

Fall 2011
History 107A
Armenia and Armenians in World History: From Ethnogenesis to the Eleventh Century CE

Professor Sebouh D. Aslanian

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Time: Tu/Th 2:00PM - 3:15PM (Haines 118)

Office Hours Tu/Th: 1:00-2:00 PM or by appointment.

The purpose of this course is to introduce students to the rich and cosmopolitan history of Armenia and the Armenian people from the earliest times to roughly the eleventh century of the Common Era. The course will provide a sweeping survey of Armenian history both from the perspective of local Armenian actors as well as from that of many of Armenia's imperial neighbors and civilizations. Our approach will be to examine how Armenia and Armenians *creatively interacted* with other states and civilizations in the larger Eurasian world and how these encounters, interactions, *and local adaptations* shaped the future trajectories of Armenian history. We will frame our study both chronologically and, whenever possible, thematically. We will begin by addressing the complex history of Armenian "ethnogenesis" and move on to discussing the establishment of various dynasties ruling over the historical territory of Armenia from the Orontids (Yervanduni), Artaxiads (Artashesians) to the Arsacids (Arshakunis). Much of our survey will be devoted to the partition of Armenia between Iranian and Byzantine/Roman spheres of influence and its subsequent absorption into the Arab Caliphate. The survey will conclude with the resurrection and collapse of the last Armenian kingdom under the Bagratid (Bagratuni) dynasty. In addition to the two 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. The syllabus serves as your contract for the course. 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, 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, or tampering with the academic work of other students. 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.**

Grading:

	A = 93 – 100	A- = 90 – 92
B+ = 87 – 89	B = 83 – 86	B- = 80 – 82
C+ = 77 – 79	C = 73 – 76	C- = 70 – 72
D+ = 67 – 69	D = 63 – 66	D- = 60 – 62
	F = 0 – 59	

COURSE REQUIREMENTS/ASSESSMENT

I. WRITTEN ASSIGNMENTS:

- 1) **2 MAP QUIZZES (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, 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:

- Richard G. Hovannisian, ed. *The Armenian People From Ancient to Modern Times* (New York: St. Martin's Press, 1997), vol. 1.
- George A. Bournoutian, *A Concise History of the Armenian people: From Ancient Times to the Present* (Costa Mesa, Calif.: Mazda Publishers, 2002)

All books are at the bookstore ready for purchase.

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

WEEK 1 (SEPT. 22): INTRODUCTION TO THE COURSE

WEEK 2 (SEPT. 22 AND 29): THE POLITICS OF NATIONAL IDENTITY AND "ETHNOGENESIS"

Tuesday

Readings: GENERAL METHODOLOGICAL APPROACHES: "ETHNIES," "NATIONS" AND "AUTONOMOUS" VERSUS "INTERACTIVE" HISTORIES

- Sebouh Aslanian, "The Treason of the Intellectuals: Reflections on the Uses of Revisionism and Nationalism in Armenian Historiography," *Armenian Forum* 2/4 (Spring 2002): 1-38.*
- Ronald Suny, "Introduction: From National Character to National Tradition," *Looking Towards Ararat: Armenia in Modern History*, pp. 1-15.*

Thursday: DIFFERING ACCOUNTS OF ARMENIAN ETHNOGENESIS

- Bournoutian (textbook), "Highlands and Crossroads: The Land of Armenia" and "From Ark to Archeology: The Origins of the Armenian People," pp. 1-11, and 19-25.
- James Russell, "The Formation of the Armenian People," in *The Armenian People From Ancient to Modern Times*, ed. Richard Hovannisian (New York: St. Martin's Press, 1997), pp. 19-35.
- Stephan H. Astourian, "In Search of Their Forefathers: National Identity and the Historiography and Politics of Armenian and Azerbaijani Ethnogeneses," in *Nationalism and History: The Politics of Nation Building in Post-Soviet Armenia, Azerbaijan and Georgia*, edited by Donald V. Schwartz and Razmik Panossian (Toronto: University of Toronto Press, 1994), pp. 41-52 and 67-73 (see also the corresponding notes on pp. 74-80 and 90-94)*

Primary Source Reading:

- Moses Khorenats'i, *History of the Armenians*. Translation and Commentary on the Literary Sources by Robert W. Thomson (Cambridge, MA and London: Harvard University Press, 1978), pp. 70-76, 81-92, 357-61.

