

## ETH S164 : The Armenian Diaspora

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li><li>Marashlian, Levon S</li><li>Torres, Fabiola</li></ul>
Course Code (CB01) :	ETH S164
Course Title (CB02) :	The Armenian Diaspora
Department:	ETH S
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000016842
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	11/27/2024
Course Description and Course Note:	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 critically affect the Armenian case today. Students will learn about the growing Armenian-American community and 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 will also be explored.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>In-Person</li><li>Remote</li><li>Hybrid</li><li>Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Ethnic Studies</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

### IGETC Area

4C-Ethnic Studies

### Area

Ethnic Studies

### Status

Approved

### Approval Date

09/09/1991

### Comparable Course

No Comparable Course defined.

### CSU GE-Breadth Area

D-Social Sciences

### Area

Social Sciences

### Status

Approved

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

## Units and Hours

### Summary

#### Minimum Credit Units (CB07)

3

#### Maximum Credit Units (CB06)

3

#### Total Course In-Class (Contact) Hours

54

#### Total Course Out-of-Class Hours

108

#### Total Student Learning Hours

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**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours****Course Duration (Weeks)** 18**Hours per unit divisor** 0**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Studio 0

**Total** 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Studio 0

**Total** 108**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

<b>Activity Name</b>	<b>Type</b>	<b>In Class</b>	<b>Out of Class</b>
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation****Advisory**

ENGLC1000 - Academic Reading and Writing (in-development)

**Objectives**

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entry Standards

Entry Standards

Description

No value

No value

## Course Limitations

Cross Listed or Equivalent Course

Description

No value

No value

## Specifications

Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Methods of Instruction

Field Activities (Trips)

Methods of Instruction

Presentations

## Out of Class Assignments

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

Methods of Evaluation	Rationale
Exam/Quiz/Test	Three to four one-hour in class examinations and a final examination
In-Class Activity (answering journal prompt, group activity)	An in-class journal entry reflecting on students' understanding of the lecture content
Writing Assignment	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

**Textbook Rationale**

The Bakalian text is a well-respected and foundational work on Armenian studies, a smaller field that lacks ample and updated scholarly textbooks covering the Armenian American experience from various perspectives. The Arlen book is a seminal fiction work in the field.

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

**Other Instructional Materials (i.e. OER, handouts)**

No Value

Learning Outcomes
<b>Course Objectives</b>
Explain historical developments that caused the dispersal of the Armenians in the early 20th century.
Discuss the formation of the Armenian Diaspora worldwide, with an emphasis on the United States, particularly in California.
Recognize the universal process of acculturation and assimilation, using the Armenian experience as model.
Identify the institutions and organizations that make up the Armenian community.
Discuss the integration of Armenians in American society and the political system.

Discuss the Armenian Question as it relates to U.S. foreign policy.

## SLOs

**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** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>ARMEN</i> Armenian Language Certificate	Demonstrate increased knowledge of the target language's cultures
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	Demonstrate increased reading and listening comprehension of the target languages
	Utilize oral and written communicative skills to produce the target languages
<i>ARMEN</i> Armenian Language A.A. Degree	Demonstrate increased knowledge of the target language's cultures
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<i>ARMEN</i> Armenian Language A.A. Degree Major	Demonstrate increased knowledge of the target language's cultures.
<i>SOC 5</i> Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
<i>HIST</i> History AA-T Degree	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
<i>HIST</i> 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.
<i>SOC</i> Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists
	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

**Critically analyze the historical, political, ethnic, religious, social, and international issues and forces that are impacting the Diaspora, especially Armenians in America** Expected Outcome Performance: 70.0

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## Additional SLO Information

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

No

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

No

**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

#### Introduction (1 hour)

- Definition of "diaspora"
- Overview of major Armenian Diaspora communities worldwide
- Introduction to current issues involving the diaspora and Armenia

#### Abandonment of the Armenian Question between Sèvres and Lausanne (2 hours)

- 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

#### Genocide as the Main Creator of the Modern Armenian Diaspora (2 hours)

- 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

#### Armenians in America (5 hours)

- 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

#### The Role of Religion in Community Life and Politics (2 hours)

- 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

#### The New Role of the Traditional Political Parties (2 hours)

- 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

#### Radical Movements and Organizations, 1973-1980s (1 hours)

- 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)

#### Armenian Lobbyists and Political Movements for National Unity (2 hours)

- 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

#### Charitable, Cultural, Educational, Athletic, and Student Organizations (2 hours)

- 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

**The California Armenian Community (4 hours)**

- 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

**Socialization, Acculturation, Assimilation, and Fragmentation (4 hours)**

- "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

**Community Schools and Armenian Studies (2 hours)**

- 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

**Media, Music, Art, and Literature in the Diaspora (2 hours)**

- 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

**Armenians in the International Media (2 hours)**

- 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

**Armenians in the American Democratic Process (3 hours)**

- 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

**Contemporary Issues Involving the Genocide - 5 hours**

- 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

**U.S. Foreign Policy, the Diaspora, and Armenia from the 1980s to the Present (4 hours)**

- 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

**Relations Between the Diaspora and Armenia from 1988 to the 21st Century (9 hours)**

- 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

**Total Hours 54**

## **Additional Information**

### **Repeatability**

Not Repeatable

### **Justification (if repeatable was chosen above)**

No Value

### **Is it possible this course will have a material fee?**

No Value

### **I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

No Value

### **What term(s) will this course be offered?**

No Value

### **Will any additional resources be needed for this course? (Click all that apply)**

No Value

### **If additional resources are needed, add a brief description and cost in the box provided.**

No Value

## **Resources**

### **Did you contact your departmental library liaison?**

No

### **If yes, who is your departmental library liaison?**

No Value

### **Did you contact the DEIA liaison?**

No

### **Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value