

Glendale College  
**Course Outline of Record Report**  
 Information Item - May 2023

## HIST121 : Armenian History

### General Information

Author:	• Elizabeth Kronbeck
Attachments:	Classic Text.docx
Course Code (CB01) :	HIST121
Course Title (CB02) :	Armenian History
Department:	HIST
Proposal Start:	Fall 2023
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000111422
Curriculum Committee Approval Date:	10/24/2023
Board of Trustees Approval Date:	Pending
Last Cyclical Review Date:	05/01/2018
Course Description and Course Note:	HIST 121 is a survey of the history of the Armenian people from ethnogenesis to the present. Topics include: The Artashesian, Arshaguni, Bagratid, and Cilician kingdoms; Armenia under the domination of Persian, Roman, Byzantine, Arab, Mongol, Turkish, and Russian empires; the religious and cultural heritage of the Armenian people; the emergence of the Armenian Question in the 19th Century; World War I and the Armenian Genocide; the first Republic of Armenia and international treaties up to 1923; Soviet Armenia; the Nagorno-Karabakh conflict; re-establishment of an independent Armenian Republic in 1991 and its relations with the Armenian Diaspora, Russia, the Middle East, Europe, and the United States in the 21st century.
Justification:	Coding/Category Change
Academic Career:	• Credit

### Academic Senate Discipline

Primary Discipline:	• History
Alternate Discipline:	• Ethnic Studies
Alternate Discipline:	No value

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
3B-Humanities	Humanities Courses	Approved	09/09/1991	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D6-History	History	Approved	No value	No Comparable Course defined.

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54

Laboratory	0
Studio	0
<b>Total</b>	<b>54</b>

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	<b>108</b>

**Time Commitment Notes for Students**

No value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories****Advisory**

## ENGL100 - \*Writing Workshop

**Objectives:**

- Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone.
- Read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence.
- Read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form.
- Write a summary of a contemporary article or story with correct citation techniques.
- Write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization.
- 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.
- Write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques.
- 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.
- 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.
- Proofread and edit essays for content, language, citation, and formatting problems.

OR

**Advisory**

## ESL151 - Reading And Composition V

**Objectives**

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- 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.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

## Entry Standards

Entry Standards

No value

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Field Activites (Trips)

Methods of Instruction                      Presentations

### Out of Class Assignments

- Essay (e.g., critical analysis of the Nagorno Karabakh conflict, focusing on the differences between the policies of the various stakeholders toward the opposing principles of self determination and territorial integrity)
- Field activity (e.g., attending a public event in the local Armenian community, such as a lecture, conference, or play, and writing a brief report)

### Methods of Evaluation

### Rationale

Exam/Quiz/Test

Three to four one-hour in class examinations and a final examination requiring demonstration of course exit standards

In-Class Activity (answering journal prompt, group activity)

Instructor evaluation of class discussion (e.g., class debate on the impact of the government of the USSR on the government of Armenia)

Other

Participation demonstrating course exit standards

Writing Assignment

Written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze information and apply concepts in a collegiate manner

### Textbooks

Author	Title	Publisher	Date	ISBN
--------	-------	-----------	------	------

Bournoutian, George A.	A Concise History of the Armenian People (Classic Text)	Mazda Publications	2013	1568591411
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
No Value				

## Learning Outcomes and Objectives

<b>Course Objectives</b>
Compare and contrast Armenian history in the ancient and medieval periods.
Assess the impact of centuries of contact with surrounding peoples;
Assess the historical role of the Armenian Church in the national life of the Armenian people.
Discuss the ideological, cultural, and political dimensions of the national renaissance of the 19th century.
Define genocide and analyze the reasons for the Armenian Genocide.
Define genocide and analyze the reasons for the Armenian Genocide.
Discuss ideological, economic, strategic, and diplomatic dimensions of the Armenian Question.
Compare and contrast the three Armenian republics and relations with Armenians in the Diaspora.

<b>SLOs</b>	
<b>Evaluate major events and developments in the history of Armenia and the people.</b>	Expected Outcome Performance: 70.0
<i>ARMEN</i> Armenian Language Certificate	Demonstrate increased knowledge of the target language's cultures
<i>ARMEN</i> Armenian Language A.A. Degree Major	Demonstrate increased knowledge of the target language's cultures.

SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
--------------------------	--

HIST History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
------------------------	---

	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
--	---

ILOs General Education	apply methodologies used by social and behavioral scientists
---------------------------	--

	list examples of cultural and social organizations
--	--

	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
--	--

**Critically analyze the geopolitical, religious, economic, and national forces that have shaped the course of Armenian history and which are impacting the current Republic and its relations with the Diaspora.**

Expected Outcome Performance: 70.0

ARMEN Armenian Language Certificate	Demonstrate increased knowledge of the target language's cultures
---	---

ARMEN Armenian Language A.A. Degree Major	Demonstrate increased knowledge of the target language's cultures.
---	--

SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
--------------------------	--

HIST History - AA-T	Engage in wide reading, deep thinking, and clear communication about the vast record of human experience.
------------------------	---

	Learn how to discover facts, weigh interpretations, and draw conclusions in order to comprehend the present, envision alternative scenarios, and identify with generations to come.
--	---

ILOs General Education	apply methodologies used by social and behavioral scientists
---------------------------	--

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No Value

**Is this proposal submitted in response to learning outcomes assessment data?**

No Value

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

## Lecture Content

### Geography of the Armenian Plateau and the Origins of the Armenian People (1)

- Boundaries and geographical factors that shaped Armenian history
- The story of Haik and Bel
- Scholarly narratives and theories of the origins of the Indo-European

