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ARMENIAN HISTORY

The Armenian history department provides students with the opportunity to explore the historical past and present of the Armenian people. The courses offer a comprehensive account of the history of the Armenian people from its ancient origins to its current state both in the homeland and the Diaspora.

AH 222: Ancient Armenian History – Part 1 (in English): 3 credits

TERMS (Click for the Academic Calendar)

HOURLY BREAKDOWN OF THE REQUIRED PARTICIPATION (HOURS/WEEK)

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Participants will:
- exchange posts with their peers and interact using discussion – forums, chats, Skype, audio/video conferencing;
- review and discuss online and text based resources;
- work collaboratively in small groups and individually, using a spectrum of online tools.

COURSE DESCRIPTION AND OBJECTIVES
The course provides a comprehensive yet concise foundation of ancient Armenian history. The curriculum is divided into eight lessons to provide an overview of the geography of Armenia, the relationship of Armenia with Indo-Europeans, Armenian governance structures, Armenian origination, and the issues of Armenian independence, social, political and economic development and on the history of the Armenian Church. The course has been designed as an overview of ancient Armenian history accessible to a wide audience.

COURSE MATERIALS
No hardcopy texts are required. Selected online resources will be included as a part of the lessons. Students are required to read/listen/view all material and complete all assignments.

The online resources are drawn from the publicly available professional historical literature, academic curricula, recent publications in professional journals, educational material used in schools, and from discussions of controversies within the science of history.

The electronic resources are designed for university and pre-university students, secondary school history teachers and adult learners in Armenia and the Diaspora.

COURSE SOURCES

LEARNING OUTCOMES
Upon completion of the course, students will have familiarity with the chronology of significant events in Armenian history; contextual knowledge of the place of Armenian history within world history; and practice with the processes of historical inquiry, analysis, interpretation and problem-solving.

TOPICS COVERED
- The Armenian Highland (native land);
- The entire pre-historic communal social system in Armenia;
- The Armenian Highland, the foreland of the Indo-European nations;
- The oldest Armenian governmental formations;
- The Van-Ararat Kingdom (Ourartoo);
- Armenia during the Orontodian reign (VI-III B.C.);
- The kingdom of Major Hayk during Artashes I reign;
- The reinforcement of the Armenian State during the reign of Tigran the Great.

TEACHING METHODOLOGY
The electronic resources have been designed for user-friendly access and comprehension by a broad audience. Activities and online discussions are supported by online instructor to engage students in historical inquiry and in-depth analysis. Individual and collaborative student assignments are designed to engage students in authentic research and sharing of information. Students will gain from the course in direct relationship to the contributions they make to their own learning.

COURSE SCHEDULE
The course lasts for nine weeks, including the orientation week. Each week requires student commitment throughout at least five days.

| Week 0 | Orientation week:  
|        | Students become familiar with the Student Manual, complete the Learning Style questionnaire, complete their profile, introduce themselves to one another, participate in introductory discussion forum, and identify the time zone in which they are working.  
|        | Students will also familiarize and verify the technical compliance to all the communication and learning tools to be used during the course. |
| Weeks 1-8 | Lessons 1-8 (use of electronic texts and multimedia resources) |
|          | Individual and small group activities |
|          | Quiz |
| Week 3 | Individual project due |
| Week 7 | Group project due |
| Week 8 | Final Exam |

COURSE REQUIREMENTS AND GRADING
Students are required to actively participate in on-line discussions, forums and chats, to participate in individual and collaborative activities, and to meet deadlines for assignments. Students are required to be familiar and comply with Academic policy of AVC.

Individual Project Description: Every student is required to work on an individual project and submit a project report by the specified date. The project should reflect the material covered and developed throughout the course. Students must consult in advance with the online instructor regarding the topic and content of the
project. A student who chooses a project topic early in the course will have a strong advantage as he/she will be able to use the class discussions and other activities in the formulation of their project.