Recommended reading:

- Razmik Panossian, "Introduction," *The Armenians: From Kings and Priests to Merchants and Commissars* (New York: Columbia University Press, 2005), pp. 1-32.*
- Father Michael Chamich, *History of Armenia*, translated from the original Armenian by Johannes Avdall, Vol. I (first printed in Calcutta, 1827 and reprinted in Astoria, NY, 1990), pp. 1-11.* full text available

on google.

<http://books.google.com/books/reader?id=boQreQZm098C&printsec=frontcover&output=reader>

Week 3 (OCT 4 & 6): BETWEEN URARTU AND ARARAT: FROM THE ORONDITS (YERVANDUNIS, C. 585-200 BCE) TO THE ARTAXIADS (ARTASHESIAN DYNASTY) AND TIGRAN II (“THE GREAT”)

Tuesday:

Readings:

- Bournoutian (textbook), “Ara and Semiramis: Urartu, the First Kingdom in Armenia,” pp. 11-19.
 - _____. “From Satraps to Kings: The Yervandunis, the First Armenian Dynasty,” pp. 25-37.
 - Nina Garsoïan, “The Emergence of Armenia,” in *The Armenian People From Ancient to Modern Times*, ed. Richard Hovannisian (New York: St. Martin’s Press, 1997), pp. 37-63.
 - Bournoutian (textbook), “Between Roman Legions and Parthian Cavalry: The Artashesian Dynasty and the Foundation of the Armenian Kingdom,” pp. 37-53.
- Nina Garsoïan, “Tigran II” entry in the Encyclopaedia Iranica (accessible online at <http://www.iranica.com/articles/tigran-ii>)

Recommended reading:

- Setton Lloyd. *Early Highland Peoples of Anatolia* (London, 1967). Ch. 5: “Urartu,” pp. 108-123.

Thursday: ARMENIA BETWEEN PARTHIA AND ROME (55 BC-224 AD): THE FALL OF THE ARTAXIADS/ARTASHESIANS AND THE ESTABLISHMENT OF THE ARSACID/ARSHAKUNI DYNASTY (FIRST CENTURY AD)

GLOBAL WAVES: ROMANS AND PARTHIANS IN THE EASTERN MEDITERRANEAN

Readings:

- Mortimer Chambers, Barbara Hanawalt, et. al. “The Roman Republic” and “Empire to Christianity,” in *The Western Experience*, pp. 89-116 and 117-151.*
- Edward Dabrowa, “The Arsacids,” in *The Oxford Handbook of Iranian History* (Oxford: Oxford University Press: 2011), pp. 154-176.*

Week 4 (OCT. 11): ARMENIA BETWEEN PARTHIA AND ROME (55 BC-224 AD): THE FALL OF THE ARTAXIADS/ARTASHESIANS AND THE ESTABLISHMENT OF THE ARSACID/ARSHAKUNI DYNASTY (FIRST CENTURY AD)

Tuesday:

LOCAL VARIATIONS/INFLECTIONS: THE ARSACIDS IN ARMENIA

Readings:

- Bournoutian (textbook), “The Arsacid/Arshakuni Dynasty,” pp. 53-75.
- Nina Garsoïan, “The Aršakuni Dynasty,” in *The Armenian People From Ancient to Modern Times*, ed. Richard Hovannisian (New York: St. Martin’s Press, 1997), pp. 63-95.

OCT. 13 (THURSDAY): NO CLASS U. OF MICH. CONFERENCE

WEEK 5 (OCT. 18 AND 20): THE SOCIAL STRUCTURE OF ARSHAKUNI ARMENIA: FEUDALISM OR DYNASTICISM?

