



Political Theory Resource Bank

Nationalism

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Teacher's Introduction

Nationalism is one of five ideologies which are covered in the Level 1 course for SQA on political theory.

A sound knowledge of the ideology of nationalism is necessary, but experience the core backgrounds of ideologies studied in order to approach the subject.

These activities are designed to allow students to apply their knowledge of nationalism. Many of these resources can be used to evidence key skills and functional skills into schemes of work.

The activities in the resource are divided into these sections:

1. The first few activities in each topic concentrate on **key words** such as definitions, crosswords and match-up activities. The 'fill in the key words' acts as a handy glossary as the student makes their way through the topic.
2. We have nine activities that are designed to be used in the classroom: table-fills, research tasks and debates, and are designed to suit different needs. Teacher's instructions are included at the start of the activities.
3. Finally, you'll find answers to all the activities in the pack at the end.

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Nationalism Activities: Teacher's Guidelines

Keyword Activities

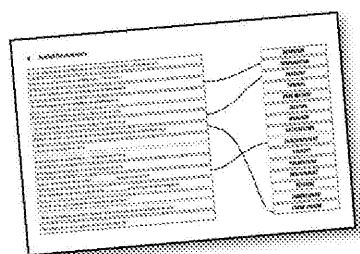
The activities are as follows:

① Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

② Fill in the Keyword

Nothing fancy – students simply write the keyword which is being discussed. This activity tests the students' own knowledge, and can be used as a homework activity at the end of each topic or during revision. This ensures they have grasped the key terminology for each topic. Alternatively, it can be used at the beginning of the topic, to see what they already know.



③ Match Up

Students match descriptions to their keywords. Because there are similar descriptions, students are likely to make the odd mistake. This activity, so it is recommended that they use the process of eliminating the keywords that they are familiar with, then think about and learn the ones that they are unsure of.

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Classroom Activities

Activity 1: Nation or State?

One of the first points on the specification pupils need to understand is the difference between a nation and a state. Without knowledge of what factors make a nation students will struggle to understand nationalism so it is important to get them to understand this early on.

They can do this through the knowledge of fairly well-known political issues. I recommend you allow students to brainstorm their ideas for the difference between a nation and a state in groups of 4-5 and then allow class discussion before revealing the following definitions.

The follow-up task is designed to help pupils realise there are many different ways a nation can be formed and the examples will help them remember these reasons in exams. They may wish to put the suggested answers on the board but don't tell them which statement; this will redouble the need for students to come up with their own definitions.

Activity 2: Survey

(Scissors and photocopier required)

In this exercise students will be asked to give their personal views on nationalism. The questions will be distributed to every member of the class and answers written on the card. At the end of your lesson so you have time to assess how the class has responded. You may wish to keep their own personal record of the answers they've given to answer the follow-up questions in the following lessons.

The answers to these questions are likely to cause some debate amongst students. If a student does not agree with their ideas. Allow discussion to happen so students' views can be questioned.

With this task students should see how subtle nationalism can creep into everyday life. They may not think they were very patriotic or nationalistic. It will be particularly interesting for students who don't consider themselves British but have more regional affiliations, to compare this with British ideals. Hopefully the difference in discussion, but most people will put British or English and will have very different ideas, to help them understand better the idea of nations as 'imagined communities' as well.

Activity 3: Timeline Exercise

This task is designed to help students track the development of the nation over time. Although all different strands exist in some form or another, the popularity of different nationalist ideologies can be categorised by time. This task will help students to see how each of them affected their respective movements and helps to show the rise and fall of nationalism as an alternative to nationalism.

The timeline can be used as it is or students can work in pairs on a recreated timeline on paper, this may help to speed up the time it will take to complete.

Alternative uses

You may want to use this as an ongoing task throughout the course; once a fact has been discussed it must be added to the timeline, so the information builds up gradually.

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Activity 4: Key Concepts Grid

Often, short-answer exam questions tend to focus on the analysis of one key concept, therefore all students need a detailed knowledge of the key concepts. This is a homework task after a lesson on each key concept as the course goes along, a revision task after all these key themes have been taught. For each theme students write a definition, the implication of these beliefs, and then a list of thinkers, or groups, who relate to the concept. Once completed, they can check their answers with the list on page 48. It is identical, but once they have seen the answers ask students to add any aspects to their table. This will become an invaluable revision tool by the end of the course.

Activity 5: Quote Bank

In many of the extended exam questions on the Excel, the best way to get marks is to use thinkers and philosophers that relate to the subject. However, there can be a lot of thinkers on each topic and it can often be hard to remember which thinker relates to which topic. The idea behind this activity is to provide students with an easy-to-use bank of quotes from their work that they can use in their exams. I have provided the quotes for each of the key concepts and key strands of nationalism. Access to ICT or a printer is needed in order to research these quotes for each thinker.

For some thinkers however quotes will be very hard to find, so I have provided an answer section that students can use if they wish. If they cannot find a relevant quote, they can instead write down how their ideas could be applied to the modern world or how they could be successful.

Activity 6: Grid Fill Activity

Using the correct political terminology is a vital aspect for students to learn. Using the correct language will help them meet the AO3 learning objective in the exams thus earning marks. In this exercise, the students must work out the clues and fill in the grid. When all the answers are completed a new word without a definition should appear. Students should discuss what the word could mean and try to find a definition. Once done this they must decide which strand of nationalism this word would relate to or would reject it.



Alternative way of using resource:

Once all the words have been discovered you could ask the students to write down how each word can apply to and how it is used by each strand as well.

Activity 7: Manifesto Task

Helping students to compare and contrast the different tensions within nationalism is a key exam technique. Frequently exam questions do not ask it specifically, but students must identify on what tensions lie in nationalist thought.

In this task you will assign pupils a strand of ideology to apply to a country or issue, e.g. education and immigration, and see how each theory can be applied in real-world scenarios. Although students are required to focus on theory, these examples will help them understand the theory behind legislative decisions and clearly see the differences between the strands.

Allow at least one student from every strand of nationalism to present to the class to take notes on the presentations so they can note the similarities and differences for revision later.

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Activity 8: Guess Who Game

(Requires Blu-Tack or elastic bands to attach cards to students' heads and a score card)

In this task the class will be divided up into groups of 4–6 and arranged in a circle. Each student is given a card which they attach to their heads so their classmates can see it but not themselves.