Group Project Description: Group project assignment has a comparative dimension to it. Student teams will collect data from their respective home countries which parallels data from a particular period of Armenian history covered in the course. Team members will decide together the types of data they will seek to collect and will agree upon a format for displaying and sharing their data. They must create a group presentation using Word or PowerPoint or other digital media to display comparisons and contrasts of the findings among members in their group and to compare data from each country with the same period in Armenian history.

Student performance will be evaluated based upon total points accumulated throughout the term according to the following:
20% - participation
25% - individual project
25% - group project
30% - final exam

Grades will be assigned by letters according to AVC Grading Policy.

LATE ASSIGNMENT POLICY
You are expected to complete assignments in a reasonable period of time. This prevents you from getting too far behind in the course and allows the instructor to assign grades in a consistent manner. Late assignments will result in a 10% deduction in the grade for the assignment (if the assignment is submitted a week late from the deadline) unless the student receives prior approval from the instructor. Assignments submitted later than 2 weeks after the assigned deadline are accepted (feedback only) but are not graded. Exceptions to this policy are allowed only in unusual cases.

For enrollment, please complete your enrollment application.
AH 232: Ancient Armenian History – Part 2 (in English): 3 credits

TERMS (Click for the Academic Calendar)

HOURLY BREAKDOWN OF THE REQUIRED PARTICIPATION (HOURS/WEEK)

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Participants will:
- exchange posts with their peers and interact using discussion – forums, chats, Skype, audio/video conferencing;
- review and discuss online and text based resources;
- work collaboratively in small groups and individually, using a spectrum of online tools.

COURSE DESCRIPTION AND OBJECTIVES
The course has been designed to provide comprehensive yet concise knowledge on Ancient Armenian history. It describes Armenia from the last decade of Tigran II the Great kingdom to the 5th century A.D. The curriculum is divided into eight lessons to provide an overview of the Armenian-Roman wars in 69-66 B.C; the kingdom of Artavazd II; the fall of Artashesian dynasty; the Arshakunyan dynasty and adoption of Christianity; the power of Pap king and the fall of Arshakunyan dynasty; and the governmental system of Armenia in the 4th and 5th centuries AD.
The course is accessible to a large audience. Emphasis has been placed on the geography of Armenia, Armenian governance structures, the objectives of Armenian independence, social, political and economic development and on the history of the Armenian Church.

COURSE MATERIALS
No hardcopy texts are required. Selected online resources will be included as a part of the lessons. Students are required to read/listen/view all material and complete all assignments.
The online resources are drawn from the publicly available professional historical literature, academic curricula, recent publications in professional journals, educational material used in schools, and from discussions of controversies within the science of history.
The electronic resources are designed for university and pre-university students, secondary school history teachers and adult learners in Armenia and the Diaspora.

COURSE SOURCES

LEARNING OUTCOMES
Upon completion of the course, students will have familiarity with the chronology of significant events in Armenian history that had an impact on the Armenian nationhood; knowledge of the place of Armenian history within world history; and practice with the processes of historical inquiry, analysis, interpretation and problem-solving.
TOPICS COVERED

- Armenian-Roman Wars 69-66 B.C.;
- The struggle between the Armenians and Romans under the Kingdom of Artavazd II; the fall of Artashesian Dynasty;
- The old Armenian governmental system and its economy and culture;
- The foundation of the Arshakunyan Kingdom in Armenia (Trdat the I Arshakuni);
- Adoption of Christianity in Armenia;
- The struggle of Armenians against Sassanid Persia 330-360 A.D. and King Arshak II;
- Armenia under the reign of Pap Arshakuni: the fall of the Arshakunis dynasty;
- Feudalism in Armenia in the IV-V centuries; the State system.

