

Winter 2014
History 107B
Armenia and Armenians in World History: From the Medieval to the Early Modern Period

Professor Sebouh D. Aslanian

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Time: Tu/Th 9:30AM - 10:45AM (FRANZ 2258A)

Office Hours Tu/Th: 11:00-12:00 PM or by appointment

Office: Bunche Hall 7383

The purpose of this course is to introduce students to the rich and cosmopolitan history of Armenia and the Armenian people from the medieval period to the early modern age, or roughly from the eleventh to the end of the eighteenth century. The course will provide a sweeping survey of Armenian history both from the perspective of local Armenian actors as well as 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 begin by briefly addressing the rise and collapse of an Armenian kingdom in Cilicia on the Mediterranean coast and move on to discuss the role of Armenians in the larger histories of the three Muslim “gunpowder Empires” (the Ottomans, Safavids, and Mughals) that came to dominate the Eurasian continent at the onset of the early modern period in world history (c. 1500-1800 C.E.). The course will highlight the history of the early modern Armenian “trade diaspora” with an emphasis on the most important center of that diaspora in New Julfa (Isfahan, Iran) and explore the role of Armenian merchants and missionaries in setting up printing presses and cultivating print culture in the early modern Armenian world. In addition to the 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. 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 grammatical, spelling, typographical, and form errors. All papers should follow a standard format (typed, black ink, 12 font such as Times Roman, double-spaced, 1" margins), and have a title, bibliography, and footnotes. No late papers will be accepted (unless your absence falls under university regulations concerning excused absences). Paginate your essays (page numbers) and staple pages together. Your essays should have a title, an introduction, a thesis, supporting paragraphs, and a conclusion. You should consult a style manual for correct citation form; papers submitted without correct citation form will not receive credit. Historians use the *University of Chicago Manual of Style*, which is condensed in books by Kate Turabian, such as *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 2007, 7th edition). You may also find the following helpful: Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/>) and Chicago Manual of Style Online (<http://www.chicagomanualofstyle.org/home.html>).

- 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** recording of class sessions.
 - **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, the following: 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; tampering with the academic work of other students; the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. 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) MAP QUIZ/IN-CLASS ID EXAM (35% TOTAL)**
- 2) TAKE-HOME MID-TERM EXAM (8 PP., 25%)**
- 3) FINAL EXAM (8 PP., 30%)**

All written assignments must be typed, double-spaced, paginated, 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, 2004), vol. 2.
- Sebouh D. Aslanian, *From the Indian Ocean to the Mediterranean: The Global Trade Networks of Armenian Merchants from New Julfa* (Berkeley: University of California Press, 2011).

The textbooks will be available for purchase at the bookstore.

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

WEEK 1 (JAN. 7 AND 9): INTRODUCTION TO THE COURSE AND RECAP TO THE ELEVENTH CENTURY

Tuesday: Introductions

Thursday: General Methodological Approaches: "Ethnies," "Nations" and "Autonomous" Versus "Interactive" Histories

Readings:

- 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*

WEEK 2 (JAN. 14 AND 16): BETWEEN CRUSADERS AND SELJUK TURKS: THE ESTABLISHMENT OF CILICIAN ARMENIA

Tuesday: Global Waves: The Crusades and The Seljuk Expansion in Perspective

Readings:

- Mortimer Chambers, Barbara Hanawalt, et. al. “The Crusades” in *The Western Experience*, pp. 232-239*
- Claude Cahen, *Pre-Ottoman Turkey: A General Survey of the Material and Spiritual Culture and History, c. 1071-1330* (New York: Taplinger Publishing Company, 1967), 1-55*

Thursday: Local Variations/Inflections: The Founding of Cilician Armenia

Readings:

- George Bournoutian, “East Meets West: The Cilician Kingdom of Armenia,” in Bournoutian, *A Concise History of the Armenian People* (Costa Mesa: Mazda Publishers), 93-107*
- Ani Atamian Bournoutian, “Cilician Armenia,” in Richard Hovannisian, ed. *The Armenian People From Ancient to Modern Times* (New York: St. Martin’s Press, 2004), vol. 1., 273-293*
- Sirarpie Der Nersessian, “The Kingdom of Cilician Armenia,” in *A History of the Crusades*, vol. II K. M. Setton, Editor-in-Chief (Philadelphia, 1962), 630-659*

