As Armenians entered the modern period beginning with the nineteenth century, they were largely “transimperial subjects” scattered across the Ottoman, Iranian, and Russian empires with the majority living on their ancestral lands in the region straddling the Ottoman and Russian imperial domains. This course provides an introductory survey to Armenian history from its imperial contexts in the early nineteenth century, through genocide, short-lived independence, and sovietization, to the emergence of an independent republic of Armenia following the collapse of the Soviet Union in 1991. In addition to covering Armenian history as the history of an Armenian nation-state, much of the course will focus on Armenians as either nineteenth-century “transimperial subjects” scattered across and interacting with several empires or as twentieth-century members of a post-genocide transnational and global diaspora with a history that transcends multiple ethnic or religious boundaries and encompasses much of the world.

In addition to the textbooks assigned for the course, there will be a number of essay-length readings made available to students in pdf format, as well as excerpted selections of primary sources in English translations. Pdf readings are marked by an asterisk on the syllabus and are available for downloading.

THE SIGNIFICANCE OF THE SYLLABUS
Enrollment in this course implies acceptance of all rules, policies and requirements of this class. I reserve the right to make small changes to this syllabus in accordance with the specifics of the class dynamic.

NOTES, CAUTIONARY AND OTHERWISE:
- I encourage you to come to my office hours, to discuss any questions about the issues raised, or to talk about assignments and/or problems you might be having (or just to give us an opportunity to get to know each other better), so that we can work together in providing sufficient explanations to questions and resolutions to problems. For most of you, this course covers unfamiliar regions and periods and will involve learning new concepts; please do not wait until the end of the quarter to see me.

- Students are expected to express themselves openly and participate in creating a non-intimidating classroom environment that contributes to open discussion. They are expected to think objectively and historically and to listen respectfully to others’ remarks.
In this course, as in others, each student is in charge of and responsible for his/her own education. In other words, what one gets out of this course depends on what one puts into it. This includes grades. Grades are not negotiable. All grades are earned; if you want an A and not an A-, then earn it. If you have an issue with a grade on an assignment and can explain in writing why your assignment deserves a different grade, I am willing to take a second look. Please be forewarned, however, that I will look at the assignment with a fresh eye; that means grades may be raised, lowered, or remain the same.

This is an upper-division course. The written work you submit should be of the highest quality. All essays should be free of grammar, spelling, typographical, and form errors. All written work should be typed, double-spaced, with 12-point font size. Fonts such as Times and Times Roman are acceptable. Be sure to have 1” margins. Paginate your essays (page numbers) and staple pages together. Your essays should have a title, an introduction, a thesis, supporting paragraphs, and a conclusion.

All assigned readings for the day must be completed before you come to class. You should be prepared to discuss the readings and participate in all the class discussions.

All assignments are due at the beginning of class on the day assigned. I will not accept an assignment if the student has not attended class that day. Exceptions may be made in rare cases. If I permit the late submission of an assignment, I will deduct points 5 points per day.

Electronic submission and late assignments will not be accepted without prior agreement.

Students are required to be present at every class session and to be prepared for class. Unexcused absences will be penalized. Students must contact the instructor if a conflict arises that will prevent them from attending class. Only students who have excused absences and approval from the instructor will be able to make up a missed assignment. I am not obligated to consider other absences except the following excused absences: illness or injury to the student; death, injury, or serious illness of an immediate family member or the like; religious reasons (California Education Code section 89320); jury duty or government obligation; university sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips.) Please contact me immediately if a situation arises that forces your absence from class. If I do not hear from you, I will consider your absence unexcused.

Consistent tardiness will not be acceptable and will result in a grade deduction. You need to let me know ahead of time if you are going to be late. If you are late to class beyond twenty minutes of class time, I will consider you absent for the day.

Some class sessions will be discussion focused. Please bring appropriate readings and texts to class with you. Give yourself sufficient time to complete the reading and prepare before coming to class. Moreover, give yourself sufficient time to understand assignment guidelines, complete writing assignments accordingly, and seek help early if you are having difficulties.

