

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего
образования "Национальный исследовательский университет
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных и гуманитарных наук
Департамент истории

Рабочая программа дисциплины
Сравнительная история империй
«Comparative History of Empires»
Преподается на английском языке
для направления 46.03.01 «История» подготовки бакалавра

Автор программы:

А.М. Семенов, Ph.D. , проф., asemyonov@hse.ru

Согласована менеджером ОП «История»

«30» ноября 2017 г.

М.А. Кравцова _____

Утверждена академическим советом ОП «История»

«30» ноября 2017 г.

Академический руководитель ОП

А.А. Селин _____

Санкт-Петербург, 2017

*Настоящая программа не может быть использована другими подразделениями
университета и другими вузами без разрешения кафедры-разработчика программы.*

Аннотация

Название дисциплины	Comparative History of Empires		
Образовательная программа	46.03.01 «История», образовательная программа бакалавриата «История»		
Тип дисциплины	По выбору		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Знание историографии и источниковедения на уровне бакалавриата по истории		
Объем з.е.	5 зачетных единиц		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	76	114	190
Краткое описание курса	Целью данного курса является ознакомление с современными историческими трудами и размышлениями об империи. Сфера курса в основном лежит в период современной истории. Основной задачей является изучение методологических дебатов и подходов. Особое внимание уделено освоению принципов и методологических подходов «глобальной истории». Данный курс является попыткой исследовать исторические различия, сравнения и запутанности империй в современной истории.		
Образовательные результаты по дисциплине	<ul style="list-style-type: none"> - освоение новой аналитической категории «империя» и того, как данная категория используется для анализа исторического опыта 18-20 веков; - освоение методологических подходов, используемых историками для изучения истории империй; - формирование видения глобального и сравнительного контекстов имперской истории; - совершенствование навыков научной дискуссии и самостоятельной исследовательской работы. 		
Краткое содержание дисциплины	<p>Дисциплина состоит из двух основных разделов, включающих в себя подразделы.</p> <p>Раздел 1. Критические теории национализма и телеологии модерности.</p> <p>Раздел 2. Теории эмпиризма. Проблема интерпретации истории имперских образований и необходимость объяснительной модели для империи.</p>		
Образовательные технологии	-общие аудиторные дискуссии		

	<p>-работа в малых группах в аудитории</p> <p>- лекции</p>
Формы контроля	Посещение лекций и участие в семинарах (20% оценки), промежуточный экзамен в форме письменной работы (30% оценки), финальный экзамен в виде письменной работы (50% оценки).
Литература	<p><u>Основная</u> Semyonov A., Gerasimov I., Mogilner M., Glebov S., Kusber J., Petersen H., Stoler A. L. <i>Empire Speaks Out: Languages of Rationalization and Self-Description in the Russian Empire</i> / Ed. by A. Semyonov, J. Kusber, I. Gerasimov. Vol. 1. Boston, Leiden : Brill, 2009. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=634901&query=Empire+Speaks+Out%3A+Languages+of+Rationalization+and+Self-Description+in+the+Russian+Empire</p> <p><u>Дополнительная</u> Dina Khoury and Sergey Glebov, “Citizenship, Subjecthood, and Difference in the Late Ottoman and Russian Empires,” <i>Ab Imperio</i> 1 (2017): 45-58; Sergey Glebov, “Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s-1880s,” <i>Ab Imperio</i> 1 (2017): 86-130; Francine Hirsch, “The Soviet Union as a Work-in-Progress: Ethnographers and the Category Nationality in the 1926, 1937, and 1939 Censuses.” <i>Slavic Review</i> 56, no. 2 (1997): 251–78. Marina Mogilner, “Russian Physical Anthropology in Search of ‘Imperial Race’: Liberalism and Modern Scientific Imagination in the Imperial Situation,” <i>Ab Imperio</i> 1 (2007): 191-223</p>
Преподаватель	А.М. Семенов PhD, проф.

