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:


The following book is available online:

COURSE REQUIREMENTS

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

• Attendance

• Midterm exam

• Final exam

• Book Review Essay

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/.
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

            Dadrian, Intro. & Chs. 1–3, pp. 3–41

Tuesday, Sept. 17  SPECIAL EVENT: LECTURE BY DR. BEATA NAVRATIL
         “Poetry in Music: Armenian Sketches”
         TIME:  6:00 pm
         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. Navrati’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
   Dadrian, Chs. 12–16, pp. 203–301  
   Treatment of Armenians, Vilayet of Van, pp. 31–78; Bitlis, pp. 79–98;  
   Erzrum, pp. 221–256; Mamouret–ul–Aziz [Kharpert / Harput], pp. 257–284;  
   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  
   Robertson, An Inconvenient Genocide, pp. 237–245

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.