Classroom etiquette: please abide by the etiquette guidelines established on the first day of class.
• NO reading of extraneous material in class;
• NO radios, headsets, iPods, or any other distractions;
• NO conversations other than those directed at the class;
• NO cell phones, no texting. If you must have one for any reason, see me before class.
• NO packing up before class is dismissed.

* Academic Integrity and Honesty:
Cheating and plagiarism are serious offenses and will not be tolerated. They are violations of university regulations. All students will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, the following: cheating; plagiarizing; fabricating of information or citations; facilitating acts of academic dishonesty by others; having unauthorized possession of examinations; submitting work of another person or work previously used without informing the instructor; tampering with the academic work of other students; the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. All acts of academic dishonesty will be subject to disciplinary action. All take-home written assignments for the course must be submitted electronically through Turnitin in order to ensure the authenticity of the presented written work. A single act of cheating or plagiarism by an undergraduate student will result in a failing grade on that assignment. A single act of cheating or plagiarism by a graduate student will result in a failing grade in the course, regardless of other graded course assignments.

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<tr>
<th>Grading</th>
<th>A = 93–100</th>
<th>A- = 90–92</th>
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<tr>
<td>B+</td>
<td>87–89</td>
<td>B = 83–86</td>
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<td>C+</td>
<td>77–79</td>
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<td>D+</td>
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**COURSE REQUIREMENTS/ASSESSMENT**

**I. WRITTEN ASSIGNMENTS:**
  1) MAP QUIZ (10% TOTAL)
  2) IN-CLASS ID EXAM (25%)
  3) TAKE-HOME MID-TERM EXAM (8 PP., 25%)
  4) FINAL EXAM (8 PP., 30%)

All written assignments must be typed, double-spaced, paginated, in black ink, 12-point font, and with one-inch margins.

**II. CLASS PARTICIPATION AND DISCUSSION (10%)**
This includes coming to class on time having read and thought about the week’s material and prepared to discuss it. Knowledge and understanding of readings will enable us to have productive class discussions as well as help you be prepared for other assignments. Attendance without participation will be insufficient and will be reflected in grades.

**REQUIRED TEXTS:**

*The textbooks will be available for purchase at the bookstore.*

Other readings will be available on electronic reserve in pdf. format and are marked with an asterisk below.

**WEEK 1 (SEPT. 26): INTRODUCTION TO THE COURSE AND RECAP TO THE NINETEENTH CENTURY**

*Readings: General Methodological Approaches: “Ethnies,” “Nations” and “Autonomous” versus “Interactive” Histories*


**WEEK 2 (OCT. 1 AND 3): THE IMPERIAL FOUNDATIONS: OTTOMANS, RUSSIANS, AND IRANIANS DURING THE NINETEENTH CENTURY**

**Tuesday: Armenians in Three Empires**


**Thursday: The Millet System and the History of Ottoman Armenians:**


Week 3 (OCT. 8 & 10): A HYBRID CULTURE WITH A SYNCHRETIC LANGUAGE: ARMENO-TURKISH LITERATURE AND CULTURE IN CONTEXT

Tuesday: Ottoman Literary Culture in the Age of Print and Armeno-Turkish:
Readings:
• Aprahamyan, Garo. “A Note on the Bibliographic Catalogues of Armeno-Turkish Literature,” in Between Religion and Language: Turkish-Speaking Christians, Jews and Greek-Speaking Muslims and Catholics in the Ottoman Empire. Eds. Evangelia Balta and Mehmet Ölmex. (İstanbul: Eren, 2011), 147-152.*