Course descriptor

Title of the course	Global Histories of Empire		
Title of the Academic Programme	Applied and Multidisciplinary history		
Type of the course ¹	Elective		
Prerequisites	Familiarity with critique of historical sources methodologies and approaches to historiographic analysis		
ECTS workload	5 ECTS		
Total indicative study hours	Directed Study	Self-directed study	Total
	76	114	190
Course Overview	<p>The aim of this course is to familiarize with current historical writings and reflections on empire. The ultimate thrust of the discussion is to scrutinize the epistemic revolution whereby the narrative of modern history previously written through the prism of national history has been recast to accommodate the fact of persistence of “imperial formations,” both in the sphere of international and global politics and in the area of management of diversity. The scope of the course mainly lies in the Modern history period, the geographic coverage is not universal, the main idea is to look at methodological debates and approaches. Global history has recently been constituted as a distinctive field of its own. Yet, in its thrust of overcoming the limitations of national history canon the global history has many resemblances with the field of imperial history. After all, empires were historic regimes that fostered connections and transfers in their often violent histories. At the same time, empires were habitually thought of by historians as autarkic and self-sufficient phenomena that allowed little space for cross-influence and entanglement. Following the optics of global history this course will be an attempt to explore the historic differences, comparisons and entanglements of empires in modern history.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> -understanding the new analytical category of empire and how it is used to analyze historical experience of the 18-20 centuries; -ability to apply new approaches that explore diversity and management of diversity in the imperial settings; - ability to situate the historical experience of a given historical empire in the comparative and global context; - improving the skills of scientific discussion and independent research 		
Indicative Course Content	<p>Part 1. Critical theories of nationalism and teleologies of modernity. Lecture 1. Seminar 1. Introduction. Requirements and the structure of the course. Brief introduction about positionality of the concept of empire in modern historical research. Empire as reified historic phenomenon and as a category of analysis. Grand narrative of modernity: empires or nations?</p>		

Notes:

¹ Type of the course - core (mandatory); optional or elective.

Lecture 2. Seminar 2.

Current debates and disputed genealogies of global history. Is global history an academic fashion or a research innovation? Must Global history be comprehensive and universalist in terms of chronology and geographic coverage? Is global history only about connections and comparisons? Situating Global history in the modern historiography: comparative history, transnational history, World-System analysis, post-colonial critique, multiple modernities. Global history and national history. Epistemologies of Global history: universalism or nativism? Normative issues of Global history: Eurocentrism debated. A dialogue between the global history and imperial history.

Lecture 3. Seminar 3.

Critical theories of nationalism. Modernist and constructivist theories of nationalism. Typologies of nationalism. Nationalism as a normative discourse.

Lecture 4. Seminar 4.

Legacies of the Roman empire in Europe. Imperial traditions in Europe. Westphalian system. Peripheral empires in the system of modern international relations.

Part 2. Icarian flights in theoretical thinking about empire. The problem of interpreting the past of diverse and changing imperial formations and the need for an explanatory model for empire.

Lecture 5. Seminar 5.

Empire as a distinct ideal type of social and political organization. The hegemony of nationalism and the historical understanding of empires in the context of modernity. From Empire to Nation?: imperial archaism and modern empires. Imperial visions and nationalism. The constructivist approach to understanding empires.

Lecture 6. Seminar 6.

Citizenship and subjecthood, the history of normative categories and the history of political practices. Subjecthood as the definition of political belonging. The varied practices of subjecthood in the imperial settings.

Lecture 7. Seminar 7.

Production of knowledge in the imperial and colonial contexts. Production of knowledge, governance, colonial power, redescription of imperial politics and society. Traditions of sociology, ethnography and anthropology. Continental European (German-Russian) and colonial European settings.

Lecture 8. Seminar 8.

Empires in crisis and transformation. Mass politics and modern political imaginaries of late 19th and early 20th century. World War I as the war of total mobilization and the transformation of imperial politics in the context of war. Mobilization of ethnicity, ethnic cleansing and genocide. Different post-imperial trajectories and rethinking globalism and universalism in the inter-war period.

Lecture 9-10. Seminar 9-10.

The question of rupture and continuity in the history between the Russian Empire and Soviet Union. National self-determination and the politics of autonomism and federalism. The Soviet nationality policy. Multiple explanations and agencies in the reshaping of the former imperial space in the Soviet Union.