On each card there will be a famous figure that is connected with nationalism: a thinker, a leader of a nationalist party or a famous nationalist figure from history. The card will contain words that you could associate with this thinker: the name of their political party, key words from their written works or the particular strand of nationalism they belong to.

Students will ask questions to their classmates to try to guess who it is; these can be yes or no questions or no answer. If they get the response yes, they can continue asking questions.

For each of the words or phrases on the card, students use when trying to work out who it is. The student with the most points at the end of the game wins and a score card is used to record their points.

You will decide how much time they have for each round; there should be enough time for 3–4 rounds.

Alternative Uses

These cards could become very useful revision tools closer to exam time to revise key figures associated with each strand of nationalism, and they can be great for visual learning.

Activity 9: Pub Quiz

This task is designed to be used at the end of teaching this topic as a whole class activity. It will help you to discover which areas students feel weaker on.

Divide the class into groups of 3–5 students, with a good balance of ability levels.

Ask each team to come up with a name which must be related to a nationalist. The team with the best name you'll award a bonus point for the best team name!

You (or one of your students) calls out the questions one at a time, giving the teams 10 seconds to come up with an answer for each one.

Provided are seven rounds of questions – a round on each of the seven sections of the topic for a lesson. These are:

- The nation
- Liberal nationalism
- Conservative nationalism
- Expansionist nationalism
- Anticolonial and postcolonial nationalism



Alternative ways of using resource:

You could also use these during revision lessons as a starter or plenary activity or for group discussion on subtopics.

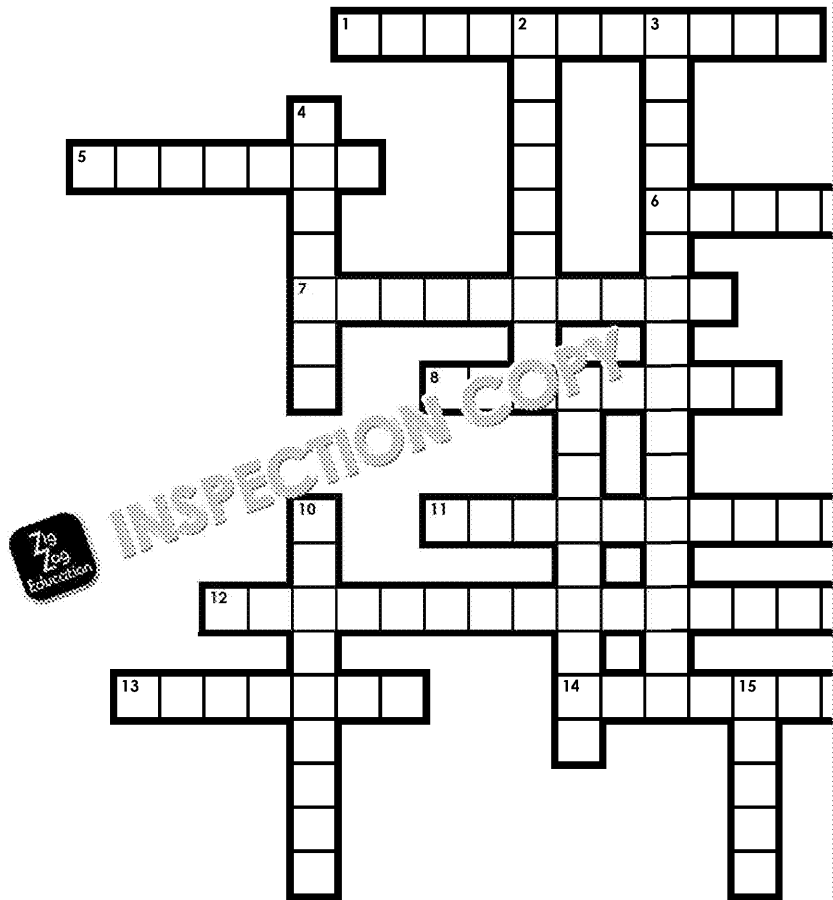
Students could be asked to come up with some questions of their own to ask the class.

If you have students of wide-ranging abilities then you may wish to use these cards for differentiation or tracking purposes.

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1. Liberal Nationalism



Across

- 1 For liberals, the nation-state _____ the authority of government (11)
- 5 Form of sovereignty where the entire community makes political decisions (7)
- 6 French philosopher who popularised the idea of the general will and national community (8)
- 7 For liberals, the nation can be a means of ensuring _____ rights across the whole world (10)
- 8 Negative development that can result from disagreements between nations and nationalists (8)
- 11 Constitutional arrangement that gives sub-national units a greater political identity (10)
- 12 The belief that nations should be free from foreign domination (4-13)
- 13 Liberal nationalists are wary of patriotism as it may cause _____ and xenophobia (7)
- 14 For liberals, the nation-state is an institution for implementing _____ and constitutional government (9)

Down

- 2 For liberals, _____ political community (10)
- 3 The political system favoured by liberals (7)
- 4 Italian liberal philosopher of nationalism (8)
- 9 Economic system of interdependence (6)
- 10 The essential feature of a nation (9)
- 15 _____ rights and democratic principles (6)

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1. Liberal Nationalism

The essential nature of liberal nationalism
Liberal nationalists are wary of patriotism as it may cause _____ and xenophobia
Form of sovereignty where the entire community makes political decisions
French philosopher who popularised the idea of the general will and national community
For liberal nation-state _____ the authority of government
The political opposite of nationalism, favoured by many liberals
Negative development that can result from disagreements between nations and nationalists
Economic activity that furthers interdependence between nations
_____ rights help to form the basis of a democratic and liberal nation
For liberals, the nation can be a means of ensuring _____ rights across the whole world
Italian liberal republican and exponent of national self-government
The belief that nations should be free from foreign domination
Constitutional arrangement that gives sub-national groups a greater political identity
For liberal nation-state is an institution for implementing _____ and constitutional government
For liberals, it constitutes a natural political community

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1. Liberal Nationalism: Match Up