Readings:

- Nina Garsoïan, “Naxarar” entry in the Encyclopaedia Iranica (accessible online at <http://www.iranica.com/articles/naxarar>)
- Nicholas Adontz, *Armenia in the Period of Justinian Political Conditions Based on the Naxarar System*, ed. and tr. N. G. Garsoïan, Louvain and Lisbon, 1970, pp. 327-373.*
- Cyril Toumanoff, *Studies in Christian Caucasian History*, Washington, D.C., 1963, pp. 34-40*
- Marc Bloch, “Feudalism as a Type of Society,” *Fendal Society: Social Classes and Political Organization*, vol. 2, pp. 162-168.*

FIRST IN-CLASS MAP QUIZ OCT. 20 (20 minutes)

WEEK 6 (OCT. 25 AND 27): THE CONVERSION OF ARMENIA

Readings: CONVERSION IN GLOBAL PERSPECTIVE

- Felipe Fernández-Armesto, “Conceptualizing Conversion in Global Perspective: From Late Antiquity to Early Modern,” in *Conversion to Christianity: From Late Antiquity to the Modern Age, Considering the Process in Europe, Asia, and the Americas*. Ed. Calvin B. Kendall, (Minneapolis, MN: CEMH, University of Minnesota, 2009), pp. 14-45.*

KING TRDAT’S METAMORPHOSIS INTO A WILD BOAR, OR THE CONVERSION OF ARMENIA

- Robin Darling Young, “The conversion of Armenia as a literary work,” in *Conversion to Christianity...*, pp. 115-137.*
- Robert Hewsen, “The Conversion of Armenia to Christianity,” *Ararat Quarterly*, vol. XLI, No. 2 (Spring 2001), pp. 2-11.*

Primary Source Readings:

- Agathangelos, “The Martyrdom of Rhipsimē and Gaianē and their Companions,” and “The Pagan Shrines are overthrown,” “Gregory builds the first churches in Armenia,” *History of the Armenians*, tr. and comm. R.W. Thomson, (Albany: University of Syracuse Press, 1976) pp. 147-217; 315-347; 347-371.* (Read only English translation on right side of page. This means sixty pages of primary source reading)

Recommended Readings:

- Robert Thomson. “Mission, Conversion, and Christianization: The Armenian Example,” *Studies in Armenian Literature and Christianity*, pp. 28-45.*

IN-CLASS ID QUIZ (OCT. 27)

WEEK 7 (NOV. 1 AND 3): THE INVENTION OF THE SCRIPT AND BATTLE OF VARDANANK`

Readings:

- Peter Cowe, “Elise’s ‘Armenian War’ as a Metaphor for the Spiritual Life,” *From Byzantium to Iran: Armenian Studies in Honour of Nina Garsoïan*, ed. Jean-Pierre Mahe and Robert W. Thomson (Atlanta, GA., 1997), pp. 341-360.*
- Robert Thomson, “Elišē’s History of Vardan: New Light from Old Sources,” *Classical Armenian Culture*, edited by Thomas J. Samuelian (Scholars Press, 1982), pp. 41-51.*

- Robert Thomson, “Armenian Literary Culture through the Eleventh Century,” in *The Armenian People From Ancient to Modern Times*, ed. Richard Hovannisian (New York: St. Martin’s Press, 1997), pp. 199-241.
- ‘The Armenian Alphabet,’ in *The Heritage of Armenian Literature*, volume I, pp. 83-91.*
- ‘The Golden Age,’ in *The Heritage of Armenian Literature*, volume I, pp. 93-101, 104-105.*

Primary Source Readings:

- Ekišē Vardapet, *History of Vardan and the Armenian War*, tr. and comm. R.W. Thomson, (Albany: University of Syracuse Press, 197?) pp. ??*

MID-TERM EXAM DUE NOV. 1 (Questions will be provided two weeks in advance)

WEEK 8 (NOV. 8 AND 10): THE IRANIAN SUBSTRATUM OF ARSHAKUNI ARMENIA

Readings:

- Nina Garsoïan, “Prolegomena to a Study of the Iranian Aspects in Arsacid Armenia,” in *Armenia between Byzantium and the Sasanians* (London: Variorum Reprints, 1985) pp. 1-46.*
- _____. “The Iranian Substratum of the ‘Agat`angelos Cycle,’” in *Armenia between Byzantium and the Sasanians* (London: Variorum Reprints, 1985) pp. 151-189.*

Primary Source Readings:

- Agathangelos, “Punishment falls on Trdat and the Armenians; Gregory is rescued,” “Gregory’s missionary activities; his sons are brought to Armenia,” and “Gregory’s sermon,” *History of the Armenians*, tr. and comm. R.W. Thomson, (Albany: University of Syracuse Press, 1976) pp. 217-227; 227-257; 371-401. * (English text only; reading is 35 pages)

THE SASANIAN INTERLUDE

Readings:

- Touraj Daryaee, “The Sasanians,” in *The Oxford Handbook of Iranian History*, (Oxford: Oxford University Press: 2011), pp. 177-196*
- Bournoutian (textbook), “Fire Temples and Icons: Armenia under Persian and Byzantine Rule,” pp. 75-91.
- Nina Garsoïan, “The Marzpanate (428-652),” in *The Armenian People From Ancient to Modern Times*, ed. Richard Hovannisian (New York: St. Martin’s Press, 1997), pp. 95-117.

