

**CAS HI 380 / HI 780 THE ARMENIAN GENOCIDE**

Class meetings: Tue & Thu 9:30–10:45am

Room: CAS B06B

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PROFESSOR SIMON PAYASLIAN

Office: 508 @ 226 Bay State Road

Office hours: T 11:00am–12:30pm | Th 11:30am–1:00pm | or by appointment

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Unless otherwise noted, your instructor checks his emails at least once a day.

**Note: Computers and phones  
cannot be used during class and must be turned off**

**COURSE SUMMARY**

This course examines the causes and consequences of the Armenian Genocide. We survey the emergence of the Armenian Question as a national and international issue by the late 19th century. Close attention is paid to the social, political, economic, and military conditions in the Ottoman Empire and Turkish-Armenian relations under the Young Turk leadership after the revolution of 1908/09. We then explore the various factors that led to the genocide and the chronology and processes of the genocide. We conclude the course with a review of the consequences of the genocide, survivors' responses to and memory of their experiences, and the responses by the international community. In examining the history of the Armenian Genocide, students also become familiar with the domestic political and economic conditions in the Ottoman Empire and the geopolitical situation in the region, and the major powers' (eg, Great Britain, France, Germany, Russia, and the United States) foreign policy objectives toward the empire. We will also assess the extent to which the Western powers, having failed at preventing the genocide and at punishing the perpetrators at the time, can now serve as facilitators in Armenian-Turkish reconciliation processes.

**REQUIRED TEXTS**

The following books will be available for purchase at the BU bookstore:

- Atkinson, Tacy. *The German, the Turk and the Devil Made a Triple Alliance*. Taderon, 2000.
- Dadrian, Vahakn N. *The History of the Armenian Genocide*. Berghahn, 1995.
- Miller, Donald E. and Lorna Touryan Miller. *Survivors*. University of California Press, 1999.
- Robertson, Geoffrey. *An Inconvenient Genocide*. Biteback, 2015.

The following book is available online:

- Great Britain. Parliament. [The Blue Book]. *The Treatment of Armenians in the Ottoman Empire, 1915–1916*. Documents Presented to Viscount Grey of Fallodon, Secretary of State for Foreign Affairs. Sir Joseph Causton & Sons, 1916.

## COURSE REQUIREMENTS

The final grade for the course will be assessed on the basis of the following:

•Attendance	15%	
•Midterm exam	30%	
•Final exam	35%	
•Book Review Essay	20%	1,500 words in length (minimum)

### **Attendance (15%)**

Attendance is essential in this course. While material presented in some lectures correlate with the assigned readings, other lectures cover topics beyond the assigned readings. The course lectures are posted on Blackboard Learn, and students are responsible for all material covered in the assigned readings and presented in lectures.

### **Midterm Exam (30%) / Final Exam (35%)**

The midterm and the final are in-class exams. They cover the material presented in lectures and the assigned readings. A week in advance, your instructor will hand out a list of terms and essay questions. Each exam consists of two parts: Part I requires that you define/identify terms; Part II requires that you write an essay on a question.

### **Book Review Essay -- 1,500 words in length (minimum) (20%)**

Students write a review essay of two books on the same topic. A book review guide appears at the end of this syllabus. A book review examines each author's approach to the topic, his/her analytical framework and methodology, ideological orientation, and interpretations. Full bibliographical information of the books reviewed should appear on the cover of the paper. If you do use other sources, be sure to include documentation in footnotes or endnotes. There is no need for footnotes/endnotes for the books being reviewed; instead, insert references in parentheses— for example: (Dadrian 2000, 100).

### **Students with Documented Disabilities**

If you have a disability that requires extra time for exams and assignments, please bring a note from the BU Office of Disabilities Services by Thursday, September 12, 2019.

### **Note on Extensions & University Academic Conduct Code.**

Extensions for exams and written assignments are strongly discouraged and will be allowed in extremely urgent emergencies only and with adequate documentation. Otherwise, 10 points will be subtracted from the grades for each day delayed after the scheduled due dates. Students must adhere to all university standards of academic conduct. Please consult the Boston University Code of Academic Conduct. Plagiarism and other forms of academic misconduct will not be tolerated. Students violating the rules of academic conduct will automatically fail the course. Please become familiar with the University's Code of Academic Conduct by visiting the following page: <http://www.bu.edu/academics/resources/academic-conduct-code/>.

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## COURSE OUTLINE

In case we need to make any changes in the schedule for reading assignments below, your instructor will announce them in class.

- Sept. 3           INTRODUCTION
- Sept. 5           THE HISTORICAL & POLITICAL CONTEXT OF THE ARMENIAN GENOCIDE  
                  Miller and Miller, *Survivors*, pp. 32–53  
                  Robertson, *An Inconvenient Genocide*, pp. 1–14
- Sept. 10–12       THE DECLINE OF THE OTTOMAN EMPIRE AND THE *Tanzimat* REFORMS (1839–1876)  
                  Dadrian, Intro. & Chs. 1–3, pp. 3–41
- Tuesday, Sept. 17 **Special Event: Lecture by Dr. Beata Navratil**  
                  “Poetry in Music: Armenian Sketches”  
                  **Time:** 6:00pm  
                  **Where:** Center for Integrated Life Sciences & Engineering (CILSE)  
                          Colloquium Room 101, 610 Commonwealth Avenue, BU  
                  **Extra credit: 10 points.** Students who attend and write a two-page summary  
                          of Dr. Navratil’s lecture receive extra 10 points on the midterm exam.  
                  This brief essay is due on Thursday, Oct. 3.
- Sept. 19           THE INTERNATIONALIZATION OF THE ARMENIAN QUESTION  
                  Dadrian, Chs. 4–9, pp. 43–177  
                  Robertson, *An Inconvenient Genocide*, pp. 15–34
- Sept. 24–26       THE YOUNG TURK REGIME: 1908–WWI  
                  Dadrian, Chs. 10–11, pp. 179–201  
                  **Due: Thursday, Sept. 26—Bibliographical details of the two books you will review**
- Oct. 1–3           THE YOUNG TURK REGIME DURING WORLD WAR I  
                  Robertson, *An Inconvenient Genocide*, pp. 35–57
- Oct. 8–10         THE YOUNG TURK REGIME DURING WORLD WAR I (continued)
- Oct. 15–17       **Tuesday, Oct. 15 scheduled as Monday**  
                  THE YEAR 1915: THE UNFOLDING OF THE GENOCIDAL PROCESS  
                  Dadrian, Chs. 12–16, pp. 203–301  
                  *Treatment of Armenians*, General Description, pp. 1–30;  
                  The Deportations of 1915: The Antecedents, pp. 627–636;  
                  The Deportations of 1915: The Procedure, pp. 637–653