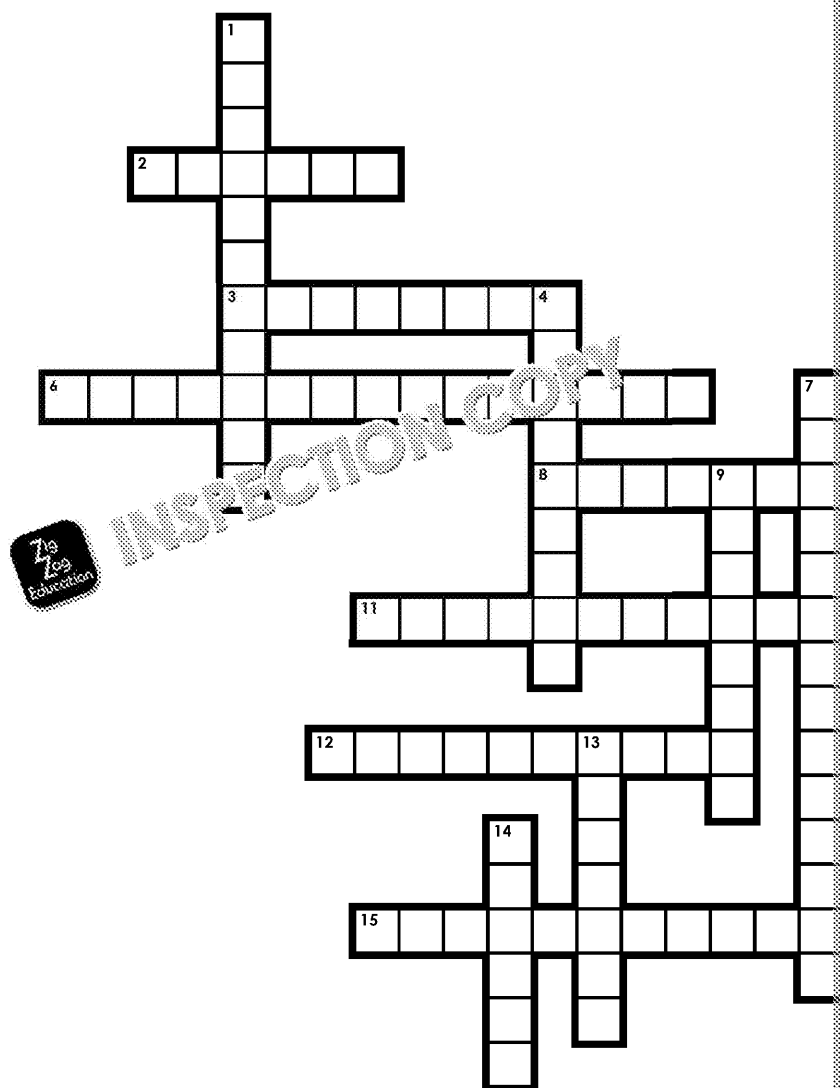
_____ rights help to form the basis of a democratic and liberal nation
Constitutional arrangement that gives sub-national groups _____ at _____ political identity
Economic activity that furthers interdependence _____ between nations
For liberals, it constitutes a _____ national community
For liberals, _____ can be a means of ensuring _____ rights across the whole world
For liberals, the nation-state _____ the authority of government
For liberals, the nation-state is an institution for implementing _____ and constitutional government
Form of sovereignty where the entire community makes political decisions
French philosopher who popularised the idea of the general will and national community
Italian liberal republican and exponent of national self-government
Liberal nationalists are wary of patriotism as it may cause _____ and xenophobia
Negative development that can result from disagreements between nations and nationalists
The belief that _____ nations should be free from foreign domination
The essential _____ of liberal nationalism
The political opposite of nationalism, favoured by many liberals

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2. Conservative Nationalism



Across

- 2 For conservatives, a group of people bound together through a common history, tradition, language and customs (6)
- 3 For conservatives, the nation state delivers political unity and cultural _____ (8)
- 6 Strategy to create a racially pure nation – usually considered to be politically unacceptable (6,5)
- 8 If nationalism supplies the fortifying element, patriotism defines the _____ basis of the nation (6)
- 11 Model development seen by conservatives as creating disorder and weakness within the nation (16)
- 12 Dislike and distrust of foreigners (10)
- 15 Conservatives dislike this type of international body as it diminishes national sovereignty (13)

Down

- 1 For conservatives, a group of people bound together through a common history, tradition, language and customs (6)
- 4 A longing for the 'golden ages' of the past (6)
- 7 A fundamental element of nationalism: race, language, land or religion (8)
- 9 The essential nature of nationalism (8)
- 10 Nations based on a common language, land or religion (6)
- 13 Conservatives believe in developing a strong national identity (6)
- 14 According to conservatives, each nation has its own identity (6)

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2. Conservative Nationalism

The essential nature of conservative nationalism
Conservatives believe that nations are naturally developing _____ communities
Nations based solely on race or ethnicity have an _____ nature
A fundamental emotional attachment to language, land and traditions that helps to form a nation
Dislike and suspicion of foreigners
Strategy to create a racially pure nation - usually considered to be politically unacceptable
Modern development seen by conservatives as creating disorder and weakness within the nation
According to this early German nationalist, each nation needs to create its own unique identity
If nationalism supplies the doctrinal element, patriotism delivers the _____ basis of the nation
For conservatives, the nation state delivers political unity and cultural _____
Nationalism can be used to draw the working class away from this ideology
A longing for the past - often for so-called 'golden ages' of the nation!
Conservatives dislike this type of international body as it diminishes national sovereignty
For conservatives, a group of people bound together through a common history, tradition, language and customs
For conservatives, nations are _____ and cannot share a universal set of values

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2. Conservative Nationalism: Match Up

A fundamental emotional attachment to language, land and traditions that helps to forge the nation

A longing for the past - often for so-called 'golden ages' of the nation

According to this early German nationalist, each nation needs to create its own unique identity

Conservatives believe that nations are naturally developing _____ communities

Conservatives oppose this type of international body as it diminishes national sovereignty

Dislike and distrust of foreigners

For conservatives, a group of people bound together through a common history, tradition, language and customs

For conservatives, nations are _____ and cannot share a universal set of values

For conservatives, the nation state delivers political unity and cultural _____

If nationalism supplies the doctrinal element, patriotism delivers the _____ basis of the nation

Modern development seen by conservatives as creating disorder and weakness within the nation

Nationalism can be used to draw working class away from this ideology

Nations based on ethnicity have an _____ nature

Strategy to create a racially pure nation – usually considered to be politically unacceptable

