

General Education Course Proposal

Proposed Course: ARM S 10 Introduction to Armenian Studies Armenian Studies 10 3
Prefix No. Title Units

Department: Armenian Studies Program School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
 Breadth: B1___; B2___; C1___; C2___; D x; E___
 Integration: B___; C___; D___; International/Multicultural___

Existing Course ___; Revised Course x; New Course ___

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Introduction to the historical and contemporary experience of Armenians in American society. Examines issues of identity, ethnicity, immigration, genocide, and cultural heritage in the United States.

Enrollment limit per section: 40

Expected number of sections per semester – Year 1 3; Year 3 4

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Dikran Kouyoujian 8-24-99 R. J. Costa 8/25/99
Department Chair Date School Curriculum Committee Date

see previous form Pepe Annunzio 8/27/99
School Dean Date General Education Subcommittee Date

Frank Kehoe 8/27/99
Associate Provost Date

Attachment #2: General Syllabus

Armenian Studies Program
Spring 1998

Proposed Course: Armenian Studies 10-Introduction to Armenian Studies

**Armenian Studies 10-
Introduction to Armenian Studies**
3 units, no prerequisites

**Semester, Year
Schedule #12345**

Catalog Description: Introduction to the historical and contemporary experience of Armenians in American society. Examines issues of identity, ethnicity, immigration, genocide, and cultural heritage in the United States.

General Education: The course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirement for General Education, Division 9. For all other students, it meets the requirement for BREADTH, Area D, Lower Division.

Instructor: Name

Office: Instructor's office

Office Hours: Instructor's office hours (minimum of five hours per week)

Phone/e-mail: Instructor's office phone/voice mail number; e-mail address

Armenian Studies Program office: Peters Business Building, Room 384

Program hours: M-F, 8-1200, 1300-1700.

Armenian Studies Program phone: 278-2669

Textbooks:

Required: Required for all sections is *Passage to Ararat* by Michael J. Arlen (HungryMind Press, 1996) and a Reader, which encompasses excerpts from books and articles relative to the main topics covered in the course. These can be purchased in the textbook section of the bookstore.

Recommended: *Torn Between Two Lands: Armenians in America 1890 to World War I*, R. Mirak and *Armenian-Americans: From Being to Feeling Armenian*, A. Bakalian.

Fees: There are no fees attached to this course.

Course Goals: At the successful completion of this course, the student will be able to:

- 1) understand and identify the methodologies and analytic concepts necessary to evaluate society today and promote more effective participation in the human community. They will learn about the basic precepts of American society.
- 2) understand the immigrant and racial/ethnic experience and its role in American society.
- 3) provide a framework to understand different cultures and ethnic diversity through the use of comparative methods and a cross-cultural perspective.
- 4) identify and understand the key issues in Armenian culture and history.
- 5) be able to discuss and analyze the issue of Armenian identity in an historical as well as current context.
- 6) to discuss the significant aspects of the Armenian experience in the United States, the reasons for immigration to the U.S. and in particular to California and Fresno.
- 7) understand the concepts of prejudice and discrimination and how they affect ethnic groups in general and specifically the Armenians in America.

Revised August 24, 1999

Course Topics:

Introduction and General Concepts of Ethnicity

2 weeks

Students will be introduced to the methodologies and analytic concepts necessary to evaluate society today and promote more effective participation in the human community. Theories of ethnicity, culture, and identity will be explored. Transition from Immigrant to Ethnic Communities. General migration processes and concepts of immigrant communities in general will be introduced. Issues of race, gender, and class will be introduced.

Identity, History, and Genocide

3-4 weeks

Various ethnic empowerment movements will be analyzed. Social construction of identity for various ethnic groups. The concept of ethnicity as it applies in the United States. Participation in the popular culture. The general concept of Genocide will be studied as a phenomenon of the 20th century. A reading and discussion of the book *Passage to Ararat*, which encompasses questions on identity, ethnicity, culture, history, diaspora, and genocide.

