**Crash Course: Nationalism**

* Not just Prussian and Italian- seen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_
* Modern nation-state: centralized government that can claim and exercise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over a distinct territory (state)
	+ Linguistic/cultural homogeneity (one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
* Constructed by people? By governments? By public schools? Outgrowth of industrialization?
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of nationalization
	+ Bureaucracies
	+ New systems of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Large \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- Using that military to fight other nation-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			* Big part of being Irish: not being \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (identify by what you are NOT)
* Could pull a nation together: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after Napoleonic wars; US after the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_War
	+ Could also destabilize a nation-state
		- Ottoman Empire- Greeks, Serbs, Romanians, Bulgarians- claim and win independence
* One case study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Landowners consolidated power and created a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ government
	+ Stability: most \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-rated of government virtues- shogun empire lasted for hundreds of years because of its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Arrival of Matthew Perry
		- Unfriendly treatment toward Christians (set foot on Japan’s soil = death penalty)
		- Perceived threat of war made Japan think about itself differently- external \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leading to national consolidation
		- Mythical past around which creators could make a sense of national \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- All Japanese men required to spend 3 years in army; cumpulsory (a.k.a.-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) public education- all boys and girls required to spend 4 years in primary schools
			* Not for the benefit of students and parents- benefit of social \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- don’t have to be a student or have a child who’s a student to benefit from public education
				+ Don’t like living in a country with a bunch of stupid people
* Dark side of nationalism: appeared early on
	+ Invasions and colonization- nationalism has a habit of thriving on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_