Section 1.
At least since Tony Ballantyne's *Orientalism and Race* (2002), transnational networks have been an organizing theme of British imperial history. Those networks typically map the pathways of empire intra-colonially, interrupting the metropole-colony binary. How have Islamic networks and the circulations of Muslim peoples, ideas, and publications circumvented or subverted imperial power and hegemony? How has global Islam and its local manifestations functioned to interrupt facile home-away vectors and how did these patterns change from the 18th century to the mid 20th? Be sure to address the broader phenomenon of networks beyond Islam in order to show what similarities and differences mobile Muslims made to empire, whether in Britain proper or beyond it.

Rise and fall narratives of British imperialism have long dominated the historiography, suggesting a cyclical rhythm of ascent and decline that leaves little room for the agency, let along the dissent and disruption, exhibited by colonized peoples. Given an overview of traditional narratives and explain how re-balancing accounts imperialism with the view “from below” shifts the terrain from empire history to a methodologically anti-imperial history, and what the stakes of such a shift are.

Section 2.

Conventional British imperial history posits a “first” empire of trade and “second” empire of conquest. Other histories pivot on major events, usually military victories or rebellions. What do the chronologies of these histories emphasize and/or obscure? How do empire histories of the last twenty years challenge this chronology, and to what effect? What are some alternatives, and on the basis of what rationales are they constructed?

Across the British empire (chronologically and geographically), gender has played a significant role in the creation of difference. How has gender been used as a tool of empire but also as a means of resistance to imperial power? How has gender been integrated into other key designations of difference, such as race, class, and religion? Identify some of the major contributions to this project and analyze the ways in which they illuminate new subjects and spaces or, alternately, reinforce hegemonic
Section 3.
Design an introductory undergraduate course on Modern Britain. Describe the syllabus with attention to chronology as well as integrating both domestic and imperial narratives. Break the course into 3 or 4 composite parts, each with its own theme and synopsis; and offer a briefly annotated reading list that reflects your goals for engaging students with primary sources and secondary readings.

Traditionally, histories of the British Empire conceptualize a sharp break between metropole and colony, home and away. How have historians used theories and concepts of space to challenges this “separate spheres” approach from the 18th century to the present?