

**WOH 5932 Empires and Imperialism**  
Fall 2020  
Weds 12:50-3:50

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Office hours: Thurs 11:30-2:00

## DESCRIPTION

This course introduces students to the historiography, debates, and various topics in the study of empires and imperialism. We will examine a range of early modern and modern empires, including, but not limited to the Mongol, Ottoman, Iberian, Dutch, British, French, and American empires. Various methodologies and approaches to the analysis of empires will be considered. We will pay particularly close attention to world history, with a focus on empires as a pedagogical category of analysis. Students will work on collaborative projects as well as individual assignments, including a research or historiographical paper concerning some aspect of the history of imperialism.

## OBJECTIVES

- Familiarize students with the historiography of empires and imperialism by closely examining how historians and other scholars have studied empires. What are the central categories of analysis, primary methodologies, and main debates? What accounts for the resurgence in the study of empires? How are historians currently approaching the history of empires?
- Explore the intersections of imperial history and world history, with close attention to methodology and pedagogy
- Present opportunities for both individual and collaborative historical work, including bibliographic management
- Present opportunities to hone critical reading, oral communication, and writing skills

## COURSE TEXTS

### *Required Texts*

Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton: Princeton University Press, 2010)

Josep Fradera, *The Imperial Nation: Citizens and Subjects in the British, French, Spanish, and American Empires* (Princeton, 2018)

Aaron Herald Skabelund, *Empire of Dogs: Canines, Japan, and the Making of the Modern Imperial World* (Cornell, 2011)

Coll Thrush, *Indigenous London: Native Travelers at the Heart of Empire* (Yale, 2016)

+ articles and chapters posted on Canvas

### *Recommended Texts*

Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History* (University of California, 2005)

Timothy May, *Mongol Conquests in World History* (Reaktion, 2012)

Karen Barkey, *Empire of Difference: The Ottomans in Comparative Perspective* (Cambridge, 2008)

### ASSIGNMENTS AND GRADING

- scholar introduction & reference page [5%] [var.] [eligible scholars have an asterix by their names below]
- “other disciplinary perspectives” collaborative page & discussion [10%] [Sept 16]
- short essay [15%] [Oct 2]
- collaborative annotated bibliography project [20%] [Oct 14; Oct 28; Nov 18]
- research/historiographical paper [25%] [Dec 16]
  - topic due Sept 25
  - progress report due Nov 12
  - optional rough draft due first week of December (with option for peer review)
- class plan for “Empires and Animals” course [10%] [Dec 9]
- participation [15%] – attendance and punctuality; engagement with texts and with fellow seminar participants; contributions that are clear, direct, and on point and that take our conversations in productive directions; effective contribution to collaborative projects

### WEEKLY SCHEDULE

Note: The schedule is subject to change due to the pandemic. I will give you as much notice as possible.

**Week 1 Sept 2** Course introduction/ keywords and framework  
Abraar Karan and Mishal Khan, [“The Ghosts of Colonialism Are Haunting the World’s Response to the Pandemic,”](#) *NPR* 29 May 2020

Jerry Bentley, “The Task of World History,” *The Oxford Handbook of World History* (Oxford: OUP, 2011): 1-16

Burbank and Cooper, *Empires and World History*, Introduction, Chs 1-3

→ defining key terms

**Week 2 Sept 9** Historiography of empires and imperialism, the big picture  
*Historiographical overviews*

Patrick Wolfe, "History and Imperialism: A Century of Theory, from Marx to Postcolonialism," *American Historical Review* 102, 2 (Apr 1997): 388-402

\*Frederick Cooper, Chapter 1 "The Rise, Fall, and Rise of Colonial Studies, 1951-2001" in *Colonialism in Question: Theory, Knowledge, History* (Berkeley: University of California Press, 2005), 33-55

Gyan Prakash, "Postcolonial Criticism and History: Subaltern Studies," *Oxford History of Historical Writing* (Oxford, 2015), 74-92

*Landmark texts (selected)*

Hobson and Lenin in *The Imperialism Reader*

John Gallagher and Ronald Robinson, "The Imperialism of Free Trade," *The Economic History Review* New Series 6, 1 (1953): 1-15

+ Dane Kennedy, "The Boundaries of Oxford's Empire," *International History Review* 23, 3 (2001): 604-14

\*Dipesh Chakrabarty, "Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts?" *Representations* 37 (Winter 1992): 1-26, especially section VI

**Week 3 Sept 16** Other disciplinary perspectives: anthropology, sociology, political theory

\*Ann Laura Stoler, "Colonial Archives and the Arts of Governance," *Archival Science* 2 (2002): 87-109