TEACHING METHODOLOGY

The electronic resources have been designed for user-friendly access and comprehension by a broad audience. Activities and online discussions are supported by online instructor to engage students in historical inquiry and in-depth analysis. Individual and collaborative student assignments are designed to engage students in authentic research and sharing of information. Students will gain from the course in direct relationship to the contributions they make to their own learning.

COURSE SCHEDULE

The course lasts for nine weeks, including the orientation week. Each week requires student commitment throughout at least five days.

| Week 0 | Orientation week: Students become familiar with the Student Manual, complete the Learning Style questionnaire, complete their profile, introduce themselves to one another, participate in introductory discussion forum, and identify the time zone in which they are working. Students will also familiarize and verify the technical compliance to all the communication and learning tools to be used during the course. |
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COURSE REQUIREMENTS AND GRADING

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Individual Project Description: Every student is required to work on an individual project and submit a project report by the specified date. The project should reflect the material covered and developed throughout the course. Students must consult in advance with the online instructor regarding the topic and content of the project. A student who chooses a project topic early in the course will have a strong advantage as he/she will be able to use the class discussions and other activities in the formulation of their project.

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Student performance will be evaluated based upon total points accumulated throughout the term according to the following:

- 20% - participation
- 25% - individual project
- 25% - group project
- 30% - final exam

Grades will be assigned by letters according to AVC Grading Policy.

**LATE ASSIGNMENT POLICY**

You are expected to complete assignments in a reasonable period of time. This prevents you from getting too far behind in the course and allows the instructor to assign grades in a consistent manner. Late assignments will result in a 10% deduction in the grade for the assignment (if the assignment is submitted a week late from the deadline) unless the student receives prior approval from the instructor. Assignments submitted later than 2 weeks after the assigned deadline are accepted (feedback only) but are not graded. Exceptions to this policy are allowed only in unusual cases.

For enrollment, please complete your enrollment application.
AH 242: Middle Age Armenian History – Part 1 (in English): 3 credits

TERMS (Click for the Academic Calendar)

HOURLY BREAKDOWN OF THE REQUIRED PARTICIPATION (HOURS/WEEK)

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- work collaboratively in small groups and individually, using a spectrum of online tools.

COURSE DESCRIPTION AND OBJECTIVES
The course has been designed to provide comprehensive yet concise knowledge on the Middle Age of Armenian history 5th -11th centuries. The course provides an overview of the Armenian liberation movements, the second partition of Armenian territory, Early Medieval Armenian culture, the sectarian movements in Armenia and the new royal dynasty of the Bagratunis.

The course is accessible to a large audience. Emphasis has been placed on the geography of Armenia, Armenian governance structures, the objectives of Armenian independence, social, political and economic development and on the history of the Armenian Church.

COURSE MATERIALS
No hardcopy texts are required. Selected online resources will be included as a part of the lessons. Students are required to read/listen/view all material and complete all assignments.

The online resources are drawn from the publicly available professional historical literature, academic curricula, recent publications in professional journals, educational material used in schools, and from discussions of controversies within the science of history.

The electronic resources are designed for university and pre-university students, secondary school history teachers and adult learners in Armenia and the Diaspora.

COURSE SOURCES

LEARNING OUTCOMES
Upon completion of the course, students will have familiarity with the chronology of significant events in Armenian history that had an impact on the Armenian nationhood; knowledge of the place of Armenian history within world history; and practice with the processes of historical inquiry, analysis, interpretation and problem-solving.
TOPICS COVERED
- The liberation fights, 450-451, (the Vardanants War);
- The liberation fights, 481-484, (the Vahanats War);
- The liberation fights, 6th century. The second partition of Armenia (591);
- The struggle of Armenians against the Arab rule;
- The Early Medieval Armenian culture;
- The sectarian movements in Armenia;
- The struggle of Bagratuni Kingdom for the state system formation and its maintenance (late 9th and early 10th centuries);
- Armenia under the Kingdom of Bagratuni.