Week 3 (**JAN 21 & 23**): MONGOLS, MAMLUKS AND THE COLLAPSE OF CILICIA

Tuesday: Global Waves: The Mongols and Mamluks

Readings:

- David Christian, “Part V: The Mongol Empire, 1200-1260,” in *A History of Russia, Central Asia, and Mongolia, Volume 1: Inner Eurasia from Prehistory to the Mongol Empire* (Malden, MA. and Oxford: Wiley-Blackwell, 1998), 383-430*
- Angus Donal Stewart, “Armenians, Mamluks, Mongols and Franks,” in *The Armenian Kingdom and the Mamluks: War and Diplomacy during the Reign of Het’um II (1289-1307)* (Leiden and Boston: Brill, 2001), 33-43*

Thursday: Local Variations/Inflections: The Collapse of Cilicia

Readings:

- Angus Donal Stewart, “Epilogue: The Continued Decline and Eventual Fall of the Armenian Kingdom,” in *The Armenian Kingdom and the Mamluks: War and Diplomacy during the Reign of Het’um II (1289-1307)* (Leiden and Boston: Brill, 2001), 185-195*
- A. Sharf, “An Armenian King at the Court of Richard II,” *Bar-Ilan Studies in History*, (1978), 115-128*
- Dickran Kouymjian, “The Intrusion of East Asian Imagery in Thirteenth Century Armenia: Political and Cultural Exchange along the Silk Road,” *The Journey of Maps and Images on the Silk Road*, Philippe Forêt and Andreas Kaplony, eds. (Leiden: E. J. Brill, 2008), 119-133*
- Bayarsaikhan Dashdondog, “State submission and its development: The Armenian Kingdom of Cilicia,” in *The Mongols and the Armenians (1220-1335)* (Leiden, Boston: Brill, 2011), 79-89*

Primary Source Reading:

- Hetum Patmich (Hetum of Korikos), excerpt from *A Lytell Cronyle*, in Agop J. Hacikyan et als. Eds. *The Heritage of Armenian Literature, volume II, From the sixth to the Eighteenth Centuries* (Detroit: Wayne State University Press, 2002), 576-583*
- Grigor Aknertsi, excerpt from *History of the Nation of Archers*, Hacikyan et als. Eds. *The Heritage of Armenian Literature, volume II, From the sixth to the Eighteenth Centuries* (Detroit: Wayne State University Press, 2002), 584-590*

- Kirakos Gandsketsi, “The Journey of Het‘um I, king of Little Armenia, to the Court of Mongke Khan,” in John Andrew Boyle, *The Mongol World Empire, 1206-1370* (London: Variorum Reprints, 1977), 175-189*
- Kirakos Gandzaketsi, “Kirakos of Gantzak on the Mongols,” in John Andrew Boyle, *The Mongol World Empire, 1206-1370* (London: Variorum Reprints, 1977), 200-215*

Recommended Readings:

- Timothy May, “Introduction” and “Cultural Exchanges,” in *The Mongol Conquests in World History* (London: Reaktion Books, 2012), 7-23 and 232-256*

Week 4 (JAN 28 AND 30): ARMENIA/NS AND THE “GUNPOWDER EMPIRES” OF ISLAMICATE EURASIA

Tuesday: Global Waves: The Rise of the Gunpowder Empires of The Ottomans, Safavids, and Mughals

Readings:

- Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals* (Cambridge: Cambridge University Press, 2011), 10-76.*

Thursday: Local Variations/Inflections: Armenia/ians and the Gunpowder Empires

Readings:

- Dickran Kouymjian, “Armenia from the Fall of the Cilician Kingdom (1375) to the Forced Emigration under Shah Abbas (1604),” 1-51 (in Hovannisian textbook)
- Kevork B. Bardakjian, “The Rise of the Armenian Patriarchate of Constantinople,” In *Christians and Jews in the Ottoman Empire*, edited by B. Braude and B. Lewis, vol.1 (New York: Holmes and Meier, 1982), 89-100*

WEEK 5 (FEB 4 AND 6): THE PROBLEM OF THE EARLY MODERN AGE

Tuesday:

Readings:

- Sebouh D. Aslanian, *From the Indian Ocean to the Mediterranean: The Global Trade Networks of Armenian Merchants from New Julfa* (Berkeley: University of California Press, 2011), 1-66.
- Jerry Bentley, “Early Modern Europe and the Early Modern World,” in Jerry Bentley and Charles Parker, eds. *Between the Middle Ages and Modernity* (2004): 13-33*
- John F. Richards, “Early Modern India and World History,” *Journal of World History* 8, 2 (1997): 197-209*
- Dickran Kouymjian, “From Disintegration to Reintegration: Armenians at the Start of the Modern Era,” *Revue du Monde Arménien moderne et contemporain* 1(1994): 9–18*