WEEK 9 (NOV. 15 AND 17): ARMENIA IN THE PERIOD OF THE ARAB CALIPHATES: THE BAGRATUNI KINGDOM AND REGIONAL STATES

Readings: GLOBAL WAVES: THE RISE OF ISLAM AND THE “ISLAMICATE” WORLD IN THE NEAR EAST

- Richard Bulliet, et al. “The Rise of Islam: 600-1200,” *The Earth and its Peoples: A Global History*, Richard Bulliet, Pamela Crossley, et al., pp. 202-227.*
- Marshall Hodgson, “Islamdom, Islamicate,” *The Venture of Islam: The Classical Age of Islam*, vol. 1, pp. 57-60.*

LOCAL VARIATIONS/INFLECTIONS: MUSLIM RULE AND ARMENIAN AUTONOMY

- Bournoutian (textbook), “A People of the Book: Armenia under Arab Domination,” 91-105.
- Bournoutian (textbook), “A Land of Many Crowns: The Bagratuni Dynasty and the Armenian Medieval Kingdoms,” pp. 105-117.
- Nina Garsoïan, “The Arab Invasions and the Rise of the Bagratuni (640-884)” in *The Armenian People From Ancient to Modern Times*, ed. Richard Hovannisian (New York: St. Martin’s Press, 1997), pp. 117-143.

Primary Source Readings:

- Sebeos, *The Armenian History Attributed to Sebeos, volume 1*, translated with notes by R. W. Thomson (Liverpool: Liverpool University Press, 1999), pp. 94-102.*
- Ghevont Vardapet, *The History of Ghevond, the Eminent Vardapet of the Armenians (viii century) translated with a commentary and Introduction by Fr. Zaven Arzoumanian* (Burbank, CA.: Western Diocese of the Armenian Church of America, 2007), pp.48-69.*

Recommended Reading:

- Nina Garsoïan, “The Independent Kingdoms of Medieval Armenia,” in *The Armenian People From Ancient to Modern Times*, ed. Richard Hovannisian (New York: St. Martin’s Press, 1997), pp. 143-187.

SECOND IN-CLASS MAP QUIZ, NOV. 17 (20 minutes).

WEEK 10 (NOV. 22) NOV. 24—NO CLASS; THANKSGIVING): ISLAMIC INFLUENCES IN ARMENIAN CULTURE

Readings:

- Robert Thomson, “The Christian Perception of History: The Armenian Perspective,” in *Redefining Christian identity: Cultural Interaction in the Middle East since the Rise of Islam*, edited by J.J. van Ginkel, H.L. Murre-van den Berg, T.M. van Lint, (Leuven, Belgium, 2006), pp. 35-45.*
- Peter S. Cowe, “The Politics of Poetics: The Islamic Influence on Armenian Verse,” in *Redefining Christian identity: Cultural Interaction in the Middle East since the Rise of Islam*, edited by J.J. van Ginkel, H.L. Murre-van den Berg, T.M. van Lint, (Leuven, Belgium, 2006), pp. 379-404*
- Lynn Jones, *Between Islam and Byzantium: Aght`amar and the Visual Construction of Medieval Armenian Rulership* (Ashgate, 2009), pp. 1-13 and 125-129.*

WEEK 11 (NOV. 29 AND DEC. 1 – NO CLASS; MESA CONFERENCE IN D.C.): BYZANTINE ANNEXATION OF ARMENIA

Readings:

- Nina Garsoïan, “The Byzantine Annexation of Armenian Kingdoms in the Eleventh Century,” *The Armenian People From Ancient to Modern Times*, ed. Richard Hovannisian (New York: St. Martin’s Press, 1997), pp. 187-198.

FINAL EXAM DUE DEC. 10

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