Lecture 11. Seminar 11.

Islam in the world history and in the history of empires. Pluralism in the history of Islamic communities. Regimes of governance of Islamic communities in the Russian Empire. Cross-border affinities and political imaginaries: the Russian and the Ottoman Empires. Problems of Islamic universalisms. Islam and Islamic communities under the Soviet regime.

Lecture 12-13. Seminar 12-13.

The British Empire as the archetypical case of colonial empire. German colonialism as a catch up mode of development. Varieties of colonialism. The hegemonic framework of modernity in interpretation of colonialism. Indirect rule and imperial pragmatism. Accommodation and appropriation of the imperial structures from below. Hierarchies in colonial situations.

Lecture 14-15. Seminar 14-15.

The Russian Empire: the problem of typology of continental and colonial empires. Multinational empire: a reigning a paradigm? Ways and forms of expansion of the empire and construction of difference. Modernizing impulses and imperial transformations. The idiom of decline and fall of empire. Imperial subjecthood as a case study.

Lecture 16-17. Seminar 16-17.

The Polish question in Central Europe. The problem of modern mass politics and nationalism. The Jewish question in the Russian and Habsburg empires and Antisemitism. Guest lecture and seminar.

Lecture 18. Seminar 18.

World War I. The competition between empire in the world of global imperial politics. Nationalizing empires and their logic of entry to the World War I. The radicalization of imperial politics associated with the experience of war of total mobilization. Divergent outcomes of radicalization of imperial politics in different empires. The Armenian genocide of 1915.

	Lecture 19. Seminar 19. Post imperial political trajectories and collapse of empires in the context of WWI. The legacy of universalism in the age of mass politics of particularisms. The principle of national self-determination. Redefinition of imperial power in the form of internationalism. The British Empire to the British Commonwealth. The system of the League of Nations. Why is it important to include in to the picture the Communist International and the Japanese co-prosperity zone?
Teaching and Learning Methods	The course consists of lectures and seminars. Seminar classes consist of a discussion of the literature given for mandatory reading, as well as guidance to students during discussions.
Indicative Assessment Methods and Strategy	Attendance and participation of lecture and seminars (20% of the grade), intermediate essay (30% of the grade), final essay (50% of the grade).
Readings / Indicative Learning Resources	<u>Mandatory</u> Semyonov A., Gerasimov I., Mogilner M., Glebov S., Kusber J., Petersen H., Stoler A. L. <i>Empire Speaks Out: Languages of Rationalization and Self-Description in the Russian Empire</i> / Ed. by A. Semyonov, J. Kusber, I. Gerasimov. Vol. 1. Boston, Leiden : Brill, 2009. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=634901&query=Empire+Speaks+Out%3A+Languages+of+Rationalization+and+Self-Description+in+the+Russian+Empire <u>Optional</u> Dina Khoury and Sergey Glebov, “Citizenship, Subjecthood, and Difference in the Late Ottoman and Russian Empires,” <i>Ab Imperio</i> 1 (2017): 45-58; Sergey Glebov, “Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s-1880s,” <i>Ab Imperio</i> 1 (2017): 86-130; Francine Hirsch, “The Soviet Union as a Work-in-Progress: Ethnographers and the Category Nationality in the 1926, 1937, and 1939 Censuses.” <i>Slavic Review</i> 56, no. 2 (1997): 251–78. Marina Mogilner, “Russian Physical Anthropology in Search of ‘Imperial Race’: Liberalism and Modern Scientific Imagination in the Imperial Situation,” <i>Ab Imperio</i> 1 (2007): 191-223
Course Instructor	Alexander Semyonov, Ph.D., prof.