Thursday:

IN-CLASS MAP QUIZ/ID EXAM: FEB. 6

WEEK 6 (**FEB 11 AND 13**): ESTABLISHMENT OF NEW JULFA AND THE GLOBAL ARMENIAN DIASPORA

Tuesday: The Julfan Network, Correspondence and Partnership Contracts

Readings:

- Sebouh D. Aslanian, *From the Indian Ocean to the Mediterranean: The Global Trade Networks of Armenian Merchants from New Julfa* (Berkeley: University of California Press, 2011), 66-165.

Primary Source Readings:

- Arakel of Tabriz, Excerpts from *The History of Arakel Davriḡhetsi*, in Hacikyan et als. Eds. *The Heritage of Armenian Literature, volume II, From the sixth to the Eighteenth Centuries*, 812-816*

Thursday: Trust, Decline, and Comparison

Readings:

- Sebouh D. Aslanian, *From the Indian Ocean to the Mediterranean: The Global Trade Networks of Armenian Merchants from New Julfa* (Berkeley: University of California Press, 2011), 166-234.

Recommended Reading:

- Levon Khachikian, "The Ledger of the Merchant Hovhannes Joughayetsi," *Journal of the Asiatic Society* 8, 3 (1966):153-186. (A French version of this essay also appeared in *Annales, Economies. Sociétés. Civilizations*, II, 1967, 231-278.)*
- Edmund Herzig, "The Rise of the Julfa Merchants in the Late Sixteenth Century," *Pembroke Papers* 4 (1996): 305–22*

WEEK 7 (**FEB 18 AND 20**): THE MKHITARIST CONGREGATION AND PRELUDE TO PRINT CULTURE IN THE DIASPORA

Tuesday: Survey of Mkhitarist History

Readings:

- Kevork Bardakjian, *The Mekhitarist contributions to Armenian culture and scholarship: notes to accompany an exhibit of Armenian printed books in the Widener Library, displayed on the 300th anniversary of Mekhitar of Sebastia, 1676-1749* (Cambridge, Mass.: Middle Eastern Dept., Harvard College Library, 1976)*
- Razmik Panossian, "Merchants, Diasporan Communities, and Liberation Attempts, the 17th to the 19th Centuries," *The Armenians: From Monarchs and Merchants to Commissars* (Columbia University Press, 2006), 75-109*

Thursday: Mkhitarists and Print Culture

Readings:

- Sebouh D. Aslanian, "Reader Response and the Circulation of Mkhitarist Books Across the Armenian Communities of the Early Modern Indian Ocean," forthcoming in *Journal for the Society of Armenian Studies* (2014)*
- Sebouh D. Aslanian, "Wings on their Feet and Wings on their Heads?: Reflections on Five Centuries of Global Armenian Print." *Armenian Weekly*, (August 28, 2012), 7-12*

MID-TERM EXAM DUE FEB. 20 THROUGH TURNITIN AND IN HARDCOPY IN CLASS (Questions will be provided two weeks in advance)

WEEK 8 (FEB 25 AND 27): GLOBAL ARMENIAN PRINT CULTURE AND THE PRINTED BOOK AS AN 'AGENT OF CHANGE': FROM AMSTERDAM AND VENICE TO MADRAS AND CALCUTTA

Tuesday:

Readings:

- Sebouh D. Aslanian, "Port Cities and Printers: Global Armenian Print in the Early Modern Period," forthcoming in *Book History* (2014)*
- M. Pehlivanian, "Mesrop's Heirs: The Early Armenian Book Printers," *Middle Eastern Languages and the Print Revolution: A Cross-cultural Encounter*, eds. E.Hanebutt- Benz, D. Glass, G. Roper (Westhofen: WVA-Verlag Skulima, 2002), 53-92.*
- Jean-Pierre Mahe, "The Spirit of Early Armenian Printing: Development, Evolution, and Cultural Integration," *Catalogue des 'incunables' arméniens (1511/1695), ou, Chronique de l'imprimerie arménienne*, Raymond Kévorkian. (Genève: P. Cramer, 1986), vii-xxii.*

Thursday:

