Armenians and addiction therapy not knowing how to ask for help • cultural expectations, historical impacts and complex PTSD 	6	0	6
				54

OUT OF CLASS ASSIGNMENTS

- 1 journal and informal writing (e.g. Have someone make you Armenian coffee and read the grinds remaining in your cup or research this process online. Explain your fortune);
- 2 preparation for group and online discussion (e.g. In groups, discuss how the Armenian flag is displayed in the city of Glendale and what these displays may suggest about the local community);
- 3 individual or group projects (e.g. research and create an infographic for an Armenian landmark, statue, mural, piece of installed art located anywhere in the diaspora);
- 4 field or campus activity (e.g. Field trip to Armenian American Museum and Museum of Tolerance, compare/contrast works on the same topic, such as trauma, displacement, war, or poetry);
- 5 creative assignments (e.g. Write a spoken word poem about your experience with immigration, diaspora, or belonging in a positive way);
- 6 essays and public writing (e.g. Research the history of your name. Try to find documents, stories, failures, triumphs, strange situations, and learn about your ancestry).

METHODS OF EVALUATION

- 1 reading responses and other informal writing;
- 2 group projects, including debates, presentations, and multi-modal or multi-media projects;
- 3 quizzes;
- 4 essay examinations;

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration



COURSE OUTLINE : HUMAN 140

D Credit – Degree Applicable

COURSE ID 010574

Created: October 2021

Field Activities (Trips)

Guest Speakers

Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Forgotten Bread: First-Generation Armenian American Writers	Required	Heyday			Kherdian, David	978-1597140683	2008
Armenian-American Sketches	Required	Fresno State			Keljik, Bedros	978-0912201610	2020