### Armenians Armenia During the Urartuan, Median, Achaemenid Periods, 860 – 331 B.C. (1)

- Rise and fall of the Kingdom of Urartu
- The Yerevantian Dynasty and the Achaemenid Empire
- Alexander the Great's conquests

### Armenia in the Seleucid Empire, 324 – 190 B.C. (1)

- Armenia Major and Armenia Minor as satraps
- Roman defeat of Seleucid Empire at Magnesia, 190 B.C.
- Armenia and the Roman Empire

### The Artashesian Armenian Kingdom, 189 B.C. – 2 A.D. (2)

- The Artashesian Dynasty and consolidation of state power
- Empire of Tigran the Great, Pontus and war between Armenia and Rome
- Armenia between the Roman and Parthian empires
- Decline and loss of independence

### The Arshaguni Armenian Kingdom, 54 A.D. – 429 A. D. (2)

- The Arshaguni Dynasty and the struggle for centralization
- Armenia between the Roman and Sassanid empires
- Reasons for the adoption of Christianity; the church-state conflict
- Invention of the Armenian alphabet; the Golden Age of Literature

### Armenia under Arab, Byzantine, Persian Domination, 429 – 885 (1)

- The Battle of Avarayr
- Armenians in the
- Byzantine Empire
- Ummayyid and Abbasid Arab policies toward Armenia
- Feudalism in Armenia and socioeconomic relations

### The Bagratuni Kingdom of Ani, 885 -1045 (2)

- Rise of the Bagratuni Dynasty
- Armenia between the Byzantine and Arab empires
- Ani, Kars, Vaspurakan, Taik: fragmentation of royal power
- Church architecture
- The Rubenid-Hetumid Kingdom of Cilicia, 1198-1375 - 2 hours
- From principality to kingdom under Levon I
- Rubenid-Hetumid merger; Nationalist and Latin factions
- Relations with Byzantines, Crusaders, Mongols, & conquest by Egypt
- Art and Architecture

### The Armenian People After the Loss of Monarchies (1)

- Consequences of losing independence
- Surviving remnants of the nobility
- Spiritual and national roles of the church
- Seljuk, Mongol, Turkish and Persian rulers

### Armenian Liberation Struggles Until 1829 (1)

- Davit Beg, Mkhitar, and other early liberation attempts
- The role of the Armenian Church
- Russia's conquest of the Caucasus

### Armenians in the Ottoman Empire (3)

- The Ottoman Empire and the Millet system
- Armenian society: peasants, pashas, and patriarch
- The impact of the French Revolution and Western ideologies
- The Armenian National Constitution of 1860
- The 19th Century Armenian Renaissance and reform movement

### The Armenian Question in the 19th Century (3)

- Armenians between Turkish and Russian policies
- Conflict between Western liberalism and ottoman autocracy

- European imperialism; the Russo-Turkish War of 1877-78
- 1878: The Treaty of San Stefano and the Treaty of Berlin
- Birth of the Armenian Question as an international issue

#### **The Armenian Revolutionary Movement (3)**

- Rise of Armenian populism and nationalism: The Armenakan Party
- The Social Democrat Hunchakian Party
- The Armenian Revolutionary Federation
- Ideologies: liberalism, nationalism, socialism, Marxism
- Tactics; supplication, protest demonstrations, political violence

#### **The Armenian Question from 1878 – 1914 -(3)**

- Armenian revolutionaries and Sultan Abdul Hamid II
- Armenian revolutionaries and the Tsarist government
- 1890s massacres, seizure of the Ottoman Bank
- Armenian/Turkish collaboration, the Young Turk Revolution, 1908
- The Armenian Reform Plan of February 1914

#### **The Armenian Genocide, 1914-1923 (6)**

- World War I and Turkey's entry on the side of the Central Powers
- Ideological, economic, and strategic reasons to eliminate the Armenians
- April 24: arrest and execution of Armenian intellectuals and leaders
- The deportations and massacres: organizational means and methods
- Historiography of the Armenian Genocide
- The Republic of Armenia, 1918-1920 - 4 hours
- Russia's withdrawal from Transcaucasia
- May 28 and the formation of a democratic coalition government
- Domestic issues: refugees, hunger, disease and death,
- International issues: territorial disputes, military aid, recognition
- Armenian politics: Dashnaks, Hunchaks, Bolsheviks, Ramgavars

#### **The Armenian Question from Paris to Sevres to Lausanne (5)**

- Armenia the "Little Ally" at the Paris Peace Conference, 1919
- The two Armenian delegations: Aharonian and Nubar Pasha
- Armenia, Europe, and America: "illusive hopes" and "isolationism"
- The partition of the Republic by Kemal and Lenin
- The Armenian Question buried, treaties of Sevres and Lausanne

#### **The Armenian Soviet Socialism Republic, 1920-1991 (4)**

- Sovietization and the February 1921 revolt
- Socialist transformation of Armenia's economy
- Soviet Armenian society: religion, education, art and culture
- Relations with the Armenian Diaspora
- Perestroika and Glasnost and the Karabakh Movement, 1985-1990

#### **The Re-emergence of Independent Armenia, and the Nagorno-Karabakh Conflict (9)**

- Collapse of the Soviet Union and re-establishment of independence, 1991
- War over Nagorno-Karabakh, 1991-1994
- Transition from socialism to capitalism, totalitarianism to democracy
- The Soviet legacy and the development of democracy and civil society
- Relations with Russia, Turkey, Europe, the U.S., and the Armenian Diaspora

**Total hours 54**