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

**"Высшая школа экономики"**

**Рабочая программа дисциплины**   
«Идеология и политическое воображение империализма и национализма/ Ideology and Political Imagination of Imperialism and Nationalism»

для направления 46.06.01 "Исторические науки и археология"

подготовки научно-педагогических кадров в аспирантуре,

образовательная программа "Исторические науки"

Разработчик программы

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Согласована Академическим советом Аспирантской школы по историческим наукам

«06» июня 2018 г. Протокол № 6.

Санкт-Петербург, 2018

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

**Аннотация**

|  |  |  |  |
| --- | --- | --- | --- |
| Название дисциплины | Идеология и политическое воображение империализма и национализма/ Ideology and Political Imagination of Imperialism and Nationalism | | |
| Образовательная программа | "Исторические науки"  Направление подготовки 46.06.01 «Исторические науки и археология» | | |
| Тип дисциплины | По выбору | | |
| Требования к уровню знаний аспирантов, необходимых для освоения дисциплины (пререквизиты) | Знание историографии и источниковедения на уровне магистратуры по истории | | |
| Объем з.е. | 4 | | |
| Объем в часах | Аудиторная работа | Самостоятельная работа | Всего |
| 36 | 116 | 152 |
| Краткое описание курса | Курс посвящен изучению современной историографии, связанной с тематизацией понятия империи как центрального исторического понятия для объяснения политической и социальной истории 18-20 вв. Аспекты конструирования различий и управления различиями исследуются в сравнительной и глобальной исторической перспективе. | | |
| Образовательные результаты по дисциплине | По окончании курса аспиранты должны:  Быть способны проводить теоретические и экспериментальные исследования в области исторического познания, в том числе с использованием новейших информационно-коммуникационных технологий (ОПК-1);  Быть способны к разработке новых методов исследования и их применения в самостоятельной научно-исследовательской деятельности в области исторического познания с учетом правил соблюдения авторских прав (ОПК-2);  Быть способны рефлексировать (эксплицировать) мировоззренческие, философские, парадигмальные основания исторического / гуманитарного знания (ПК- 1);  Быть способны увидеть (поставить) проблему и обосновать ее актуальность / вписать свое исследование в контекст современного исторического / гуманитарного знания (ПК- 2);  Быть способны агрегировать результаты исследования и осуществлять историческое построение (ПК -5); | | |
| Краткое содержание дисциплины | В рамках дисциплины рассматривается эпистемическая революция, посредством которой повествование о современной истории, ранее написанное сквозь призму национальной истории, было переделано с учетом факта существования «имперских образований». Рассматриваются также современные методологические дебаты и подходы к изучению империй такие как, например, глобальная история. | | |
| Образовательные технологии | В рамках курса аспиранты посещают лекции, а также семинарские занятия на которых обсуждаются и анализируются современные исторические труды. | | |
| Формы контроля | Посещение и участие в семинарах (40% оценки) и итоговая письменная работа (60% оценки). | | |
| Литература | Основная  Semyonov A., Gerasimov I., Mogilner M., Glebov S., Kusber J., Petersen H., Stoler A. L. [*Empire Speaks Out: Languages of Rationalization and Self-Description in the Russian Empire*](https://publications.hse.ru/view/59029632) / 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> (Online Digital Library Ebrary)  Дополнительная  Dina Khoury and Sergey Glebov, “Citizenship, Subjecthood, and Difference in the Late Ottoman and Russian Empires,” *Ab Imperio* 1 (2017): 45-58; <http://search.ebscohost.com/login.aspx?direct=true&db=30h&AN=123138089> (Online Digital Library EBSCOhost)  Sergey Glebov, “Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s-1880s,” *Ab Imperio* 1 (2017): 86-130; <http://search.ebscohost.com/login.aspx?direct=true&db=30h&AN=123138091> (Online Digital Library EBSCOhost)  Francine Hirsch, “The Soviet Union as a Work-in-Progress: Ethnographers and the Category Nationality in the 1926, 1937, and 1939 Censuses.” *Slavic Review* 56, no. 2 (1997): 251–78. <https://www.jstor.org/stable/2500785?seq=1#metadata_info_tab_contents> (Online Digital Library JSTOR)  Marina Mogilner, “Russian Physical Anthropology in Search of ‘Imperial Race’: Liberalism and Modern Scientific Imagination in the Imperial Situation,” *Ab Imperio* 1 (2007): 191-223 <http://search.ebscohost.com/login.aspx?direct=true&db=30h&AN=32989254> (Online Digital Library EBSCOhost) | | |
| Преподаватель | А.М. Семенов PhD, проф. | | |