Readings:

- Boghos Levon Zekiyan, "The Armenian Way to Modernity: The Diaspora and Its Role." *Enlightenment and Diaspora: The Armenian and Jewish Cases*. Ed. Richard G. Hovannisian and David N. Myers (Atlanta: Scholars Press, 1999), 45–85.*
- Vazken Ghougassian, *The Emergence of the Armenian Diocese of New Julfa in the Seventeenth Century* (Atlanta: Scholars Press, 1998), 169-200.*

Recommended Readings:

- Nersessian, Vrej, ed. *Catalogue of early Armenian books, 1512-1850* [for the British Library and the Bodleian Library] (London, The British Library, 1980), 9-40.*

WEEK 9 (MARCH 4 AND 6): HOMELAND VERSUS DIASPORA: THE NATIONAL 'REVIVAL MOVEMENT IN VENICE, MADRAS, AND EJMIATSIN

Tuesday: Catholicos Simeon Yerevantsi and Ejmiatsin as "Center"

Readings:

- Sebouh Aslanian, *Dispersion History and the Polycentric Nation: The Role of Simeon Yerevantsi's Girik or Kochi Partayjar in the Armenian National Revival of the 18th Century* (Venice: Bibliotheque d'armenologie "Bazmavep," 39, 2004)*

Thursday: Madras and Venice as Peripheral Centers

Readings:

- Gerard Libaridian, *The Ideology of Armenian Liberation: The Development of Armenian Political Thought Before the Revolutionary Movement (1639-1885)*, Ph.D. dissertation, University of California Los Angeles, 1987, chapters 1 and 2*

- Sebouh D. Aslanian, “The Cultural Flourishing of the Armenian Communities in India and Around the Indian Ocean and the Development of their Social and Political Thought,” in *Armenia: Impronte di una civiltà* eds. Levon B. Zekian, Gabriela Uluhogian, and Vartan Karapetian (Venice, 2011), 207-211*

Primary Source Reading:

- Movses Baghramian, “An Appeal to the Reader,” in Agop J. Hacikyan et als. Eds *The Heritage of Armenian Literature, volume III, From the Eighteenth Century to the Modern Times* (Detroit: Wayne State University Press, 2002), 147-151*
- Shahamir Shahamirian, Excerpt from *Book Called Snare of Glory* in Agop J. Hacikyan et als. Eds *The Heritage of Armenian Literature, volume III, From the Eighteenth Century to the Modern Times* (Detroit: Wayne State University Press, 2002), 160-167*

**WEEK 10 (MARCH 11 AND 13): ON THE THRESHOLD OF THE MODERN PERIOD:
JOSEPH EMIN AND THE MADRAS GROUP**

Tuesday: Joseph Emin

Readings:

- Sebouh D. Aslanian, “A Reader Responds to Joseph Emin’s *Life and Adventures*: Notes toward a ‘History of Reading’ in Late Eighteenth Century Madras,” *Handes Amsorya* (Vienna/Yerevan, 2012), 363-418*
- Michael Fisher, “Asians in Britain: Negotiations of Identity through Self-Representation,” in *A New Imperial History: Culture, Identity and Modernity in Britain and the Empire, 1660-1840*, ed. Kathleen Wilson (Cambridge: Cambridge University Press, 2004), 91-114*

Primary Source Reading:

- Joseph Emin, Excerpt from Joseph Émin. *The Life and Adventures of Joseph Émin, an Armenian. Written in English by Himself* (London, 1792) in Agop J. Hacikyan et al. eds., *The Heritage of Armenian Literature, volume III, From the Eighteenth Century to the Modern Times* (Detroit: Wayne State University Press, 2002), 168-174*

Thursday: The Madras Group

Readings:

- Khachig Tololyan, “Textual Nation: Poetry and Nationalism in Armenian Political Culture,” in *Intellectuals and the Articulation of the Nation*, eds. Ronald G. Suny and Michael D. Kennedy (Ann Arbor: University of Michigan Press, 1998), 79–105.
- Vazken Ghougassian, “The Quest for Enlightenment and liberation: The Case of the Armenian Community of India in the late Eighteenth Century.” In *Enlightenment and Diaspora: The Armenian and Jewish Cases*, ed. Richard G. Hovannisian and David N. Myers*

FINAL EXAM DUE MARCH 18 BY ELECTRONIC SUBMISSION

(Questions Will Be Provided to You Two Weeks in Advance)