TEACHING METHODOLOGY
The electronic resources have been designed for user-friendly access and comprehension by a broad audience. Activities and online discussions are supported by the online instructor to engage students in historical inquiry and in-depth analysis. Individual and collaborative student assignments are designed to engage students in authentic research and sharing of information. Students will gain from the course in direct relationship to the contributions they make to their own learning.

COURSE SCHEDULE
The course lasts for nine weeks, including the orientation week. Each week requires student commitment throughout at least five days.

| Week 0 | Orientation week: Students become familiar with the Student Manual, complete the Learning Style questionnaire, complete their profile, introduce themselves to one another, participate in introductory discussion forum, and identify the time zone in which they are working. Students will also familiarize and verify the technical compliance to all the communication and learning tools to be used during the course. |
| Weeks 1-8 | Lessons 1-8 (use of electronic texts and multimedia resources) Individual and small group activities Quiz |
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Grades will be assigned by letters according to AVC Grading Policy.

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For enrollment, please complete your enrollment application.
AH 252: Middle Age Armenian History – Part 2 (in English): 3 credits

TERMS (Click for the Academic Calendar)

HOURLY BREAKDOWN OF THE REQUIRED PARTICIPATION (HOURS/WEEK)

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- review and discuss online and text-based resources;
- work collaboratively in small groups and individually, using a spectrum of online tools.

COURSE DESCRIPTION AND OBJECTIVES
The course has been designed to provide comprehensive yet concise knowledge on the Middle Age of Armenian history in 12th -17th centuries. The course provides an overview of the partition and the fall of royal dynasty of the Bagratunis, the Ciljuk Turks campaigns, the Armenian liberation movements, as well as the Armenian Kingdom of Cilicia.

The course is accessible to a large audience. Emphasis has been placed on the Armenian kingdoms, Armenian governance structures, and the objectives of Armenian independence, social, political, economic, and cultural development.

COURSE MATERIALS
No hardcopy texts are required. Selected online resources will be included as a part of the lessons. Students are required to read/listen/view all material and complete all assignments.

The online resources are drawn from the publicly available professional historical literature, academic curricula, recent publications in professional journals, educational material used in schools, and from discussions of controversies within the science of history.

The electronic resources are designed for university and pre-university students, secondary school history teachers and adult learners in Armenia and the Diaspora.

COURSE SOURCES

LEARNING OUTCOMES
Upon completion of the course, students will have familiarity with the chronology of significant events in Armenian history that had an impact on the Armenian nationhood; knowledge of the place of Armenian history within world history; and practice with the processes of historical inquiry, analysis, interpretation and problem-solving.

Armenian History Course Syllabi
Please visit AVC website for any possible updates on the document.

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TOPICS COVERED
- The partition and the fall of Bagratuni dynasty, the governance structure and socio-economic life;
- The Seljuk Turks campaigns to Armenia, the Armenian-Georgian alliance in the fight against Seljuks in 12-13th centuries;
- The Armenian Kingdom of Cilicia in 11-12th centuries;
- Armenian during the Kingdom of Cilicia;
- Armenia in 13-15 centuries;
- Armenia during Turkish-Persian war (16-17th centuries);
- Liberation struggle in High Medieval period;
- The Armenian culture.

TEACHING METHODOLOGY
The electronic resources have been designed for user-friendly access and comprehension by a broad audience. Activities and online discussions are supported by the online instructor to engage students in historical inquiry and in-depth analysis. Individual and collaborative student assignments are designed to engage students in authentic research and sharing of information. Students will gain from the course in direct relationship to the contributions they make to their own learning.

