

## CURE 3032

### The Politics and Culture of Nationalisms

民族主義的政治與文化

Tuesday 10: 30-13: 15 LSK 302

Instructor: Ka-ming Wu

[kamingwu@cuhk.edu.hk](mailto:kamingwu@cuhk.edu.hk)

Tutors:

Hui Yung Chung (Helena): 1155187673@link.cuhk.edu.hk

Shui Yee Cheung (Kristen): kristincheungsy@gmail.com



Nationalism today is a major worldwide response to the globalized world, which witnesses an exponential increase in the movement of capital, labor, commodities, cultures and ideas, often threatening the established ways of life. This course provides a broad overview of the theories of and approaches to the study of nationalist thoughts and practices. It understands nationalism's emergence and its endurance as a major cultural politics in a globalized world.

Part of the course focuses on a close reading of Benedict Anderson's work *Imagined Community: Reflections on the spread of Nationalism* (Verso: 1983). Students will explore the various ways nationalism has been linked to the history of colonialism, slavery trade, anti-colonial struggles and economic/political modernization. The last part of the course explores the ways various national consciousness is closely related ethnic and identity politics, gender and sexuality construction, state building, popular cultural and literary production. Tutorial projects of the course examine recent debates of nationalism with reference to experiences in societies in the context of post-colonial and post-industrial contexts.

民族主義是當今應對高度全球化的一種世界性潮流。全球化固然增加資本、勞工、商品、文化與思想的流動性，但同時摧毀了慣性的生活模式，令無論政府或者個人都受到巨大的經濟壓力。這課程介紹民族主義理論、方法、思想與實踐的框架，並視民族主義為全球化世紀一主要當代文化政治。瞭解民族主義的意識、意識形態、運動、族群與身份的衝突，對分析當今各種社會政治與文化尤其重要。課程著重審視民族主義在亞洲後殖民國家的經驗，瞭解民族主義如何影響經濟發展、性別、社會衝突、公民身份和各種後殖民鬥爭。

本課程的重心在細讀班納迪克·安德森的《想像的共同體：民族主義的起源與散布》。學生將會探討民族主義和殖民歷史、奴隸制度、反殖民運動和現代化和經濟政治發展的關係。本課程的後半部分也會探討各種民族意識是如何和種族身分政治、性別與性向的建構、國家建構、流行文化與文學生產之間形成精密的關係。導修課將要求學生探討近年有關民族主義的爭論，並結合後殖民和後工業社會的歷史脈絡做出分析。

### **Learning Outcomes:**

Upon completion of this course, student will be able to

1. understand major theories of modern nationalism
2. enhance critical and analytical thinking on contemporary topics of national politics, conflicts, tradition and identities.
3. Possess theoretical and case study tools to examine contemporary ethnic and identity related conflicts.

### **Learning Themes:**

Imagined Communities

Cultural Nationalism

Ethnic Nationalism

Civic Nationalism

State Nationalism

Populist Nationalism

Nationalism in everyday life

### **Assessment Method**

Class Participation And paper consultation	Attend class meeting and participate in class discussion Project consultation and weekly topic discussion	10%
Tutorial Presentation	Students will form groups to present major ideas according to a topic they choose.	35%
Mid-term Quiz	A simple mid term quiz on Anderson's book.	20%
Final Paper	The final individual paper is a summary, discussion and reflection of your group project. Explain the case's controversy and histories. Discuss whether existing theories of nationalism develop and apply. Share your reflection.	35%

### **Week 1: Introduction Jan 9**

Hobsbawm, E.J. and Kertzer, D.J., 1992. Ethnicity and nationalism in Europe today. *Anthropology today*, 8(1), pp.3-8.

### **Week 2: Modernization or The Invention of Tradition: Gellner and Hobsbawm Jan 16**

\*Ernest Gellner. 1983. Chapter 3 and 4 in *Nations and Nationalism*. Ithaca: Cornell University Press.

Eric Hobsbawm and Terence Ranger. 1983. Chapter 1 and 2 in *The Invention of Tradition*, edited by. Cambridge: Cambridge University Press.

### **Week 3: Imagined Community by Benedict Anderson Jan 23**

\*Anderson, Benedict. 1994. Chapter 1 in *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Team building and preliminary discussion on potential project topic  
Teaching assistants provide topic selections

### **Week 4: Jan 30**

#### **The spread of Nationalism and Print Culture: theory by Benedict Anderson**

\*Anderson, Benedict. 1994. Chapter 2 and 3

1 Team meeting/Movie

**Week 5. Feb 6**

Chapter 4, 5 in *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

2 Team meeting/Movie

**Week 6 Feb 13 Chinese New Year**

**Week 7 Feb 20**

Chapter 6 and 7 Anderson

3 Team meeting /Preliminary Project Presentation

**Week 8. Feb 27 Cultural Nationalism**

Kristin, Surak. 2012. Chapter 4. *Making Tea, Making Japan: Cultural Nationalism in Practice*. Stanford University Press.

Chapter 10 Anderson

Preliminary Project Presentation (10% of the 35%)

**Week 9. March 5**

**Reading Week No Class**

**Week 10 Nationalism and Popular Culture March 12**

Kelvin Carrico. 2016. "Producing Purity: An Ethnographic Studies of A

Neotraditionalist Ladies Academy in China."

*The Great Han*.

Project and Paper Consultation

**Week 11. March 19**

**Nationalism, Gender and Mega events**

Ka-ming Wu. 2018. "Elegant and Militarized: Ceremonial Volunteers and the Making of New Woman Citizens" **Journal of Asian Studies**.

Movies:08年奧運會開幕典禮 19年國慶開幕典禮

Tomlinson, Alan and Christopher Young. 2006. *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup*.  
Chapter to be decided.

Conclusion/Project Consultation and Final paper discussion

**Week 12 Quiz March 26**

**Week 13 April 2**

Guest Lecture

**Week 14 April 9**

**Student Project Presentation**

**Week 15 April 16**

**Student Project Presentation**

**Potential Questions in your final papers**

Using a case study, your final paper might ask the following questions.

How are nationalist belonging, identities, and conflicts constructed, invented and practiced in reality?

How is your case of nationalism related to the construction of gender, race, class and religious (historical) differences?

What are the ordinary (daily) or major (mega) events that organize people's or communities' nationalist sentiments? Think of sport games, big catastrophe and popular culture as examples.

What kind of news/film/literary representations create nationalist consciousness, and understand ethnic conflicts, and construct the nationalist self and others?

How is state-sponsored education curriculum construct nationalist ideas and identities?