**Course Syllabus**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the course | | Идеология и политическое воображение империализма и национализма/ Ideology and Political Imagination of Imperialism and Nationalism | | | | | | | |
| Title of the Academic Programme | | "Historical Studies"  46.06.01 Historical Studies and Archeology | | | | | | | |
| Type of the course | | Elective | | | | | | | |
| Prerequisites | | Familiarity with critique of historical sources methodologies and approaches to historiographic analysis | | | | | | | |
| ECTS workload | | 4 | | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | | |
| 36 | | 116 | | | 152 | | |
| Course Overview | | 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. | | | | | | | |
| Intended Learning Outcomes (ILO) | | Upon completion of the course PhD students should:  Be able to carry out theoretical and experimental research in the field of historical knowledge, including using the latest information and communication technologies (ОПК-1);  Be able to develop new research methods and apply them in independent research activities in the field of historical knowledge, taking into account the rules of copyright compliance (ОПК-2);  To be able to reflect (explicate) world-view, philosophical, paradigmatic foundations of historical / humanitarian knowledge (ПК-1);  To be able to see (put) the problem and substantiate its relevance / fit your research into the context of modern historical / humanitarian knowledge (ПК-2);  Be able to aggregate research results and carry out historical construction (ПК -5); | | | | | | | |
| 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 PhD students during discussions. | | | | | | | |
| Indicative Assessment Methods and Strategy | | Class participation will constitute 40% of the final grade. The written assignment constitutes 60% of the final grade. | | | | | | | |
| Content and Structure of the Course | | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | | **Self-directed Study** |
| **Lectures** | **Seminars** | | |
| 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? | | 14 | | 2 | 2 | | | 10 |
| 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. | | 14 | | 2 | 2 | | | 10 |
| 3 | Critical theories of nationalism. Modernist and constructivist theories of nationalism. | | 14 | | 2 | 2 | | | 10 |
| 4 | Typologies of nationalism. Nationalism as a normative discourse. | | 14 | | 2 | 2 | | | 10 |
| 5 | Legacies of the Roman empire in Europe. Imperial traditions in Europe. Westphalian system. Peripheral empires in the system of modern international relations | | 13 | | 2 | 1 | | | 10 |
| 6 | 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. | | 13 | | 2 | 1 | | | 10 |
| 7 | 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. | | 13 | | 2 | 1 | | | 10 |
| 8 | Production of knowledge in the imperial and colonial contexts. Production of knowledge, governance, colonial power, rediscription of imperial politics and society. Traditions of sociology, ethnography and anthropology. Continental European (German-Russian) and colonial European settings | | 13 | | 2 | 1 | | | 10 |
| 9 | Empires in crisis and transformation. Mass politics and modern political imaginaries of late 19th and early 20th century. Word 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. | | 13 | | 2 | 1 | | | 10 |
| 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. | | 12 | | 1 | 1 | | | 10 |
| 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. | | 19 | | 1 | 2 | | | 16 |
| **Total study hours** | | | 152 | | 20 | 16 | | | 116 |
| Readings / Indicative Learning Resources | | Mandatory  Semyonov A., Gerasimov I., Mogilner M., Glebov S., Kusber J., Petersen H., Stoler A. L. Empire Speaks Out: Languages of Rationalization and Self-Description in the Russian Empire / 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> (Online Digital Library Ebrary)  Optional  Dina Khoury and Sergey Glebov, “Citizenship, Subjecthood, and Difference in the Late Ottoman and Russian Empires,” *Ab Imperio* 1 (2017): 45-58; <http://search.ebscohost.com/login.aspx?direct=true&db=30h&AN=123138089> (Online Digital Library EBSCOhost)  Sergey Glebov, “Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s-1880s,” *Ab Imperio* 1 (2017): 86-130; <http://search.ebscohost.com/login.aspx?direct=true&db=30h&AN=123138091> (Online Digital Library EBSCOhost)  Francine Hirsch, “The Soviet Union as a Work-in-Progress: Ethnographers and the Category Nationality in the 1926, 1937, and 1939 Censuses.” *Slavic Review* 56, no. 2 (1997): 251–78. <https://www.jstor.org/stable/2500785?seq=1#metadata_info_tab_contents> (Online Digital Library JSTOR)  Marina Mogilner, “Russian Physical Anthropology in Search of ‘Imperial Race’: Liberalism and Modern Scientific Imagination in the Imperial Situation,” *Ab Imperio* 1 (2007): 191-223 <http://search.ebscohost.com/login.aspx?direct=true&db=30h&AN=32989254> (Online Digital Library EBSCOhost) | | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | **+/–** | | **Hours** | |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | |  | | 66 | |
| Assignments for seminars / tutorials / labs | | | |  | |  | |
| E-learning / distance learning (MOOC / LMS) | | | |  | |  | |
| Fieldwork | | | |  | |  | |
| Project work | | | |  | |  | |
| Other (please specify) | | | |  | |  | |
| Preparation for the exam | | | |  | | 50 | |
| Academic Support for the Course | | Academic support for the course is provided via LMS, where PhD students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials | | | | | | | |
| Facilities, Equipment and Software | | PC, Projector | | | | | | | |
| Course Instructor | | Alexander Semyonov, Ph.D., prof. | | | | | | | |