COURSE SCHEDULE
The course lasts for nine weeks, including the orientation week. Each week requires student commitment throughout at least five days.

| Week 0 | Orientation week: Students become familiar with the Student Manual, complete the Learning Style questionnaire, complete their profile, introduce themselves to one another, participate in introductory discussion forum, and identify the time zone in which they are working. Students will also familiarize and verify the technical compliance to all the communication and learning tools to be used during the course. |
| Weeks 1-8 | Lessons 1-8 (use of electronic texts and multimedia resources) Individual and small group activities Quiz |
| Week 3 | Individual project due |
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COURSE REQUIREMENTS AND GRADING
Students are required to actively participate in on-line discussions, forums and chats, to participate in individual and collaborative activities, and to meet deadlines for assignments. Students are required to be familiar and comply with Academic policy of AVC.

Individual Project Description: Every student is required to work on an individual project and submit a project report by the specified date. The project should reflect the material covered and developed throughout the course. Students must consult in advance with the online instructor regarding the topic and content of the project. A student who chooses a project topic early in the course will have a strong advantage as he/she will be able to use the class discussions and other activities in the formulation of their project.

Group Project Description: Group project assignment has a comparative dimension to it. Student teams will collect data from their respective home countries which parallels data from a particular period of Armenian history covered in the course. Team members will decide together the types of data they will seek to collect and will agree upon a format for displaying and sharing their data. They must create a group presentation using Word or PowerPoint or other digital media to display comparisons and contrasts of the findings among members in their group and to compare data from each country with the same period in Armenian history.
Student performance will be evaluated based upon total points accumulated throughout the term according to the following:
20% - participation
25% - individual project
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Grades will be assigned by letters according to AVC Grading Policy.

LATE ASSIGNMENT POLICY
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For enrollment, please complete your enrollment application.
AH 262: Modern Armenian History – Part 1 (in English): 3 credits

TERMS (Click for the Academic Calendar)

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- Review and discuss online and text based resources;
- Work collaboratively in small groups and individually, using a spectrum of online tools.

COURSE DESCRIPTION AND OBJECTIVES
The course has been designed to provide comprehensive yet concise knowledge on Modern Armenian history in 18th-19th centuries. It offers an overview of the Armenian liberation movements; Zeitoun uprising of 1862; National Constitution of Western Armenia; Russo-Turkish war of 1877-1878; the Armenian Issue; the formation of national parties, as well as the Armenian culture in 18-19 centuries. The course is accessible to a large audience.

COURSE MATERIALS
No hardcopy texts are required. Selected online resources will be included as a part of the lessons. Students are required to read/listen/view all material and complete all assignments. The online resources are drawn from the publicly available professional historical literature, academic curricula, recent publications in professional journals, educational material used in schools, and from discussions of controversies within the science of history. The electronic resources are designed for university and pre-university students, secondary school history teachers and adult learners in Armenia and the Diaspora.

COURSE SOURCES

LEARNING OUTCOMES
Upon completion of the course, students will have familiarity with the chronology of significant events in Armenian history that had an impact on the Armenian nationhood; knowledge of the place of Armenian history within world history; and practice with the processes of historical inquiry, analysis, interpretation and problem-solving.

TOPICS COVERED
- Liberation struggle of Armenian people during the first three decades of 18th century;
- Liberation programs of Armenia;
- Armenia in the sphere of Russian foreign policy in the first three decades of 18th century;
- Armenian during 30-60s of 19th century;
- The upraising of Zeitoun; the Constitution of Western Armenians;
- Armenian culture in 18th century and the first half of 19th century;
- Russo – Turkish war in 1877-1878 and the Armenian Issue;
- The formation of Armenian national parties.

TEACHING METHODOLOGY
The electronic resources have been designed for user-friendly access and comprehension by a broad audience. Activities and online discussions are supported by the online instructor to engage students in historical inquiry and in-depth analysis. Individual and collaborative student assignments are designed to engage students in authentic research and sharing of information. Students will gain from the course in direct relationship to the contributions they make to their own learning.

COURSE SCHEDULE
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Group Project Description: Group project assignment has a comparative dimension to it. Student teams will collect data from their respective home countries which parallels data from a particular period of Armenian history covered in the course. Team members will decide together the types of data they will seek to collect and will agree upon a format for displaying and sharing their data. They must create a group presentation using Word or PowerPoint or other digital media to display comparisons and contrasts of the findings among members in their group and to compare data from each country with the same period in Armenian history.