Course Syllabus

Title of the course	Global Histories of Empire
Title of the Academic Programme	Applied and Multidisciplinary history
Type of the course	Elective
Prerequisites	Familiarity with critique of historical sources methodologies and approaches to historiographic analysis

ECTS workload					
Total indicative study hours	Directed Study	Self-directed study	Total		
	76	114	190		
Course Overview	<p>The aim of this course is to familiarize with current historical writings and reflections on empire. The ultimate thrust of the discussion is to scrutinize the epistemic revolution whereby the narrative of modern history previously written through the prism of national history has been recast to accommodate the fact of persistence of “imperial formations,” both in the sphere of international and global politics and in the area of management of diversity. The scope of the course mainly lies in the Modern history period, the geographic coverage is not universal, the main idea is to look at methodological debates and approaches. Global history has recently been constituted as a distinctive field of its own. Yet, in its thrust of overcoming the limitations of national history canon the global history has many resemblances with the field of imperial history. After all, empires were historic regimes that fostered connections and transfers in their often violent histories. At the same time, empires were habitually thought of by historians as autarkic and self-sufficient phenomena that allowed little space for cross-influence and entanglement. Following the optics of global history this course will be an attempt to explore the historic differences, comparisons and entanglements of empires in modern history.</p>				
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> -understanding the new analytical category of empire and how it is used to analyze historical experience of the 18-20 centuries; -ability to apply new approaches that explore diversity and management of diversity in the imperial settings; - ability to situate the historical experience of a given historical empire in the comparative and global context; - improving the skills of scientific discussion and independent research 				
Teaching and Learning Methods	The course consists of lectures and seminars. Seminar classes consist of a discussion of the literature given for mandatory reading, as well as guidance to students during discussions.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
Part 1.	Critical theories of nationalism and teleologies of modernity	40	8	8	24
Part 2.	Icarian flights in theoretical thinking about emprise. The problem of interpreting the past of diverse and changing imperial formations and the need for an explanatory model for empire.	150	30	30	90
Total study hours		190	38	38	114

Indicative Assessment Methods and Strategy	Attendance and participation of lecture and seminars (20% of the grade), intermediate essay (30% of the grade), final essay (50% of the grade).		
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Semyonov A., Gerasimov I., Mogilner M., Glebov S., Kusber J., Petersen H., Stoler A. L. <i>Empire Speaks Out: Languages of Rationalization and Self-Description in the Russian Empire</i> / Ed. by A. Semyonov, J. Kusber, I. Gerasimov. Vol. 1. Boston, Leiden : Brill, 2009. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=634901&query=Empire+Speaks+Out%3A+Languages+of+Rationalization+and+Self-Description+in+the+Russian+Empire</p> <p><u>Optional</u> Dina Khoury and Sergey Glebov, “Citizenship, Subjecthood, and Difference in the Late Ottoman and Russian Empires,” <i>Ab Imperio</i> 1 (2017): 45-58; Sergey Glebov, “Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s-1880s,” <i>Ab Imperio</i> 1 (2017): 86-130; Francine Hirsch, “The Soviet Union as a Work-in-Progress: Ethnographers and the Category Nationality in the 1926, 1937, and 1939 Censuses.” <i>Slavic Review</i> 56, no. 2 (1997): 251–78. Marina Mogilner, “Russian Physical Anthropology in Search of ‘Imperial Race’: Liberalism and Modern Scientific Imagination in the Imperial Situation,” <i>Ab Imperio</i> 1 (2007): 191-223</p>		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		10
	Assignments for seminars / tutorials / labs		10
	E-learning / distance learning (MOOC / LMS)		3
	Fieldwork		-
	Project work		-
	Other (please specify): preparation for the midterm essay		34
	Preparation for the exam (essay)		57
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	(If required)		
Course Instructor	Alexander Semyonov, Ph.D., prof.		

Course Content

Part 1. Critical theories of nationalism and teleologies of modernity.

Lecture 1. Seminar 1.

Introduction. Requirements and the structure of the course. Brief introduction about positionality of the concept of empire in modern historical research. Empire as reified historic phenomenon and as a category of analysis. Grand narrative of modernity: empires or nations?

Lecture 2. Seminar 2.

Current debates and disputed genealogies of global history. Is global history an academic fashion or a research innovation? Must Global history be comprehensive and universalist in terms of chronology and geographic coverage? Is global history only about connections and comparisons? Situating Global history in the modern historiography: comparative history, transnational history, World-System analysis, post-colonial critique, multiple modernities. Global history and national history. Epistemologies of Global history: universalism or nativism? Normative issues of Global history: Eurocentrism debated. A dialogue between the global history and imperial history.