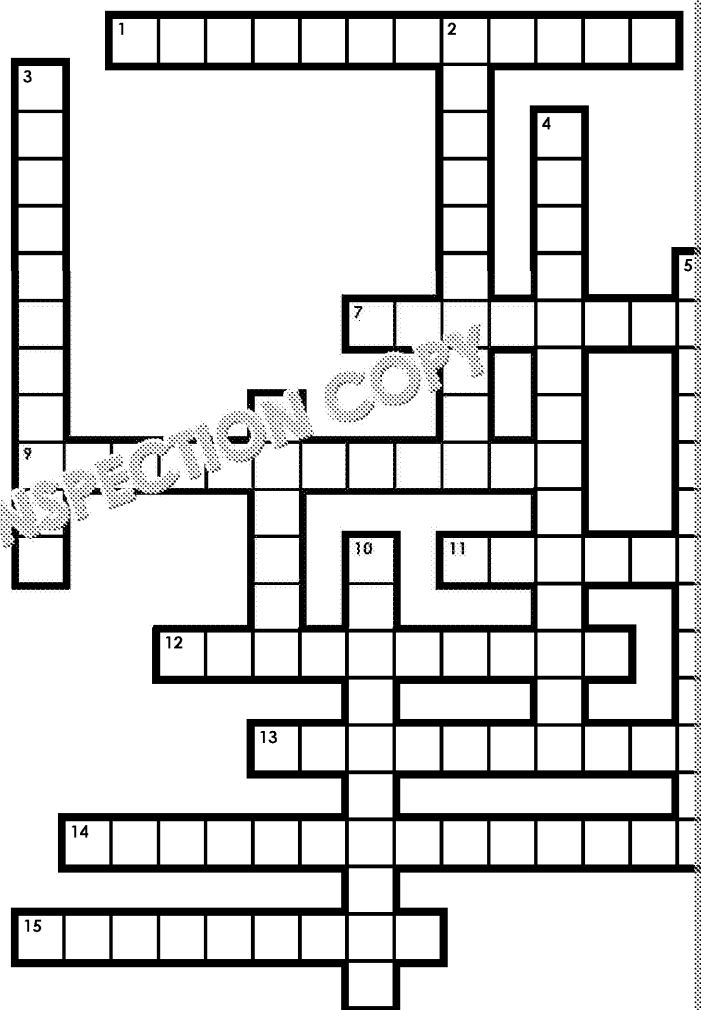
The essential nature of conservative nationalism

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3. Expansionary/Anti-colonial Nation



Across

- 1 South American nationalist who forged several independent nation-states out of the Spanish empire (5,7)
- 7 Form of nationalism where individuals and groups lose their self-identity and submerge themselves within the nation (8)
- 9 The political aim of anti-colonial nationalists (12)
- 11 Extreme patriotism that supports aggressive foreign policy at times of war (8)
- 12 Twentieth-century treaty that established the right of nations to enjoy self-determination (10)
- 13 Form of political autonomy that stops short of full independence (10)
- 14 Post-WW2 development that led to the decline of expansionary nationalism (14)
- 15 Political ideology associated with anti-colonialism in the 1960s and 1970s (9)

Down

- 2 National ____ committed to ____
- 3 Expansionary engage in ____ conquer other
- 4 For anti-colonial ____ able to deliver
- 5 Marxist who ____ strategy to save ____ depression (8)
- 6 Ideology associated with imperialism and
- 8 For expansion ____ invaded simply (6)
- 10 An aggressive ____ on a blind belief ____ and disdain for

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3. Expansionary/Anti-colonial Nationalism

The political aim of anti-colonial nationalists
For anti-colonialists, the nation-state is able to deliver ____ - _____
Form of political autonomy that stops short of full independence
Political ideology associated with anti-colonialism in the 1960s and 1970s
Nationalist movements were committed to anti-colonial struggle
Expansionary nationalists invariably engage in _____ expansion as they conquer other nations
For expansionists, lesser nations can be invaded simply because they are _____
Ideology associated with expansionism, imperialism and ultra-nationalism
Extreme patriotism that supports an aggressive foreign policy at times of war
An aggressive, warlike patriotism based on a blind belief in national superiority and disdain for other nations
Post-WW2 development that led to the decline of expansionary nationalism
Form of nationalism where individuals and groups lose their self-identity and submerge themselves within the nation
South American nationalist who forged several independent nation-states out of the Spanish empire
Marxist claimed imperialism was a strategy to save capitalism from economic depression
Twentieth-century treaty that established the right of nations to enjoy self-determination

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3. Expansionary/Anti-colonial Nationalism: Match Up

An aggressive, warlike patriotism based on a blind belief in national superiority and disdain for other nations

Expansionary nationalists invariably engage in _____ economics as they conquer other nations

Extreme patriotism that supports an aggressive foreign policy at times of war

For anti-colonialists, the _____ state is able to deliver _____

For expansionary nationalists, _____ nations can be invaded simply because they are _____

Form of nationalism where individuals and groups lose their self-identity and submerge themselves within the nation

Form of political autonomy that stops short of full independence

Ideology associated with expansionism, imperialism and ultra-nationalism

Marxist who claimed imperialism was a strategy to save capitalism from economic depression

National _____ movements were committed to anti-colonialist struggle

Political ideology associated with anti-colonialism in the 1960s and 1970s

Post-WW2 development that led to the end of _____ expansionary nationalism

South American nationalists who forged several independent nation-states out of the Spanish empire

