

**MODULE DESCRIPTOR**

<b>TITLE</b>	Modern Armenia: Genocide, Nation, Diaspora		
<b>SI MODULE CODE</b>	77-6390-00S		
<b>CREDITS</b>	20		
<b>LEVEL</b>	6		
<b>JACS CODE</b>	V320		
<b>SUBJECT GROUP</b>	History		
<b>DEPARTMENT</b>	Humanities		
<b>MODULE LEADER</b>	Jo Laycock		
<b>MODULE STUDY HOURS (based on 10 hours per credit)</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
Lectures Seminars      30		170	200

**MODULE AIM**

The aim of this module is to provide students with an in-depth knowledge and understanding of modern Armenian social, cultural and political history, from the fall of the Ottoman and Russian Empires to the post-Soviet period. Emphasis will be placed on contextualising the Armenian past within wider regional and international histories and relating the Armenian past to broad themes in modern history which students are familiar with from previous modules, for example war and conflict, imperialism, nationalism and cold war. The history of Armenia will provide a case study through which students will engage with a number of key events, processes and concepts in modern history, including nationhood and nationalism, displacement and diaspora, and the politics of genocide recognition and remembrance.

**MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to

- Identify key events and processes in late nineteenth and twentieth century Armenian history, contextualise these events within the history of the Caucasus region and relate them to key events and processes in international history.
- Critically assess the causes and consequences of the Armenian genocide and engage with historiographical debates regarding the denial, recognition and remembrance of genocide.
- Understand and evaluate theoretical and conceptual approaches to 'diaspora' and 'homecoming' and critically apply them to the Armenian case.
- Draw upon theories of nationalism in order to engage with the complexities of Armenian national/ethnic identities and understand the role of the past in their construction.

**INDICATIVE CONTENT**

- Nationalism and the Armenian past
- Russian and Ottoman imperialism in the Caucasus
- Orientalism and the Armenians
- Genocide remembrance and denial
- Armenian refugees and humanitarianism
- Soviet rule in Armenia
- Diasporas and homecoming
- War and its aftermaths
- New nationalism and the fall of the Soviet Union
- Identities and ethnic conflict in the Caucasus.

### **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

This module will be delivered through weekly lectures (1 hour) and seminars (11/2 hours).

Lectures: Historical overview and introduction of key concepts, themes and debates.

Seminars: Task-focused 'workshop' style seminars during which students will engage with key concepts and themes through engagement with secondary reading and a variety of primary source material. Tasks may include document analyses, practice essay plans or short group presentations.

Key reading will be assigned for students to prepare in advance of each seminar, it will consist of one general conceptual or thematic text and one related 'case-study' from scholarship on the history of Armenia and the Caucasus. During the seminar students will be encouraged to use the conceptual material in order to analyse and evaluate both the work of other historians and the primary sources which are introduced during the seminar.

Most seminars will be organised around group work which will allow students to share ideas and learn from each other as well as developing key transferable skills including team-working, oral communication and presentation skills.

Seminars will also provide an opportunity to discuss themes and ideas raised in the lecture in more depth and the resolve any questions or queries through group discussion.

### **ASSESSMENT TASK INFORMATION**

<b>Task No.</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration</b>	<b>In-module retrieval available</b>
1	Essay	CW	50%	2000	Y
2	Exam	EX	50%	2 hours	N

### **FEEDBACK**

Students will receive feedback on their performance in the following ways:

Written feedback on their essays commenting on: Knowledge and understanding of the subject, use and analysis of appropriate sources, structure and argument and style and presentation of essay. Further verbal feedback will be provided on request.

Seminars will also provide an opportunity for students to receive informal feedback from their peers and from the tutor related to non-assessed seminar tasks which will help them to prepare for the assessed tasks.

### **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

#### a) Secondary Reading - Armenia and the Caucasus

Much of the reading for this course will be drawn from journals which are available online.

A number of monographs and edited collections have been requested for the library.

Key reading for each week will be digitised and made available via blackboard.

There is no single textbook for this course but key reading will include:

Bloxham, *The Great Game of Genocide* (2005)

Laycock, *Imagining Armenia: Orientalism, Ambiguity and Intervention* (2009)

Suny, R., *Looking Toward Ararat: Armenia in Modern History* (1993)

Suny, R., Gocek, M., Naimark, N., *A Question of Genocide: Armenians and Turks at the end of the Ottoman Empire* (2011)

#### b) Secondary Material - Conceptual/Thematic

A number of texts which will be used to frame key issues are already available in the library or online. E.g.

Hobsbawm & Ranger, *The Invention of Tradition* (1992)

Cohen, *Global Diasporas: An Introduction* (1997)

Naimark, *Fires of Hatred: Ethnic Cleansing in C20th Europe* (2001)

**c) Primary Sources**

A range of primary sources will be addressed during the seminars including film, photographs, posters, archival documents (in translation), travel accounts and memoir. For example:

- Extracts from James Bryce's travel account 'Transcaucasia and Ararat'
- British pamphlets on the Armenian genocide collected in course of my research

**SECTION 2 MODULE INFORMATION FOR STAFF ONLY****MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

<b>NEW MODULE</b>	Y
<b>EXISTING MODULE - NO CHANGE</b>	N
<b>Title Change</b>	N
<b>Level Change</b>	N
<b>Credit Change</b>	N
<b>Assessment Pattern Change</b>	N
<b>Change to Delivery Pattern</b>	N
<b>Date the changes (or new module) will be implemented</b>	09/2013

**MODULE DELIVERY PATTERN**

	<b>Module Begins</b>	<b>Module Ends</b>
<b>Course Intake 1</b>	09/2013	01/2014
<b>Course Intake 2</b>	01/2014	06/2014
<b>Course Intake 3</b>	DD/MM/YYYY	DD/MM/YYYY
<b>Is timetabled contact time required for this module?</b>	Y	
<b>Are any staff teaching on this module non-SHU employees?</b>	N	
<b>If yes, please give details of the employer institution(s) below</b>		
<b>What proportion of the module is taught by these non-SHU staff, expressed as a percentage?</b>	0	

**MODULE ASSESSMENT INFORMATION**

<b>Indicate how the module will be marked</b>	
<b>*Overall PERCENTAGE Mark of 40%</b>	Y
<b>*Overall PASS / FAIL Grade</b>	N

**SUB-TASKS**

<b>Will any sub-tasks (activities) be used as part of the assessment strategy for this module?</b>	N
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**FINAL TASK**

<b>According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)</b>	<b>Task No.</b> 2
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**NON-STANDARD ASSESSMENT PATTERNS**

<b>MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.</b>	
<b>NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.</b>	

**REVISIONS**

<b>Date</b>	<b>Reason</b>
May 2017	Modification DB3HU34-1617
July 2017	Operational change approved by Humanities Departmental Board 21/06/17