Student performance will be evaluated based upon total points accumulated throughout the term according to the following:

20% - participation
25% - individual project
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30% - final exam

Grades will be assigned by letters according to AVC Grading Policy.

**LATE ASSIGNMENT POLICY**

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For enrollment, please complete your enrollment application.
AH 272: Modern Armenian History – Part 2 (in English): 3 credits

TERMS (Click for the Academic Calendar)

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- Exchange posts with their peers and interact using discussion – forums, chats, Skype, audio/video conferencing;
- Review and discuss online and text based resources;
- Work collaboratively in small groups and individually, using a spectrum of online tools.

COURSE DESCRIPTION AND OBJECTIVES
The course has been designed to provide comprehensive yet concise knowledge on Modern Armenian history in 19th and 20th centuries. It offers an overview of the Armenian liberation movements; massacres and self-defense movements; the participation of Armenian people in World War I, the Genocide of Armenians in 1915; the February and October Revolutions of 1917, and the legendary battles for the republic proclamation in May.

The course is accessible to a large audience.

COURSE MATERIALS
No hardcopy texts are required. Selected online resources will be included as a part of the lessons. Students are required to read/listen/view all material and complete all assignments. The online resources are drawn from the publicly available professional historical literature, academic curricula, recent publications in professional journals, educational material used in schools, and from discussions of controversies within the science of history.

The electronic resources are designed for university and pre-university students, secondary school history teachers and adult learners in Armenia and the Diaspora.

COURSE SOURCES

LEARNING OUTCOMES
Upon completion of the course, students will have familiarity with the chronology of significant events in Armenian history that had an impact on the Armenian nationhood and knowledge of the place of Armenian history within world history. Students will acquire the skills to make a practice with the processes of historical inquiry, analysis, interpretation and problem-solving.
TOPICS COVERED
- Armenian massacres and self-defense battles of 1890s.
- National Liberation movements of Armenia in 1890s; the Hayduk movement.
- Armenian culture in late 19th century and the early 20th century;
- Revolutionary and national liberation movement in the first half of 20th century; the Reforms of 1912-1914.
- Armenian people in World War I.
- The Armenian Genocide of 1915; self-defense battles.
- Armenia during the February and November Revolutions.
- The invasion of Turks in Transcaucasia in 1918; the heroic battles of May; proclamation of the Republic.

TEACHING METHODOLOGY
The electronic resources have been designed for user-friendly access and comprehension by a broad audience. Activities and online discussions are supported by the online instructor to engage students in historical inquiry and in-depth analysis. Individual and collaborative student assignments are designed to engage students in authentic research and sharing of information. Students will gain from the course in direct relationship to the contributions they make to their own learning.

COURSE SCHEDULE
The course lasts for nine weeks, including the orientation week. Each week requires student commitment throughout at least five days.

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<tr>
<th>Week 0</th>
<th>Orientation week:</th>
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<td>Students become familiar with the Student Manual, complete the Learning Style questionnaire, complete their profile, introduce themselves to one another, participate in introductory discussion forum, and identify the time zone in which they are working.</td>
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<tr>
<th>Weeks 1-8</th>
<th>Lessons 1-8 (use of electronic texts and multimedia resources)</th>
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<td>Individual and small group activities</td>
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<td>Quiz</td>
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| Week 3 | Individual project due |
| Week 7 | Group project due |
| Week 8 | Final Exam |

COURSE REQUIREMENTS AND GRADING
Students are required to actively participate in on-line discussions, forums and chats, to participate in individual and collaborative activities, and to meet deadlines for assignments. Students are required to be familiar and comply with Academic policy of AVC.