Immigration and United States History

Approx. 3 weeks

Discusses the history of 19th and 20th century immigration to the United States. The causes and reasons behind the immigration will outline the variety of peoples who have immigrated to the U.S. Students will appreciate the diverse cultures which exist in the U.S. and in California. There will be a discussion of the significant aspects of the immigrant experience in the United States and how that changed over the course of the 20th century. Students will be introduced to the general concepts of prejudice and discrimination and how they affected immigrants in America and especially in Fresno.

Religion and Community

Approx. 1 week

An analysis and discussion of one of the most important institutions in community life and its pervasive effects in the society. The role of religion in America will be discussed and compared among differing groups. Religion and its role in ethnic maintenance. A comparison between the majority/minority culture in the U.S.

Diasporas and Transnationalism

Approx. 1 week

A discussion of the existence of groups outside of their historic homeland. Students discuss and analyze the issue of transnationalism in an historical as well as current context. They will examine the historical circumstances which lead to the rise of Diasporas, and especially how those Diasporas function in the U.S. Concepts of community and group identities. Concepts of community without a state.

Literature and Creative Expression

Approx. 2 week

American literature written by members of immigrant groups is read. Creative expression in immigrant communities. The literature examines the general and specific problems facing immigrants to the United States: identity, assimilation, conflict, discrimination, loneliness, etc. Relations between majority and minority cultures will be explored through the literature.

Architecture and Art

Approx. 1 week

Architecture and art are examined as significant and distinctive aspects of culture. Students will identify and discuss the major contributions of Armenian culture to world culture, especially in the area of art.

Armenia Today

Approx. 1 week

A survey of current events in the Republic of Armenia. Students will be introduced to a different culture and ethnic diversity. This will be compared to life in the United States through a cross-cultural perspective.

Assignments:

1. Homework/classwork. Students will do well in the class to the extent that they read the assigned reading for the class period.

2. Quizzes. Quizzes/exams test memory and mastery of the material.

3. Paper(s) The University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement.

Each student will be required to complete writing assignments, consistent with the GE Policy, at a minimum of 2,000 words. There are two, four-page papers assigned to meet the 2,000 word requirement (1 page = 250 words times 8 pages = 2,000 words). Papers are due at the end of the 5th and 12th weeks of instruction. Students will be evaluated and graded on the mechanics, grammar, and punctuation of the paper as well as on the ability to form coherent, sustained and well developed arguments. Students will be expected to follow the MLA Handbook of Style for their papers. The assignments require the students to write on specific topics discussed in the course.

4. Final Exam. Day, date, time place

Course Calendar. Approximate dates for topics to be covered, reading and assignments due.

Note: The schedule and procedures for this course indicated in the course calendar are subject to change in the event of extenuating circumstances.

Criteria for evaluating student work: Each syllabus will state the criteria which will be used in grading (assigning points) and the standards for high quality work.

Eligibility for a passing grade: Each syllabus will contain a statement of the necessary conditions for passing the course.

Grades: Each syllabus will contain a grading policy, which apportions points/credit to each assignment. Also, it will contain a grading scale and an explanation of how grades will be assigned.

General Information:

1. Attendance Policy.

2. Missed quizzes, make-up work, late paper policy.

3. Cheating and plagiarism. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consist of misuse of the published and/or unpublished works of another by representing the material so used as one's own work." Cheating or plagiarism will not be tolerated in this course. Depending on the seriousness of the action, the student may be penalized by an "F" on the assignment to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

4. Student with disabilities. If you are a disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Contact Services for Students with Disabilities, Madden Library Room 1049, 278-2811.

5. Other specific policies for this course.

Attachment #3: Typical Syllabus

Armenian Studies Program
Spring 1998

Proposed Course: Armenian Studies 10-Introduction to Armenian Studies

Arm St 10 Introduction to Armenian Studies
3 units, no prerequisite

Spring 1998
Schedule #12345

Catalog Description: Introduction to the historical and contemporary experience of Armenians in American society. Examines issues of identity, ethnicity, immigration, genocide, and cultural heritage in the United States.

