

California State University, Northridge
Armenian 440: Armenian American Child
Fall Semester 2025
Syllabus and Course Outline

Instructor:
Class #:
Units:
Classroom:
Day & Time:
Office Hours:
E-mail:

COURSE DESCRIPTION

Prerequisite: Completion of the lower division writing requirement. 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 are examined. Intended for prospective teachers and students interested in human services. Available for graduate credit.

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 45%
2. Assignments 45% (readings, discussions, short essays, presentations)
3. Attendance 5%
4. Class Participation 5%

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, August 27: Introduction of course and syllabus; Armenia: land, people, national character, and culture. Culture is influenced by the history, geography, and religion of a people and ethnicity is the basis of collective identity and actions. Given the fact that there is many Armenians in the United States, being familiar with this culture will help educators and providers to serve this population better.

Week 2, September 3: Armenia: land, people, national character, and culture (continued). The Armenian national identity is a cultural one and is influenced by their historical experiences such as their adoption of Christianity as their religion, invention of their unique alphabet. The Armenian history has trained them to adapt quickly to new and different situations.

Week 3, September 10: Changing patterns of the Traditional Armenian family. The Armenian family and children in the “old country”, Soviet Armenia, and the Diaspora. At the end of the 19th century Armenians did not have a state and as an ethnic group cling to its ancient territories divided between Ottoman and Tsarist Empires. Their subjects depended on agriculture and animal husbandry. Armenians were in their own setting regulated their affairs at the local level according to their customs. Armenia as a Soviet Republic was subject to the Soviet ideology and values. The contemporary Armenian American family is like the “American” family in its structure and function having its distinguishing features. Reading assignment is from the textbook, pp. 368-388. **6.1**

Week 4, September 17: Armenian emigration to the United States; the evolution of Armenian- American communities. Phases of Armenian emigration to the U.S. the impact of urban living on their lives. Their experience of prejudice, racial discrimination, and cultural discontinuity and their impact. The emergence of a subculture in response to specific economic, social, and political conditions. Development of compatriotic societies, alumni associations, and professional societies. Reading assignment is from the textbook, pp.179-244. **1.4**

Week 5, September 24: Test 1 (includes material from week 1-4).

Week 6, October 1: 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.

Week 7, October 8: 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.

Week 8: October 15: Armenian students in Day Schools, Saturday Schools, and Sunday Schools; Armenian students in public schools. The influx of the Armenian immigrants to the U.S. during the 20th century and education holding a particular esteem

in the Armenian culture, the establishment of Armenian bilingual schools naturally followed to the established Armenian American communities. Many students are American born but others are immigrants from Armenia and the Middle Eastern countries maintaining constant interaction with their countries of origin through monetary transfers, philanthropic and humanitarian support and mutual visits. Reading assignment is from the textbook, pp. 268-290.

Week 9, October 22: Armenian children's literature, authors, analysis, and storytelling. Influences on development of children's literature in general, its golden age, and classification and genres. Rise of modern Armenian literature, introduction of Armenian children's books and their authors and oral traditions through storytelling etc. available Armenian children's books in print and digitally and where to find these resources. **2.1**

Week 10, October 29: Armenian Press and Radio; Armenian children's music, magazines and games. Reading assignment is from textbook pp. 298-312.

Week 11, November 5: Test 2 (includes material from week 6-10).

Week 12, November 12: Youth organizations and camps as vehicles for the preservation of ethnic identity in a multicultural society; juvenile delinquency. Definition of organized activities, their benefits in educational achievement, reducing problem behaviors, and heightening psychological competencies. Introduction of Armenian youth organizations and camps, their purpose, activities, and membership. **2.4**

Week 13, November 19: The Armenian Genocide: the fate and emotional/psychological condition of children; Reading assignment is from textbook, pp. 347-360. **6.6**

Week 14, November 26: Impact of the Genocide on culture and future generations; how to teach the Armenian Genocide.

Week 15, December 3: Mental health in schools, counseling, and community resources. Social emotional needs and learning, early intervention, treatment, and prevention and promotion of positive social emotional development. Available resources to increase linkage between schools and community services to enhance the well-being of young people and their families, emphasizing parental education and involvement in school activities. The effect of cultural knowledge in identification, treatment, and prevention. Armenian children with disabilities and the attitude of their parents in accepting these disabilities. **6.4, 6.5**

Week 16, December 10: (includes material from week 12-15).

Writing Assignments

All writing assignments are to be submitted on canvas as text, by the due date. The assignments will be graded based on content, writing skills, required length, and submittal by the due date.

Assignment 1: History is the foundation upon which culture is built shaping how people live, what they value, and how they see the world. In a well-developed one- page essay, explain what this prompt means giving specific examples. **Due date, August 30, 2025.** 6.1, 6.1

Assignment 2: Coat of Arms Presentation. Each student designs their "Coat of Arms" describing who they are. The "Coat of Arms" is to be divided into four quadrants. In Quadrant one, in a symbolic way, describe where you come from (your heritage). In quadrant two include a symbol that would represent you and what does that symbol mean to you? In quadrant three include what type of animal would you represent and why? In quadrant four include your quote (if you were to have one) and what significance does it have for you? **Due date, September 3, 2025.** 1.5

Assignment 3: Armenian Americans have contributed to the advancement of various fields within the United States. Choose a prominent Armenian American for example, George Deukmejian, Edward Jerejian, Kirk Kerkorian, Jerry Tarkanian, Alex Manoogian and many others and write a one-page report about that person (background, immigrant, non-immigrant, career, contributions if any, etc.). **Due date, September 10, 2025.**

Assignment 4: What is multiculturalism? Is multiculturalism a source of conflict or a cause for celebration? Explain your opinion in a well-developed one-page essay. **Due date, September 17, 2025.**

Assignment 5: Write a one-page essay about the advantages of bilingualism. 1.3, 1.6, 1.3
Due date, October 1, 2025.

Assignment 6: How can teachers' understanding of their own cultural values and practices help them to put culture to work into the classroom. Explain your answer in a well-developed one-page essay. 1.3
Due date, October 8, 2025.

Assignment 7: Write a one-page essay about one of the Armenian Youth Organizations in California. **Due date, October 15, 2025.**

Assignment 8: Select and watch **one** of the following Armenian Genocide Films. After watching it, write a one-page reflection essay (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. **Due date, October 22, 2025.**

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. **Due date, October 29, 2025.**

Assignment 10: Why do you think students who are culturally and linguistically diverse are overrepresented in special education classes and programs? Express your opinion in a one-page essay. **Due date, November 12, 2025.** 2.1, 2.1

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Bilingual Authorization Program Standards Index

Pages on which Standards are Introduced are in yellow, Practiced in teal, and Assessed in green.

BTPE

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1.4	p. 3
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BTPE

2.1	p. 4, p. 6, p. 6
2.4	p. 4

BTPE

6.1	p. 3, p. 5, p. 5
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