Karen Barkey, *Empire of Difference: The Ottomans in Comparative Perspective* (Cambridge: Cambridge University Press, 2008), selections tba  
[Burbank & Cooper, Ch 5]

Daniel O'Neill, "Rethinking Burke and India," *History of Political Thought* 30, 3 (2009): 492-523

[Burbank & Cooper, Ch 8]

→ "other disciplinary perspectives" page due

**Week 4 Sept 23** The New Imperial History/ Gender

Dane Kennedy, "The Imperial History Wars," *Journal of British Studies* 54 (2015): 5-22

\*Antoinette Burton, *After the Imperial Turn: Thinking With and Through the Nation* (Duke, 2003): Introduction plus one chapter of your choice [be prepared to summarize for class]

Ann Laura Stoler, "Making Empire Respectable: The Politics of Race and Sexual Morality in 20<sup>th</sup>-Century Colonial Cultures," *American Ethnologist* 16, 4 (1989): 634-60

\*Catherine Hall, "Imperial Man: Edward Eyre in Australasia and the West Indies, 1833-1866," in Bill Schwarz (ed), *The Expansion of England: Race, Ethnicity, and Cultural History* (Routledge, 1996): 130-70

→ final paper topic due (Sept 25)

**Week 5 Sept 30** Oceans, empires, and macro history  
[Burbank & Cooper, Chs 6&7]

\*Sanjay Subrahmanyam, "Connected Histories: Notes toward a Reconfiguration of Early Modern Eurasia," *Modern Asian Studies* 31, 1 (1997): 735-62

"Oceans Connect" Special Issue, *The Geographical Review* 89, 2 (1999)

Oxford Bibliographies Online, Atlantic History

-see Trevor Burnard, "The Idea of Atlantic History" and survey the project as a whole

David Armitage, "Three Concepts of Atlantic History" in Armitage and Michael Braddick (eds), *The British Atlantic World, 1500-1800* (Palgrave, 2002): 11-27, 250-54

Philip J. Stern, "British Asian and British Atlantic: Comparisons and Connections," *William and Mary Quarterly* 63, 4 (Oct 2006): 693-712

Eliga Gould, "Entangled Histories, Entangled Worlds: The English-Speaking Atlantic as a Spanish Periphery," *The American Historical Review* 112 (2007): 764-86

→ short paper due (Oct 1)

**Week 6 Oct 7** Empires and globalization

Timothy May, "[The Mongol Empire in World History](#)" *World History Connected* 5, 2 (2008) + chapters from *Mongol Conquests in World History*, tba

[Burbank & Cooper, Ch 4]

-while you are on the *World History Connected* site, spend some time exploring the publication; come to class prepared with one item for "show and tell"

\*C. A. Bayly, "From Archaic Globalization to International Networks, c 1600-2000," in Bentley, Bridenthal, and Yang (eds), *Interactions: Transregional Perspectives on World History* (University of Hawaii Press, 2005): 14-29.

Bayly, "Writing World History," *History Today* (2004): 36-40  
-go to *History Today* via the UF catalog (under Databases & Journals tab) and explore the publication; identify one article that you would assign to an undergraduate class (e.g. in my "Ireland in the British Empire" course, I assign John Gillingham, "Images of Ireland: The Origins of English Imperialism" 37, 2 (Feb 1987): 16-22)

Antoinette Burton and Tony Ballantyne, *Empires and the Reach of the Global* (Belknap, 2014), Introduction  
[Burbank & Cooper, Chs 10-12 ]

Cooper, Ch 4 "Globalization" in *Colonialism in Question*

**Week 7 Oct 14** Group 1  
reading TBA

**Week 8 Oct 21** Empires and nations  
\*Josep Fradera, *The Imperial Nation*  
[Burbank & Cooper, 9]

**Week 9 Oct 28** Group 2  
reading TBA

**Week 10 Nov 4** Imperialism and animals  
Aaron Skabelund, *Empire of Dogs*

**Week 11 Nov 11** – Veterans Day

→ final paper progress report due Nov 12

**Week 12 Nov 18** Group 3  
reading TBA

**Week 13 Nov 25** –Thanksgiving

→ optional rough draft due Nov 30 - Dec 4

**Week 14 Dec 2** Metropolitan "domains of entanglement"  
Coll Thrush, *Indigenous London: Native Travelers at the Heart of Empire*

**Week 15 Dec 9** Imperialism and animals, part 2

→ daily plan & undergraduate assignment due

**Dec 16**                    **final paper due**

## POLICIES

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions. Electronic devices may be used for class purposes only.

### *Attendance & makeup policy*

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at [Attendance Policies](#).

### *Academic Honesty*

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### *Accommodations for Students with Disabilities*

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### *Evaluations*

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [the evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).