CATÓLICA
INSTITUTO DE
ESTUDOS POLÍTICOS
LISBOA

Syllabus

OPTIONAL COURSE
EMPIRES AND WORLD ORDER

Academic Year: 2025/27 **Semester**: 1 **ECTS**: 5.5 **Hours:** 42

LEVEL OF CURRICULAR UNIT:

Undergraduate (1st cycle, as defined in the Framework of Qualifications for the European Higher Education Area)

INSTRUCTOR(S)

Tomé Ribeiro Gomes

CONTACTS AND OFFICE HOURS

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Office hours: Monday afternoon (please schedule by email)

BIOGRAPHY

Tomé Ribeiro Gomes has a PhD in History, Security Studies, and Defense from ISCTE – University Institute of Lisbon, with a thesis on strategic geography analysing the case of the Azores, entitled "Small Islands in Grand Strategy: The strategic geography of the Azores (1430-2022)".

He has an MA in Governance, Leadership, and Democracy Studies from the Institute for Political Studies of the Catholic University of Lisbon and a BA in Political Science and International Relations from the Nova University of Lisbon. His research interests include geopolitics, security studies, and transatlantic relations.

COURSE OVERVIEW

Empires and World Order takes students on a tour of some of the most extensive and influential empires in history since classical antiquity. By analysing and comparing how different empires managed the political, economic, and military challenges they faced, we will be able to look to the present with fresh eyes, seeing how the logic and legacy of empires continues to shape world politics today.

COURSE LEARNING OBJECTIVES

By the end of this class, students should be able to:

- Define and discuss the concept of empire;
- Discuss, and compare some of the most influential empires in world history;
- Analyse how empires manage social, ethnic, and cultural difference, as well as the forms of

resistance these strategies provoke;

- Compare different imperial strategies of conquest and defense;
- Explain the connections between imperial governance, global governance, and great-power politics;
- Analyse how imperial legacies influence contemporary politics.

TEACHING AND LEARNING METHODOLOGY

Teaching combines exposition of theoretical material with seminar-style discussions based on assigned readings. Students are expected to prepare the readings in advance and actively participate in class debates. Comparative analysis of historical case studies is used to develop critical thinking and to apply theoretical concepts to the study of empires and world order. The essay and oral presentation foster independent research, analytical skills, and academic communication. students' understanding of the course's core concepts and comparative perspectives.

LANGUAGE: ENGLISH

EVALUATION/ASSESSMENT

Continuous Assessment

Written Test – 25%

Essay – 30%

Presentation – 30%

Class Participation – 15%

COURSE CONTENT

I. Case Studies: Empires Across History

1. The Athenian Empire
2. The Achaemenid Empire
3. Alexander the Great's Empire and the Hellenistic Empires
4. The Han Empire
5. The Roman Empire
6. The Mongol Empire
7. The Umayyad and Abbasid Caliphates
8. The Portuguese Colonial Empire
9. The Spanish Colonial Empire
10. The Dutch Colonial Empire
11. The British Empire
12. The Russian Empire and the Soviet Union

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13. An American Empire?

II. Cross-Cutting Themes in the Study of Empires

1. Imperial repertoires
2. Resistance movements
3. Imperial grand strategies
4. Maritime and continental orders

III. Imperial Legacies

1. Imperial guilt and nostalgia in contemporary politics
2. The imperial logic and global governance
3. Imperial rivalry and great-power politics

BIBLIOGRAPHY

Required readings:

Burbank, J. & Cooper, F. (2010). *Empires in World History: Power and the Politics of Difference*. Princeton University Press.

Recommended books:

Aron, R. (2003). *Peace & War: A Theory of International Relations*. Routledge. (Originally published in 1966).

Benton, L. (2024) *They Called It Peace: Worlds of Imperial Violence*. Princeton University Press.

Hardt, M. & Negri, A. (2000). *Empire*. Harvard University Press.

Kennedy, P. (1987). *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. Random House.

Sharman, J. C. (2019). *Empires of the Weak: The Real Story of European Expansion and the Creation of the New World Order*. Princeton University Press.

CODE OF CONDUCT AND ETHICS

Good practices in academic work are essential to promote integrity, rigor, and ethics in the production and dissemination of knowledge. In a challenging context where artificial intelligence is occupying an increasing space in higher education institutions, it is imperative to ensure the transparency of the work done by students.

In order to ensure respect for the ethical and deontological standards that should guide academic activity, the IEP reminds that the following behaviours constitute serious infractions:

i) Multiple submission: submitting the same written work for evaluation in different courses, whether simultaneously or consecutively, even with changes made.

ii) Plagiarism, which involves appropriating the work or parts of someone else's work without proper citation or citing it incompletely. Plagiarism includes, but is not limited to, cases where paraphrases or glosses of texts and ideas from others are made with only a

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substitution of words, or when significant parts of others' work are added to one's own work without identifying and referencing the original authors. Visit this guide for additional resources on how to avoid plagiarism in your written submissions https://www.turnitin.com/papers/understanding-the-turnitin-similarity-report-student-guide

iii) Self-plagiarism refers to the repeated submission of the same work or the inclusion of significant portions from one's previous works, published or submitted for evaluation, without proper citation, and without any advancement in research that justifies a new publication.

iv) Fraudulent production, considered as works composed solely of successive citations from other authors—though properly referenced—without original production from the supposed author of the work, is not acceptable for evaluation.

v) Falsification or manipulation of results, including selective presentation of data, falsification of sources, intentional distortion of methods, particularly statistical methods, to reach desired conclusions.

vi) During exams, tests, or other academic exercises where consultation is prohibited, it is considered fraudulent to use or attempt to use informational materials, notes, or equipment to access information available through search engines or AI platforms, or others. Use of smartwatches or other communication devices is not permitted during the exam.

vii) It is fraudulent to facilitate copying or attempt to copy from colleagues during an individual academic exercise.

viii) Assessment works must be submitted to a plagiarism detection program; at UCP, this is Turnitin. If fraudulent practice is detected by the platform and verified by the professor, resulting in the annulment of the result, there is no appeal.

ix) Any violation of the rules during assessment exercises leads to immediate annulment and communication to the Program Coordinator and the Pedagogical Council.

x) If fraud committed by a student is discovered after graduation, the Institute will act accordingly by annulling the result of the academic exercise in question.

xi) In the case of detecting any of the previously mentioned situations, a meeting will be held with the Program Coordination to assess the situation and determine future procedures.

xii) The Program Coordinator and the Pedagogical Council will maintain a record of students who have been proven to have committed fraud during their academic journey.

Academic integrity breaches will be dealt with in accordance with the school's code of Academic Integrity: Codigo-de-Etica.pdf / Aditamento-ao-Codigo-Etica-e-Conduta-UCP.pdf

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