

California State University, Northridge
Armenian 440: Armenian-American Child
Syllabus and Course Outline

Instructor: Dr. Hasmig Baran
Class #: 14371
Units: 03
Classroom: Jerome Richfield 301
Day & Time: Wednesdays, 11:00-12:15 p.m.
Office Hours: Wednesdays 12:15-1:15 p.m.
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COURSE DESCRIPTION:

This course is a study of the development of the Armenian child with particular emphasis on bicultural and bilingual issues that may influence educational progress. Culturally relevant socialization patterns of children from Armenia and the Armenian Diaspora will be examined. This course is intended for prospective teachers and students interested in human services.

STUDENT LEARNING OUTCOMES

Students will:

- *Understand the importance of geography, history, society, demography, and economy of Armenia, as well as the Diaspora.
- *Understand and compare the political philosophies and structures of the countries of origin with those of the host country, i.e., the United States.
- *Understand the way children were raised and educated in the “old country” and elsewhere in the Diaspora.
- *Learn about the causes, waves, and patterns of Armenian immigration since the second half of the nineteenth century.
- *Comprehend the traumatic impact of the Genocide on successive generations of Armenians in the United States.
- *Observe continuity and change between the “old country” and the “New World.”
- *Learn about the importance of institutions, voluntary associations, and programs geared toward children and youth as vehicles of adaptation in the new country as well as the preservation of Armenian culture and identity.
- *Know about Armenian children’s literature, games, TV programs, and educational DVD’s that can be used in the classroom and at home.
- *Analyze the issues of bilingualism, multiculturalism, acculturation, integration, and or assimilation.
- *Be exposed to problems faced by Armenian students in private Armenian day and Saturday schools as well as public schools in California especially.
- *Will learn about juvenile delinquency and venues to prevent it.
- *Be acquainted with the ways Armenian parents react to special cases that their children may have, and the existence of certain organizations that are established to assist in solving such problems.

TEXTBOOK:

Anny Bakalian, *Armenian Americans: From Being to Feeling Armenian*. New Brunswick (USA) and London (UK): Transaction Publishers, 1993.

BOOKSTORES:

Matador

Abril (818) 243-4112

Sardarabad (818) 500-0790

METHODS OF EVALUATION:

- 1. Tests 50%**
- 5. Assignments 50% (Assignments include readings, discussions, short essays, class presentations, class participation)**

GRADING SCALE:

A= 95-100

A-= 90-94

B+= 87-89

B= 84-86

B-= 80-83

C+= 77-79

C= 74-76

C-= 70-73

D+= 67-69

D= 64-66

D-= 60-63

F= 59 and below

ATTENDANCE:

Students are required to attend all class sessions.

COURSE OUTLINE

Week 1: Introduction of course and syllabus; Armenia: land, people, national character, and culture.

Week 2: Armenia: land, people, national character, and culture (continued).

Week 3: The Armenian family and children in the “old country”, Soviet Armenia, and the Diaspora. Reading assignment is from the textbook, pp. 368-388. **BTPE: 1.4**

Week 4: Armenian emigration to the United States; the evolution of Armenian-American communities. Reading assignment is from the textbook, pp.179-244.

Week 5: Test 1 (includes material from week 1-4).

Week 6: Characteristics of communities contributing to the individual's perception of future outcomes and opportunities: The role of the Armenian communities as social capital for the Armenian- American child. **BTPE 1.6**

Week 7: The Armenian-American Child in Urban Education: The challenges of cultural and social diversity; the usage and preservation of the Armenian language in a multicultural setting; ELL and bilingualism. Reading assignment is from textbook pp. 251-268. **BTPE 1.3; 6.1; 6.5**

Week 8: Armenian students in Day Schools, Saturday Schools, and Sunday Schools; Armenian students in public schools. Reading assignment is from the textbook, pp. 268-290. **BTPE 1.4; 2.4**

Week 9: Armenian children's literature, authors, analysis, and storytelling.

Week 10: Armenian Press and Radio; Armenian children's music, magazines and games. Reading assignment is from textbook pp. 298-312.

Week 11: Test 2 (includes material from week 6-10).

Week 12: Youth organizations and camps as vehicles for the preservation of ethnic identity in a multicultural society; juvenile delinquency. **BTPE 1.5; 2.1**

Week 13: The Armenian Genocide: the fate and emotional/psychological condition of children; Reading assignment is from textbook, pp. 347-360

Week 14: Impact of the Genocide on culture and future generations; how to teach the Armenian Genocide.

Week 15: Mental health, counseling, and community resources. **BTPE 6.4**

Week 16: Final Exam (includes material from week 12-15).

Writing Assignments

All writing assignments to be submitted on canvas as text, by the due date.

Assignment 1: What is ethnic identity and how is it different than race? Explain your answer in a one-page essay.

Assignment 2: Is multiculturalism a source of conflict or a cause for celebration? Express your opinion. **BTPE 6.6**

Assignment 3: Choose a prominent Armenian-American for example, George Deukmejian, Edward Jerejian, Kirk Kerkorian, Jerry Tarkanian, Alex Manoogian and possible many others and write a one-page report about that person (background, immigrant, non-immigrant, career, contributions if any, etc.).

Assignment 4: Interview one parent and, if possible one child who has been identified as English Learner (EL) student. Write about their experiences before and since coming to the United States. **BTPE: 6.4; 6.5**

Assignment 5: Write an essay about the advantages of bilingualism

Assignment 6: Choose one of the Armenian Day Schools in Southern California and write a report about its establishment, curriculum, student body, etc.

Assignment 7: Write a one-page essay about one of the Armenian Youth Organizations in California.

Assignment 8: Select and watch **one** of the following Armenian Genocide Films. Write a one-page of reflection (your thoughts, comments, insights) about the film.

1. "*Mayrig*" 1991 by Henry Verneuil
2. "*Nahapet*" 1977 by Henrik Malyan
3. "*Dzori Miro*" by Zhirayr Avetisyan
4. "*The Promise*" 2017 by Terry George
5. "*The Cut*" 2014 by Fatih Akan
6. "*The Lark Farm*" 2007 by Paolo & Vittorio Taviani
7. "*1915 The Movie*" 2015
8. "*Orphans of the Genocide*" 2014 by Bared Maronian.

Assignment 9: What do you think is the most critical challenge currently facing the education of exceptional students? Express your opinion in a one-page essay.

Assignment 10: Why do you think students who are culturally and linguistically diverse are overrepresented in special education classes and programs?

Armenian 440: Armenian-American Child
 Bilingual Authorization Program Standards Course Matrix

Pages on which Standards are **Introduced are in yellow.**

BTPE

1.1

1.2

1.3 – p. 3

1.4 – p. 2; p. 3

1.5 – p. 3

1.6 – p. 3

1.7

BTPE

6.1 – p. 3

6.2

6.3

6.4 – p. 3; p. 4

6.5 – p. 3; p. 4

6.6 – p. 3

6.7

BTPE

2.1 – p. 3

2.2

2.3

2.4 – p. 3

2.5

2.6

2.7

BTPE

3.1

3.2

3.3

3.4

3.5

BTPE

4.1

4.2

4.3

4.4

BTPE

5.1

5.2

5.3

5.4