

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 [AUC Grading Policy](#)

LATE ASSIGNMENT POLICY

You are expected to complete assignments in a reasonable period of time. This prevents you from getting behind in the course and allows the instructor to assign grades in a consistent manner. Late assignments result in a 10% deduction in the grade for the assignment (if the assignment is submitted a week late deadline) unless the student receives prior approval from the instructor. Assignments submitted later than two 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 [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)

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

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 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 Celjuk 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

- Danielyan E. and Melkonyan A. (eds). The Armenian History. (Yerevan: 2008)
- Melkonyan A. (ed). The Armenian History. (Yerevan: 1998).
- The History of Armenian People: Volume I-VIII. (Yerevan: Academy of Sciences Press, 1967-84).

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 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
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 262: Modern 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

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 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

- Danielyan E. and Melkonyan A. (eds). The Armenian History. (Yerevan: 2008)
- Melkonyan A.(ed). The Armenian History. (Yerevan: 1998).
- The History of Armenian People: Volume I-VIII. (Yerevan: Academy of Sciences Press, 1967-84).

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;

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Please visit [AVC website](#) for any possible updates on the document.



- Armenia in the sphere of Russian foreign policy in the first three decades of 18th century;
- Armenian during 30-60s of 19th century;
- The uprising 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

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

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Please visit [AVC website](#) for any possible updates on the document.



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

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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.

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AH 272: Modern Armenian History – Part 2 (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

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 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

- Danielyan E. and Melkonyan A. (eds). The Armenian History. (Yerevan: 2008)
- Melkonyan A.(ed). The Armenian History. (Yerevan: 1998).
- The History of Armenian People: Volume I-VIII. (Yerevan: Academy of Sciences Press, 1967-84).

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.

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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COURSE REQUIREMENTS AND GRADING

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Students are required to be familiar and comply with [Academic policy of AVC](#).

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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.



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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

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 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

- Danielyan E. and Melkonyan A. (eds). The Armenian History. (Yerevan: 2008)
- Melkonyan A.(ed). The Armenian History. (Yerevan: 1998).
- The History of Armenian People: Volume I-VIII. (Yerevan: Academy of Sciences Press, 1967-84).

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

- The formation of the Republic of Armenia. The internal situation of 1918-1920.
- The external situation of Republic of Armenia (1918-1920). Paris peace summit. The Treaty of Sevres.
- 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

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.
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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.

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

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LATE ASSIGNMENT POLICY

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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).