General Education: The course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirement for General Education, Division 9. For all other students, it meets the requirement for BREADTH, Area D, Lower Division.

Instructor: Barlow Der Mugrdechian

Office: Peters Business, Room 331

Office Hours: T 0900-1100; W 1400-1700

Phone/e-mail: 278-4930; barlow_der mugrdechian@csufresno.edu

Armenian Studies Program office: Peters Business Building, Room 384

Program hours: M-F, 8-1200, 1300-1700.

Armenian Studies Program phone: 278-2669

Textbooks:

Required: Required for all sections is *Passage to Ararat* by Michael J. Arlen (HungryMind Press, 1996) and a Reader, which encompasses excerpts from books and articles relative to the main topics covered in the course can be purchased at the Kennel Bookstore, textbook section.

Recommended: *Torn Between Two Lands: Armenians in America 1890 to World War I*, R. Mirak and *Armenian-Americans: From Being to Feeling Armenian*, A. Bakalian.

Fees: There are no fees attached to this course.

The course **Introduction to Armenian Studies** has two main goals: 1) to introduce students to the ethnic experience in the United States and 2) to apply the concepts learned in goal one to one ethnic group in the United States, the Armenians.

A general discussion of the ethnic experience in the U.S. is the core of the course. Themes related to the contemporary ethnic experience in America will be discussed. The course includes a discussion of the concept of identity by examining a defined ethnic group such as the Armenians in the context of a larger society. The course will look specifically at the experience of ethnic groups in the United States and in California. The Armenian people will be covered through their history, social structure, art, and literature.

Slides and video will be utilized in class to highlight important concepts. Your input and participation is encouraged in the form of questions and discussion throughout this course.

Course Goals: At the successful completion of this course, the student will be able to:

- 1) understand and identify the methodologies and analytic concepts necessary to evaluate society today and promote more effective participation in the human community. They will learn about the basic precepts of American society.
- 2) understand the immigrant and racial/ethnic experience and its role in American society.

Revised August 24, 1999

- 3) provide a framework to understand different cultures and ethnic diversity through the use of comparative methods and a cross-cultural perspective.
- 4) identify and understand the key issues in Armenian culture and history.
- 5) be able to discuss and analyze the issue of Armenian identity in an historical as well as current context.
- 6) to discuss the significant aspects of the Armenian experience in the United States, the reasons for immigration to the U.S. and in particular to California and Fresno.
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Approx. 3 weeks

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Approx. 1 week

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Armenia Today

Approx. 1 week

A survey of current events in the Republic of Armenia. Students will be introduced to a different culture and ethnic diversity. This will be compared to life in the United States through a cross-cultural perspective.

1. **Homework/classwork.** Students will do well in the class to the extent that they read the assigned reading for the class period. Readings will be assigned prior to the class period where they are required.

2. **Quizzes.** There is one mid-term examination (100 points) and one final examination (115 points) in the course.

3. **Paper(s)** The University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement.

Each student will be required to complete writing assignments, consistent with the GE Policy, at a minimum of 2,000 words. There are two, four-page papers assigned to meet the 2,000 word requirement (1 page =250 words times 8 pages = 2,000 words). Papers are due at the end of the 5th and 12th weeks of instruction. Students will be evaluated and graded on the mechanics, grammar, and punctuation of the paper as well as on the ability to form coherent, sustained and well developed arguments. Students will be expected to follow the MLA Handbook of Style for their papers. The assignments require the students to write on specific topics discussed in the course.

4. **Final Exam.** Wednesday, May 20, 11:00-1:00 pm

Course Calendar.