The political _____ of anti-colonial nationalists

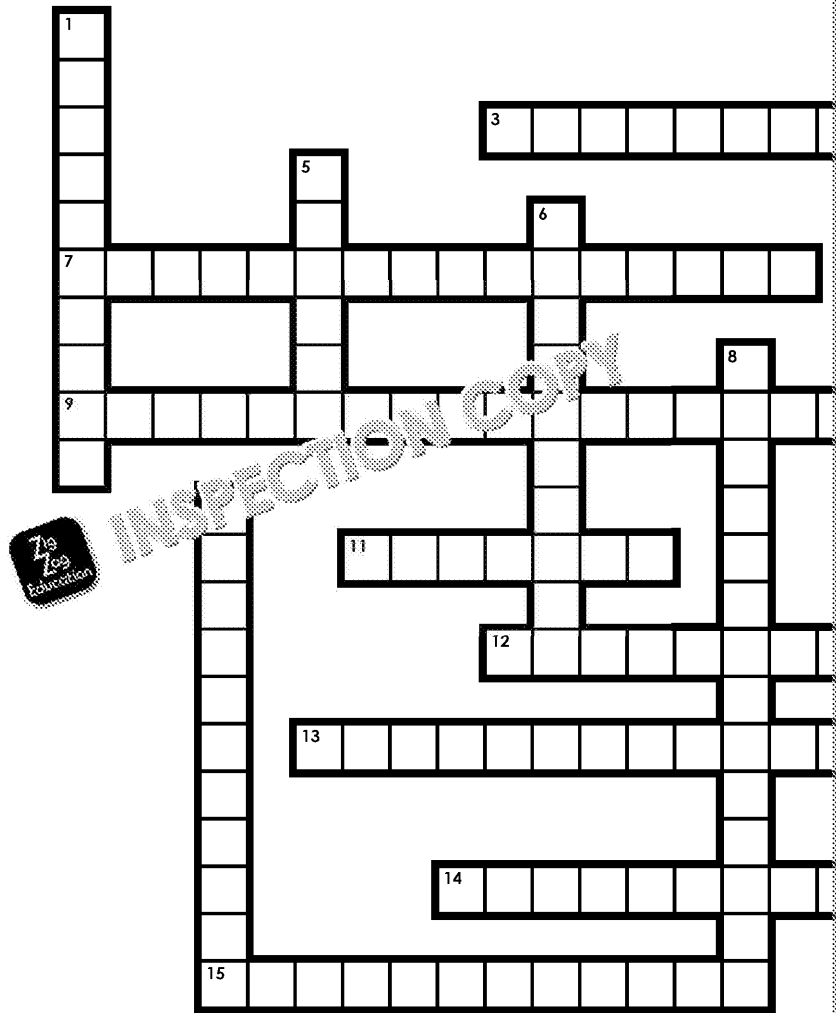
Twentieth-century treaty that established the right of nations to enjoy self-determination

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4. Nationalism



Across

- 3 Ideology that associates nationalism with culture, tradition and folklore (12)
- 7 Those who strive to remove foreign rule from their country, and achieve independence (4-12)
- 9 The right and desire of a nation to govern its own affairs (4-13)
- 11 According to Anthony Smith, these are the forerunners of modern nations (7)
- 12 The imposition of foreign political rule on conquered nations (11)
- 13 The author of *Imagined Communities* (1983) (8,8)
- 14 Recent politico-economic trend that might undermine nationalism (13)
- 15 Author who believes that nations are built on invented traditions (4,8)

Down

- 1 The first ideological nationalist thinker (10)
- 2 Those that believe in nationalism for thousands of years (10)
- 4 Those who believe in nationalism for recent history (10)
- 5 For nationalist legitimacy and authority (10)
- 6 A psychological concept (10)
- 8 Belief that nations are created to create social and capitalist economies (10)
- 10 For nationalist legitimacy and authority (5)

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4. Nationalism

A group of people who consider themselves to be a natural political community
Those that believe nations have existed for thousands of years
The first ideology to significantly develop nationalist thinking
For nationalists, the idea of a political unit
Ideology that equates nationalism with culture, tradition and folklore
The imposition of foreign political rule on conquered nations
Those who believe that nations are a recent historical development
Those who strive to remove foreign rule from their country, and achieve independence
Recent politico-economic trend that might undermine nationalism
The author of <i>Imagined Communities</i> (1983)
According to Anthony Smith, these are the forerunners of modern nations
Author who believes that nations are built on invented traditions
Belief that nations were constructed to create social cohesion within modern capitalist economies
A psychological attachment to the nation
The right and desire of a nation to govern its own affairs
For nationalists, the ultimate source of legitimacy and authority

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4. Nationalism: Match Up

A group of people who consider themselves to be a natural political community

A psychological attachment to the nation

According to Anthony Smith, these are the forefathers of modern nations

Author who believes that nations are invented traditions

Belief that nations have been constructed to create social cohesion within modern capitalist economies

For nationalists, the ideal political unit

For nationalists, the ultimate source of legitimacy and authority

Ideology that associates nationalism with culture, tradition and folklore

Recent politico-economic trend that might undermine nationalism

The author of *Imagined Communities* (1983)

The first ideology to significantly develop nationalist thinking

The imposition of foreign political rule on conquered territories

The right and desire of a nation to govern its own affairs

Those that believe nations have existed for thousands of years

Those who believe that nations are a recent historical development

Those who strive to remove foreign rule from their country, and achieve independence

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Activity 1: Nation or State?

Instructive Handout

When studying nationalism it is very important to grasp the difference between a

Your task is to follow the instructions on this handout and discuss with your class these statements or not and what you think is the difference between a nation and

Case Study 1: The United States of America

The USA is a country that is made up of 50 states.

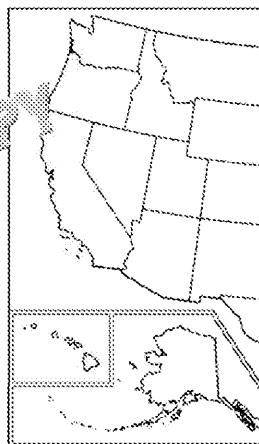
Each state has laws specific to that state; it elects its own governors, police officers and judges.

If you break the law in one state you must face trial under a state-run court.

However, the law also runs under federal law.

The federal law is that of the central government and applies to everyone living in the USA.

There is also a national constitution and bill of rights which all states are obliged to follow.



Case Study 2: The European Union

The EU is a state combined of many different nations.

Each nation votes in its own leaders, appoints its own judges and has its own system of laws and regulations.

However in some EU countries the EU controls and monitors its currency.

They also have federal courts and all nations in the EU must sign up to a charter on human rights. This determines each nation's laws and how it treat its citizens.



Discussion Point: Why is the United States a nation consisting of many states? Why is the European Union a state consisting of many different nations? Your task is to write all the differences that exist between the states of the USA and the nations in the EU and try to determine what the difference between a nation and a state is.

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Extension Task

Political theorists have decided that nations are formed on many different ways within a large community. In your discussion on the difference between the two, you have come up with a few of these elements defining a nation.