Individual Project Description: Every student is required to work on an individual project and submit a project report by the specified date. The project should reflect the material covered and developed throughout the course. Students must consult in advance with the online instructor regarding the topic and content of the project. A student who chooses a project topic early in the course will have a strong advantage as he/she will be able to use the class discussions and other activities in the formulation of their project.

Group Project Description: Group project assignment has a comparative dimension to it. Student teams will collect data from their respective home countries which parallels data from a particular period of Armenian history covered in the course. Team members will decide together the types of data they will seek to collect and will agree upon a format for displaying and sharing their data. They must create a group presentation using Word or PowerPoint or other digital media to display comparisons and contrasts of the findings among members in their group and to compare data from each country with the same period in Armenian history.
Student performance will be evaluated based upon total points accumulated throughout the term according to the following:
20% - participation
25% - individual project
25% - group project
30% - final exam

Grades will be assigned by letters according to AVC Grading Policy.

**LATE ASSIGNMENT POLICY**
You are expected to complete assignments in a reasonable period of time. This prevents you from getting too far behind in the course and allows the instructor to assign grades in a consistent manner. Late assignments will result in a 10% deduction in the grade for the assignment (if the assignment is submitted a week late from the deadline) unless the student receives prior approval from the instructor. Assignments submitted later than 2 weeks after the assigned deadline are accepted (feedback only) but are not graded. Exceptions to this policy are allowed only in unusual cases.

For enrollment, please complete your enrollment application.
AH 282: Twentieth Century Armenian History – Part 1 (in English): 3 credits

TERMS (Click for the Academic Calendar)

HOURLY BREAKDOWN OF THE REQUIRED PARTICIPATION (HOURS/WEEK)

| Audio – visual and text based resources | 1 – 2 hours |
| Discussions, individual and collaborative activities | 2 – 3 hours |
| Quizzes, assignments, summative activities | 1 – 2 hours |
| Expected commitment per week | 4 – 7 hours |

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COURSE DESCRIPTION AND OBJECTIVES
The course has been designed to provide comprehensive yet concise knowledge on Armenian history in 20th century. It offers an overview of the formation of the Republic of Armenia in 1918-1920, its internal and external situation. The course provides information about the Turkish-Armenian War of 1920, liberation struggles of Zangezur and Artsakh, the sovietisation of Armenia, as well as the economy of Soviet Armenia from 1921-1928 and a number of peace treaties signed during that period.

The course is accessible to a large audience.

COURSE MATERIALS
No hardcopy texts are required. Selected online resources will be included as a part of the lessons. Students are required to read/listen/view all material and complete all assignments. The online resources are drawn from the publicly available professional historical literature, academic curricula, recent publications in professional journals, educational material used in schools, and from discussions of controversies within the science of history. The electronic resources are designed for university and pre-university students, secondary school history teachers and adult learners in Armenia and the Diaspora.

COURSE SOURCES

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TOPICS COVERED
- The formation of the Republic of Armenia. The internal situation of 1918-1920.
- The Turkish-Armenian war of 1920. The sovietisation of Armenia.
- The liberation struggles of Zangezur and Artsakh of 1918-1921.
- The February rebellion of 1918-1921. The civil struggles in Armenia.
- The peace treaties of Moscow and Kars of 1921.
- The formation of Soviet Union. The economy of Soviet Armenia.
- The industrialization of Armenia and the collectivization of agriculture.

TEACHING METHODOLOGY
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|        | Students will also familiarize and verify the technical compliance to all the communication and learning tools to be used during the course.  
| Weeks 1-8 | Lessons 1-8 (use of electronic texts and multimedia resources)  
|          | Individual and small group activities  
|          | Quiz  
| Week 3 | Individual project due  
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For enrollment, please complete your enrollment application.
Armenian History content providers
Core material of the Armenian History courses is based on the works of the following renowned scholar:
- Dr. Ashot Melkonyan (Professor, Institute of History NAS RA).