Week 1	26	January	Introduction-Ethnicity in the U.S.
	28		Analytic concepts, social constructs of identity
	30		Introduction to methodologies and concepts which introduce students to an evaluation of society
Week 2	2	February	Communities and theories of communities
	4		Theories of ethnicity and culture
	6		pp. 3-20 Passage to Ararat
Week 3	9		pp. 21-40 Key issues in American history are discussed
	11		pp. 41-60 Armenians as one example of an ethnic group in the U.S.
	13		pp. 61-81 The general concept of Genocide
Week 4	16		PRESIDENT'S DAY - NO CLASS
	18		pp. 82-103 Issues of self-identity are explored
	20		pp. 104-124 Movie-"An Armenian Journey" about Armenian genocide/identity
Week 5	23		pp. 125-136 Development of ethnic identity
	25		pp. 137-172 "The Forgotten Genocide" documentary on the Armenian Genocide
	27		pp. 173-191 The effects of Genocide on a society
Paper 1 Due			Suggested topic: Related to general concept of Genocide and its effects on the community

Week 6	2	March	pp. 192-218 19th and 20th century history-immigration to the US. 2nd class citizenship discrimination/prejudice
	4		pp. 219-240
	6		pp. 241-256
Week 7	9		pp. 257-271 Ethnic communities in the 20th century
	11		pp. 272-293 Conclusions on self-identity
	13		Significant aspects of the immigrant experience
Week 8	16		The Armenian Question-political issues dealing with the Genocide/human rights
	18		
	20		Mid-Term Examination
Week 9	23		Armenians of Fresno
	25		history of Armenian immigration to US-how immigrants fit into a new society
	27		Issues of prejudice and discrimination in Fresno New communities in Fresno.
Week 10	30		Movie-"Strangers in a Promised Land" The Fresno Armenians in a documentary
	1	April	
	3		
6-10	APRIL		SPRING RECESS
Week 11	13		Effects of religion on groups in the US
	15		
	17		Comparison of different religions and denominations of Christianity
Week 12	20		The rise of Diasporas:Groups outside "national" boundaries
	22		A discussion of the idea of a dispersed people
	24		
Paper 2 Due			Suggested topic: Related to issues of assimilation, self-identity prejudice and discrimination.
Week 13	27		Literature/means of expression
	29		Writers explore the ethnic experience in the US. Students will read the stories and relate them to American culture.
	1	May	
Week 14	4		Armenian Architecture
	6		Major contributions of Armenians to art and architecture
	8		Armenia Today-Comparison of Armenian and US societies-showing of slides and class discussion
Week 15	11		
	13		Last day of instruction; Review

Videos: California Armenians • Strangers in a Promised Land • Hidden Holocaust • The Armenian Genocide • Charles Garry: Streetfighter in the Courtroom

Revised August 24, 1999

Note: The schedule and procedures for this course indicated in the course calendar are subject to change in the event of extenuating circumstances.

Criteria for evaluating student work: The criteria for quality work will be specified in detail for each assignment.

Eligibility for a passing grade: To be eligible for a passing grade in this course students must take the midterm examination and the final examination. They must achieve a minimum of 60% of the total points in the course.

Grades:

Grades for the course will be based on total points possible for the course.

90-100% A • 80-89% B • 70-79% C • 60-69% D • below 60% F

Grading:	Mid-term examination	35%	of total points
	Final examination	40%	of total points
	Written assignments	25%	of total points

Grading will be based on exams, written assignments, and attendance.
Extra-credit assignments outside of class hours will be available during the semester.

General Information:

1. Attendance Policy. Attendance will be a factor in grading. More than three unexcused absences will negatively affect your grade. For each unexcused absence after the third, 1% of total points will be deducted.

2. Missed quizzes, make-up work, late paper policy. Late papers will be accepted with a deduction in grade. Make-up of exams is allowed only by arrangement with the instructor prior to the examination.

3. Cheating and plagiarism. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consist of misuse of the published and/or unpublished works of another by representing the material so used as one's own work." Cheating or plagiarism will not be tolerated in this course. Depending on the seriousness of the action, the student may be penalized by an "F" on the assignment to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

4. Student with disabilities. If you are a disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course can be made. Contact Services for Students with Disabilities, Madden Library Room 1049, 278-2811.