Oct. 22 THE YEAR 1915: THE UNFOLDING OF THE GENOCIDAL PROCESS (continued)  
Dadrian, Chs. 12–16, pp. 203–301  
*Treatment of Armenians*, Vilayet of Van, pp. 31–78; Bitlis, pp. 79–98;  
Erzerum, pp. 221–256; Mamouret-ul-Aziz [Kharpert / Harput], pp. 257–284;  
Trebizond and Shabin-Karahisar, pp. 285–299; Sivas, pp. 301–326;  
Angora, pp. 381–388; Thrace, Constantinople, Broussa & Ismid, pp. 389–406

Thursday, Oct. 24 **Midterm exam**

Oct. 29–31 THE GENOCIDAL PROCESS (continued)  
*Treatment of Armenians*, Cilicia, pp. 465–510; Jibal Mousa, pp. 511–525

Nov. 5–7 THE TRIALS OF THE PERPETRATORS AND THE RAPIDLY CHANGING INTERNATIONAL SITUATION  
Dadrian, Chs. 17–18, pp. 303–334  
Robertson, *An Inconvenient Genocide*, pp. 59–90

Nov. 12–14 MEMORIES OF THE GENOCIDE AND SURVIVOR RESPONSES  
Miller and Miller, *Survivors*, pp. 55–192

Nov. 19–21 MEMORIES OF THE GENOCIDE AND SURVIVOR RESPONSES (continued)  
Miller and Miller, *Survivors*, pp. 55–192

Nov. 26 DENIAL, RECOGNITION, AND RECONCILIATION  
Dadrian, Chs. 21–23, Conclusion, Epilogue, pp. 377–425  
Robertson, *An Inconvenient Genocide*, pp. 91–158

**Thanksgiving recess, Wednesday, Nov. 27 – Sunday, Dec. 1**

Dec. 3–5 DENIAL, RECOGNITION, AND RECONCILIATION (continued)  
Dadrian, Chs. 21–23, Conclusion, Epilogue, pp. 377–425  
Robertson, *An Inconvenient Genocide*, pp. 159–236  
**Due: Tuesday, Dec. 3—Book review essay**

Tues. Dec. 10 COURSE SUMMARY: LESSONS FROM THE ARMENIAN GENOCIDE  
*Last Day* Robertson, *An Inconvenient Genocide*, pp. 237–245  
*of class*

**Final Exam: Tuesday, Dec. 17, 2019 Time: 9:00–11:00am**

Study period: Thursday, Dec. 12–Sunday, Dec. 15, 2019

Final exam period: Monday, Dec. 16 – Friday, Dec. 20, 2019

## BOOK REVIEW ESSAY GUIDE

due: Tuesday, Dec. 3, 2019

Students are required to write a critical analysis of two books. Unlike “book reports,” the review essay does more than summarize the material covered in each book. The review essay compares and contrasts the authors’ approaches to specific issues as presented in their books, their analytical frameworks and methodologies, and their ideological orientation and interpretations. Accordingly, it is essential that the essay be organized thematically instead of as separate reviews on each book.

- Books used in this course cannot be used as one of the books you review.

The review essay must

- not include more than two short quotes;
- be 1,500 words in length minimum, typed, double-spaced, and paginated; and
- include full bibliographical information of the books reviewed on the cover of your paper.  
If you do use sources other than those assigned in this course, be sure to include documentation in footnotes or endnotes. There is no need for footnotes/endnotes for the books being reviewed; instead, insert references (in parentheses) in the text of your paper—for example: (Smith, 1990: 250).

The following outline is to guide you in preparing your essay:

### I. Introduction

- 1) What are the books about?
- 2) What is each author’s purpose in writing his/her book? Usually, but not always, this is clearly stated in the preface or in the introduction. Who is their intended audience—for example, the general public, university students/scholars, policy makers?
- 3) What are the principal theses presented in their books?
- 4) What are the three or four major themes your paper will focus on?

### II. Analysis

- 1) What are the major components of each book—for example, how many chapters (mention some examples of chapter titles), charts, and tables? If the author does include charts and tables, are they useful?
- 2) How do the books support their theses? This is done by answering the following questions:
  - ▶ What are some of the major arguments regarding specific issues, events, personalities, and so forth? Do the authors agree on specific points and disagree on others?
  - ▶ What evidence do they present to support their theses?
  - ▶ What type of primary sources do the authors rely on—for example, government archives, personal papers, interviews? And secondary sources?

### **III. Conclusion**

- 1) How successful is each book in accomplishing what it promised in the preface or the introduction?
  
- 2) How useful do you think are these books—for example, for the general public, university students/scholars, policy makers? Would you recommend them to your friends? Why or why not? Explain.