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| Subject name/code: | Theme Related Lecture 4. Contemporary Critical Debates Around Modernity and the Early-Modern in Relation to Armenian Studies BTÖ-AS-0040A |
| Subject coordinator: | Doktori programvezető |
| Lecturer(s) of the subject: | Karen Jallatyan, Ph.D., Lecturer |
| Credits: | 10 credits |
| Lesson type: | Practical |
| Brief subject description: | This course offers a selection of critical theoretical and methodological readings, mostly from the 20th century, that have been seminal in shaping our understanding of modernity and the pre-modern. They are paired with similar texts from within Armenian Studies that address the pitfalls and opportunities of conceptualizing modernity and the pre-modern. |
| Theoretical knowledge to be acquired: | These readings cover key debates raging within historiography, anthropology, art history and cultural studies having to do with the concepts of <i>lieu de mémoire</i> , chronotope, performativity, intersectionality, textuality (discursivity), materiality, diasporic connectivity and so on. |
| Practical knowledge to be acquired: | This course is meant to sharpen the critical-analytical skills of advanced graduate students by helping them to situate their own research within the debates and concepts referred to above, to develop incisive and creative interventions of their own. |
| List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN) | <p>Peter S. Cowe, "The Armenian Oikoumene in the Sixteenth Century: Dark Age or Era of Transition?" in <i>An Armenian Mediterranean: Words and Worlds in Motion</i>, eds. Kathryn Babayan and Michael Pifer, Palgrave Macmillan, 2018, 133-160.</p> <p>José Medina, "The performative turn and the emergence of post-analytic philosophy," in <i>The History of Continental Philosophy</i>, Volume 7, <i>After Poststructuralism: Transitions and Transformations</i>, ed. Rosi Braidotti, Acumen: Durham, 2010, 275-306.</p> <p>"Chapter 1. Interview with Rosi Braidotti," in <i>New Materialism: Interviews and Cartographies</i>, Open Humanities</p> |

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| | Press, University of Michigan Library, Ann Arbor, 2012, 19-37. | |
| List of the most important recommended literature (2-4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN) | <p>David Harvey, <i>The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change</i>, Blackwell, Cambridge MA and Oxford UK, 1990, 201-225.</p> <p>Brian Massumi, "The Future Birth of the Affective Fact: The Political Ontology of Threat," in <i>The Affect Theory Reader</i>, Duke UPress: Durham and London, 52-70.</p> | |
| Theory to practice ratio: | Number of theoretical contact hours: according to the number of hours specified in the model curriculum | Number of practical contact hours: according to the number of hours specified in the model curriculum, laboratory practice should also be recorded here |
| Applied teaching methods: | In-class discussion of assigned readings, which include group work; writing assignments (reading responses) for homework. | |
| Method of assessment: | In addition to and before each class discussion, students are asked to submit a six-page-long response (<i>double-spaced, 1-inch margins, Times New Roman, 12-point font, MLA or Chicago style of citation</i>) to the readings, which are discussed during course meetings. In the response, students are asked to mention, explain and discuss the specific concepts and debates that they think will help them with their current and future research as a Ph.D. student. Students are invited to treat these reading response assignments as occasions for practicing their academic writing skills by organizing their thoughts into well-structured, reasonably long paragraphs, by providing precise references and a works cited page. They are welcome to bring in other sources in their responses, as long as the focus of the discussion are the texts to which they are responding for that meeting. | |
| Assessment criteria: | Contribution to in-class discussions; academic writing and analytical skills present in the submitted written assignments described below. | |

How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?

Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved

(Note: do not simply copy the competence elements from the Training and Outcome Requirements)

Knowledge: Students gain knowledge of important critical theoretical debates and concepts shaping Humanities and Social Sciences research within and beyond Armenian Studies.

Skills: Students practice reading comprehension of critical theoretical texts, summarizing, paraphrasing, citing properly, connecting ideas, formulating academic arguments and critiquing the works of others.

Attitude: Students are invited to cultivate patience and appreciation of complexity in texts with nuanced and layered arguments. They also are oriented towards internalizing a constructive professional ethics of respectful but critical discussion, one that focuses on ideas and not on the person articulating them. The discussions and parallel writing assignments help to internalize an attitude of transformative learning, whereby new ideas are allowed to change old views.

Responsibility and Autonomy: Students are put in a position where they need to be responsible for reading complex texts in a rather short period of time; for this, they also need to be able to manage their time efficiently, thus making their own specific decisions with regard to their other obligations.