Lecture 3. Seminar 3.

Critical theories of nationalism. Modernist and constructivist theories of nationalism. Typologies of nationalism. Nationalism as a normative discourse.

Lecture 4. Seminar 4.

Legacies of the Roman empire in Europe. Imperial traditions in Europe. Westphalian system. Peripheral empires in the system of modern international relations.

Part 2. Icarian flights in theoretical thinking about emprise. The problem of interpreting the past of diverse and changing imperial formations and the need for an explanatory model for empire.

Lecture 5. Seminar 5.

Empire as a distinct ideal type of social and political organization. The hegemony of nationalism and the historical understanding of empires in the context of modernity. From Empire to Nation?: imperial archaism and modern empires. Imperial visions and nationalism. The constructivist approach to understanding empires.

Lecture 6. Seminar 6.

Citizenship and subjecthood, the history of normative categories and the history of political practices. Subjecthood as the definition of political belonging. The varied practices of subjecthood in the imperial settings.

Lecture 7. Seminar 7.

Production of knowledge in the imperial and colonial contexts. Production of knowledge, governance, colonial power, redescription of imperial politics and society. Traditions of sociology, ethnography and anthropology. Continental European (German-Russian) and colonial European settings.

Lecture 8. Seminar 8.

Empires in crisis and transformation. Mass politics and modern political imaginaries of late 19th and early 20th century. World War I as the war of total mobilization and the transformation of imperial politics in the context of war. Mobilization of ethnicity, ethnic cleansing and genocide. Different post-imperial trajectories and rethinking globalism and universalism in the inter-war period.

Lecture 9-10. Seminar 9-10.

The question of rupture and continuity in the history between the Russian Empire and Soviet Union. National self-determination and the politics of autonomism and federalism. The Soviet nationality policy. Multiple explanations and agencies in the reshaping of the former imperial space in the Soviet Union.

Lecture 11. Seminar 11.

Islam in the world history and in the history of empires. Pluralism in the history of Islamic communities. Regimes of governance of Islamic communities in the Russian Empire. Cross-border affinities and political imaginaries: the Russian and the Ottoman Empires. Problems of Islamic universalisms. Islam and Islamic communities under the Soviet regime.

Lecture 12-13. Seminar 12-13.

The British Empire as the archetypical case of colonial empire. German colonialism as a catch up mode of development. Varieties of colonialism. The hegemonic framework of modernity in interpretation of colonialism. Indirect rule and imperial pragmatism. Accommodation and appropriation of the imperial structures from below. Hierarchies in colonial situations.

Lecture 14-15. Seminar 14-15.

The Russian Empire: the problem of typology of continental and colonial empires. Multinational empire: a reigning a paradigm? Ways and forms of expansion of the empire and construction of difference. Modernizing impulses and imperial transformations. The idiom of decline and fall of empire. Imperial subjecthood as a case study.

Lecture 16-17. Seminar 16-17.

The Polish question in Central Europe. The problem of modern mass politics and nationalism. The Jewish question in the Russian and Habsburg empires and Antisemitism. Guest lecture and seminar.

Lecture 18. Seminar 18.

World War I. The competition between empire in the world of global imperial politics. Nationalizing empires and their logic of entry to the World War I. The radicalization of imperial politics associated with the experience of war of total mobilization. Divergent outcomes of radicalization of imperial politics in different empires. The Armenian genocide of 1915.

Lecture 19. Seminar 19.

Post imperial political trajectories and collapse of empires in the context of WWI. The legacy of universalism in the age of mass politics of particularisms. The principle of national self-determination. Redefinition of imperial power in the form of internationalism. The British Empire to the British Commonwealth. The system of the League of Nations. Why is it important to include in to the picture the Communist International and the Japanese co-prosperity zone?

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay	*	*		
	Report/Presentation				
	Project				
	In-class Participation	*	*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)	*			
Summative Assessment	Exam		*		

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the

	topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.