- Language
- Religion
- Race
- Culture
- Civic, e.g. nations based on common laws and rights, such as democracies

For each of these factors you must write on the page below an example of a nation (or a part of its history) that has this one factor at the heart of its nation. Then give an example of a nation where the main determinant of a nation is, e.g. one where there are multiple cultures throughout the country.

	Example for:	Example
Language		
Religion		
Race		
Culture		
Civic		

No matter which of these factors makes up a nation it is true of all nations that:

- Part of a people who share a common objective and political and social system
- That this objective is backed up by feelings of patriotism and that they are united as a community

Once these conditions have been met in some way, then a nation can form.

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Activity 2: Class Survey

Instructional Handout

In this task you must answer the questions on the card distributed to every student. All answers on this card must be anonymous. Once the cards have been completed and collated and you will have to answer the questions below

Class Survey

1. Where would you say you are from?
2. On a scale of 1-10 how proud are you of your nation?
3. Name one thing that makes you proud of your nation.
4. What makes you ashamed of your nation?
5. What would you do to improve your nation?
6. Name five cultural aspects of your nation.
7. Name two legends of folklore that exist in your nation.
8. Do you agree with the notion of self-determination.
9. When do you show support for your country?
10. Do you agree with the British military conflicts overseas in Iraq and Afghanistan?
11. Do you support British soldiers?
12. Would you fight to defend your nation?
13. Do you think other nations would be better if they learn lessons from your nation?
14. Is a common culture more important than a national government to you?
15. The past of your nation is something you should strive to emulate in the future with this statement?

Questions to Answer

1. How strong is a sense of nationalism in your class? Were there any examples of this?
2. Was there any common cultural heritage that you feel you share with other nations? Are the ideas of the nation the same or different?
3. Does your class confirm the idea that nations are 'imagined communities'?
4. What is the class' view on imperialism? Do you think this feeling is as strong as it was years ago?
5. What is your class' opinion on the nation-state? Is it a vital political concept for your classmates?
6. From your responses can you now define yourself as a liberal nationalist or an internationalist?

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Activity 3: Timeline

Instructional Handout

Place the following statements, events and thinkers into the correct time period.
Once they are placed on the line, write a sentence to state how these thinkers influenced nationalist thought and try to explain why these events were happening at that time.

Timeline

Early nationalism, 1780–1880

Depression and recovery, 1880–1920

Great Depression, 1920–1948

Post-war boom, 1948–1973

Modern times, 1973 to present

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Keywords and Events for Timeline

German Volk
Regional nationalism develops
Rise of globalisation
Jingoistic flag waving
Emergence of the UN made up of 200 nation-states
Adolf Hitler
Idea of national self-determination
Formation of Germany and the Second Reich
First concept of the 'nation-state'
Expansionist ideas
The French Revolution
Imperialism and colonialism
Woodrow Wilson
League of Nations
Rise of fascism
Colonies break down
Marxist national struggles
Dominance of left-wing national ideals
Gaullism
Break-up of the Soviet Union
Religious fundamentalism on the rise
Flag ethnic cleansing develops again
Jean-Jacques Rousseau
Giuseppe Mazzini
WW1
Conservative nationalism is dominant
Expansionist nationalism
Liberal nationalism is dominant

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Activity 4: Key Concepts Grid

Key Concept	Definition	How this was used in nation
Nation		
Nation-state		
Racialism		
Patriotism		
National self-determination		
Organic community		
Identity politics		

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Activity 5: Quote Bank

Name of philosopher or thinker	Summarise their most influential idea(s)	The impact(s) of nationalism that they had
Jean-Jacques Rousseau		
Giuseppe Mazzini		
Woodrow Wilson		
Charles de Gaulle		

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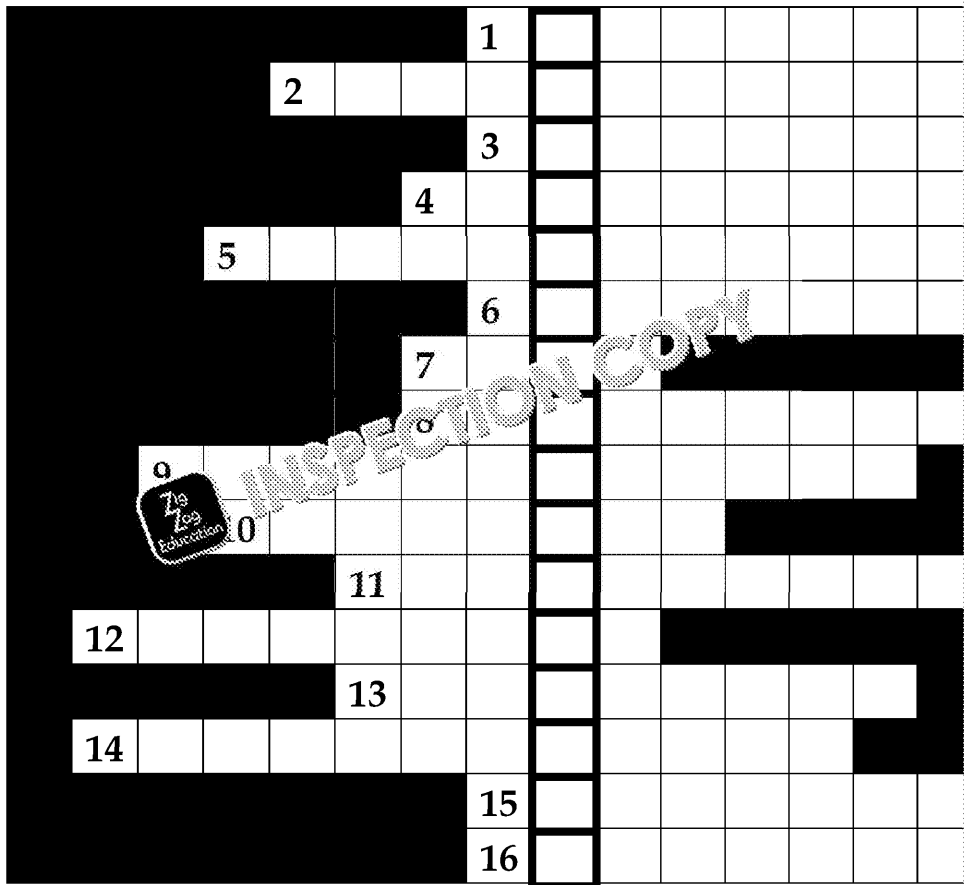
Name of philosopher or thinker	Summarise their most influential idea(s)	The strand(s) of nationalism they influenced
Charles Maurras		
Leon Trotsky		
Immanuel Kant		
Johann Gottfried von Herder		