Thursday: Armeno-Turkish Literary Culture and Ottoman Social History

• Sagaster, Börte. “The role of Turcophone Armenians as literary innovators and mediators of culture in the early days of Modern Turkish Literature.” In Between Religion and Language: Turkish-Speaking Christians, Jews and Greek-Speaking Muslims and Catholics in the Ottoman Empire. Eds. Evangelia Balta and Mehmet Ölmex. (İstanbul: Eren, 2011), 101-110.*
• Mignon, Laurent. “Lost in Translation: A few remarks on the Armeno-Turkish novel and Turkish Literary Historiography.” In Between Religion and Language: Turkish-Speaking Christians, Jews and Greek-Speaking Muslims and Catholics in the Ottoman Empire. Eds. Evangelia Balta and Mehmet Ölmex. (İstanbul: Eren, 2011). 111-123*

Primacy Source Reading:

• Abbot Mkhitar, “Preface to the First Published Armeno-Turkish Book” English Translation by Sebouh D. Aslanian (unpublished manuscript)

Week 4 (OCT. 15 AND 17): TANZIMAT REFORMS, NATIONAL “AWAKENING” AND THE FORMATION OF NATIONAL PARTIES

Tuesday: The Amira Class and Relations of Power within the Millet:
Thursday: **Nationalism, Socialism, and Marxism:**


**Primary Source Readings:**

Decrees from the Ottoman Tanzimat:

Political Party Platforms:
- “The Manifesto of the Federation of Armenian Revolutionaries”

**Recommended:**

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**IN-CLASS MAP QUIZ OCT. 17 (20 minutes)**

**WEEK 5 (OCT. 22 AND 24): ARMENIANS, THE DECLINE OF EMPIRES, AND CONNECTED REVOLUTIONS**

Tuesday:

Thursday:
- Der Matossian, Bedross, “Formation of Public Sphere(s) in the aftermath of the 1908 Revolution among Armenians, Arabs and Jews,” in *“L’ivresse de la liberté”: La révolution de 1908 dans l’Empire ottoman*, edited by François Georgeon (Leuven, Belgium: Peeters, 2012),189-220*
- Feroz Ahmed, “Unionist Relations with the Greek, Armenian, and Jewish Communities of the Ottoman Empire, 1908-1914,” in Benjamin Braude and Bernard Lewis (eds), *Christians and Jews in the Ottoman Empire, vol. I: The Central Lands*, (New York: Holmes and Meier,1982), 401-436*

**MID-TERM EXAM DUE OCT. 24 THROUGH TURNITIN AND IN HARDCOPY IN CLASS (Questions will be provided two weeks in advance)**
WEEK 6 (OCT. 29 AND 31): GENOCIDE AND THE POLITICS OF DENIAL

Tuesday:

- Donald Bloxham, “The Beginning of the Armenian Catastrophe: Comparative and Contextual Considerations,” in Der Voelkermord an den Armeniern und die Shoah (The Armenian Genocide and the Shoah) (Zurich: Chronos Verlag, 2002), 100-128.*
- Panossian, (textbook), 228-242.

Primary Source Readings:


Recommended Readings:


Thursday: Denial and the Politics of History


Recommended Reading:

WEEK 7 (NOV. 5 AND 7): *THE FIRST REPUBLIC OF ARMENIA (1918-1920) AND SOVIETIZATION*

**Tuesday: The Republic of Armenia**


**Thursday: SOVIETIZATION, STALINISM, AND INDUSTRIALIZING THE NATION**


WEEK 8 (NOV. 12 AND 14):

**Tuesday:**

*IN-CLASS ID EXAM: NOV. 12 (whole class)*

**Thursday:** (No Class on Nov. 14; I will be at a conference in China)


**Tuesday: Soviet Nation-Building:**


**Thursday: Diaspora Nation-Building:**


Tuesday:

Primary Source Reading:

Recommended Reading:
• Stephen Astourian, “From Ter-Petrosian to Kocharian: Leadership Change in Armenia,” (Berkeley, 2001-2002), 1-64.*

Thursday: (No class, Thanksgiving holiday)

WEEK 11 (DEC. 3 AND 6): (No Class; I will be at a conference in Tokyo)

FINAL EXAM DUE DECEMBER 12 BY ELECTRONIC SUBMISSION

(QUESTIONS WILL BE PROVIDED TO YOU TWO WEEKS IN ADVANCE)