**Annex 1**

**Assessment Methods** **and Criteria**

**Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Period of Year**  **(1 year of Study)** | |
| **1** | **2** |
| 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**

PhD Students are required to read the mandatory texts, formulate at least three questions to the text, prepare to answer the question of the thesis/argument of the author, the historiographic tradition within which the argument is made and treatment of sources that allows the author to put forth the argument

|  |  |
| --- | --- |
| **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» (0-3) | 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. |

**Exam**

Exam in form of written assignment: review of a given trend in field of studies of nationalism and empire. The review should include the analysis of the historiographic context, the historiographic tradition (for instance, intellectual history, social history, post-colonial studies) in which the text is written, the main arguments and sources used in the research. The written assignment should be 15-20 pages long and will constitute 60% of the final grade. For every day the assignment is late one point is taken from the grade.

Suggested topics for the written assignment:

1. Modernist Approaches to Nationalism
2. Constructivist and structuralist approaches to nationalism
3. Comparative framework for understanding modern nationalism
4. Typological schemata of Civic and Ethnic nationalism
5. Understanding Empire as a great power
6. Empires as an instrument of construction and negotiation of diversity
7. Typological Schemata of Colonial and Continental Empire
8. Empire and Cooptation of Elites
9. Principles of Imperial Sovereignty in Colonial and Continental Empires
10. Subjecthood/Citizneship in pre-modern and modern empires
11. Imperial nationalism
12. Anti-imperial nationalism
13. Imperial Cities; Urban dynamics before and after mass society
14. Imperial Liberalism
15. Specificities of socialist and social reformist politics in the imperial context
16. Colonial rule and gender

|  |  |
| --- | --- |
| **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» (0-3) | Fails to demonstrate any appropriate knowledge. |

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

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to PhD 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.