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Activity 6: Grid Fill Activity



Clues

1. When a group of people who aim to break away from a political state to form an independent state
2. A French word based on the super human feats of a soldier with a sense of patriotism and believed that his nation was supreme over all others
3. The theory that nations are natural and based in deep-rooted common ancestry
4. The idea promoted by internationalists on how business should be conducted between nations
5. The theory that nations only developed as the modern world demanded efficient processes of industrialisation and were created to maintain social stability
6. The idea used by conservative nationalists of looking back to the 'glorious past'
7. A form of nationalism aimed to unite nationalities that are spread throughout a region
8. The term for a group of people who share a common ancestry, heritage language and culture
9. The desire to control other countries and form a world empire
10. A mood of extreme patriotism, especially in the lead-up to a recent military event
11. The theory that nations are based on myths and legends created by other nations to give the nation a shared past and history
12. A form of nationalism where individuals lose their identity and replace it with a national identity
13. A history where people share common social history and have a unique identity, e.g. German Volk
14. Whoever is in charge of the nation is said to hold this
15. The main concern of expansionist nationalism, especially those who feel the nation is insecure
16. The extension of the ideals and practices of the army into a national state

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Activity 7: Manifesto Task

Instructional Handout

Your teacher will assign you one of these forms of nationalism which by now you should be familiar with:

- Liberal nationalism
- Conservative nationalism
- Expansionist nationalism
- Liberal internationalism
- Socialist internationalism

Your task is to write a manifesto for a political party for a country of your choice, drawing on one or more of these nationalist or internationalist strands of thought.

In your manifesto you must include the following points:

- How individual rights will be affected
- How your stance affects international relations
- Your stance on immigration and the cultures already in your country
- How the economy would be changed under your government
- How you feel about the right to self-determination; will you promote it or dispute it?
- How will you control culture? How would education change? What will be the role of this country?
- Who will have sovereignty in your country
- Your attitude towards international organisations such as the UN or the EU
- State which thinkers have influenced your thoughts at the start and end of the 20th century

Once you have completed your manifesto present it to the class and argue for your form of nationalism.

When listening to other presentations take notes on where the ideologies differ. You should identify not only the key differences between nationalism and internationalism but also within nationalism as well.

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Activity 8: Guess Who Cards

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Jean-
Jacques
Rousseau

Social contract
Self-determination
Liberal nationalism



Leon
Trotsky

Internationalism
Communist
Permanent
Revolution

Nick
Griffin

BNP
Expansionist
Nationalism
Racialism

Johann
Gottfried
von
Herder

Cultural Nationalism
Volk
Patriotism

Giuseppe
Mazzini

Liberal nationalism
Italian
Cultural identity

Charles
Maurras

Conservative
nationalism
French
Integral nationalism

Charles
Darwin

Social Darwinism
Racialism
Chauvinism



Immanuel
Kant

Peace
Internationalism
Idealism

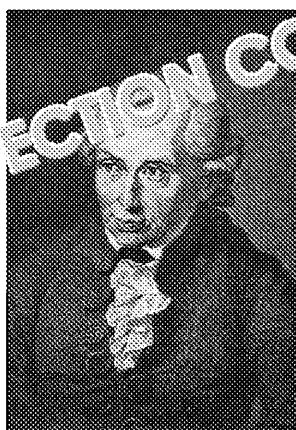
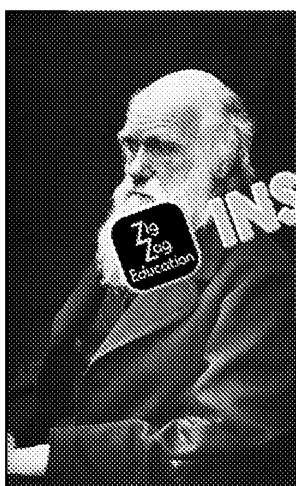
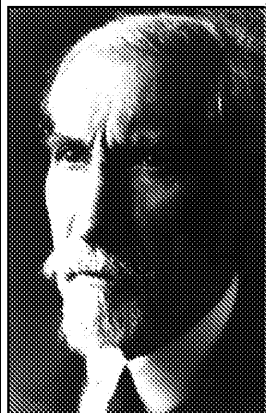
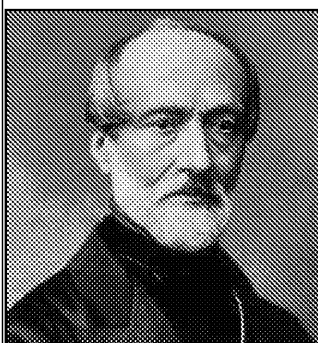
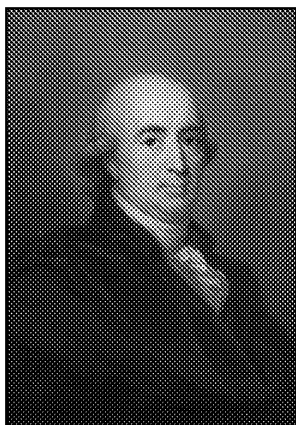
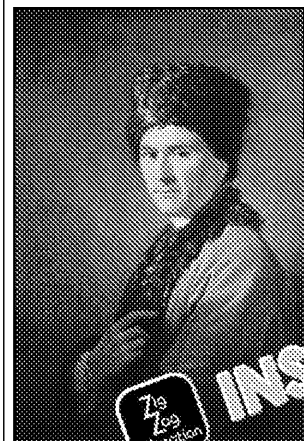
Charles de
Gaulle

France
Conservative
nationalism
Cultural identity

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Images for Guess Who Cards



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Guess Who Score Sheet

Student's name	Person guessed and who is it? (5 points)	Additional words card used (2 points for each)

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Activity 9: Pub Quiz

Quiz Questions

Round 1: The nation

1. The nation is a collection of:
 - a. individuals with similar cultural, religious or civic interests
 - b. the people with power in society ruling the citizens
2. What is the definition of xenophobia?
3. Which theory says that man naturally forms communities without the need for a state?
4. Who is considered the founder of nationalism?
5. All nations are nation-states; true or false?

Round 2: Liberal nationalism

1. Do liberals support the idea of self-determination?
2. Which is more important in a liberal nationalist society: national rights or individual rights?
3. What bad elements do liberals see in nationalism? How do they try to deal with them?
4. What is the liberal opinion on colonialism?
5. Name one weakness in liberal nationalist thought.

Round 3: Conservative nationalism

1. How do conservatives view the relationship between the state and its citizens?
2. What is jingoism?
3. How can imperialism be justified by conservative nationalists?
4. Do conservatives support or oppose supranationalism?
5. What is the biggest weakness of conservative nationalism?

Round 4: Expansionist nationalism

1. Define chauvinism when it is used in nationalist politics.
2. Why do military regimes exist in expansionist nations?
3. How do the ideas of Charles Maurras appeal to expansionists?
4. Give one example of an expansionist state that exists today. Why are they expansionist?
5. Why are individual rights the enemy of expansionist nationalism?

Round 5: Anticolonial/postcolonial nationalism

1. How does postcolonial self-determination differ from liberal self-determination?
2. Which ideology have most countries followed when leaving colonial rule?
3. How has capitalism contributed to this movement?
4. Does this nationalism have more in common with liberal or conservative nationalism?
5. Why has the anti-colonial upheaval led to socialist revolutions?

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Pub Quiz Answer Sheet

Team name:

Round 1: The Nation

1.
2.
3.
4.
5.



Round 2: Liberal nationalism

1.
2.
3.
4.
5.

Round 3: Conservative nationalism

1.
2.
3.
4.
5.



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Round 4: Expansionist nationalism

1.
2.
3.
4.
5.

Round 5: A for Anticolonial nationalism

1.
2.
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Pub Quiz Scoreboard

		Num	
		1	2
Round:			
Team Name:			
Members:			
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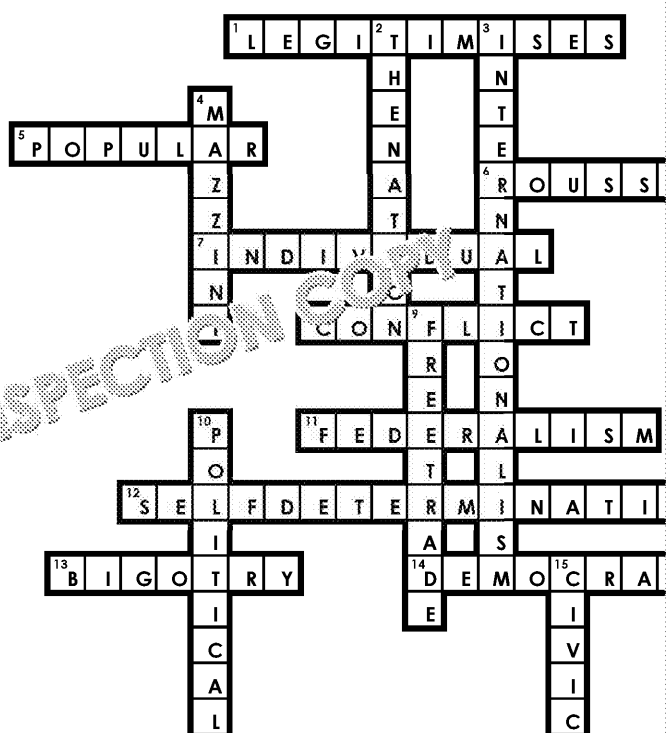
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Keyword Activity Answers

Liberal Nationalism



1. LIBERAL NATIONALISM

The essential nature of liberal nationalism

Liberal nationalists are wary of patriotism as it may cause _____ and xenophobia

Form of sovereignty where the entire community makes political decisions

French philosopher who popularised the idea of the general will and national community

For liberals, the nation-state _____ the authority of government

The political opposite of nationalism, favoured by many liberals

Negative development that can result from disagreements between nations and nationalists

Economic activity that furthers interdependence between nations

_____ rights help to form the basis of a democratic and liberal nation

For liberals, the nation can be seen as ensuring _____ rights across the world

Italian liberal philosopher and exponent of national self-government

The belief that nations should be free from foreign domination

Constitutional arrangement that gives sub-national groups a greater political identity

For liberals, the nation-state is an institution for implementing _____ and constitutional government

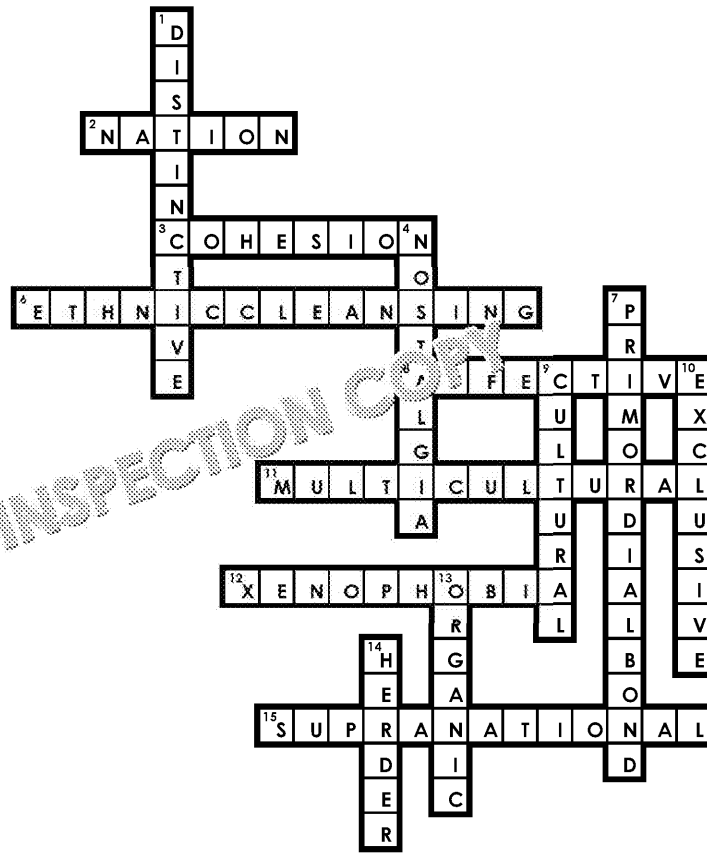
For liberals, it constitutes a natural political community

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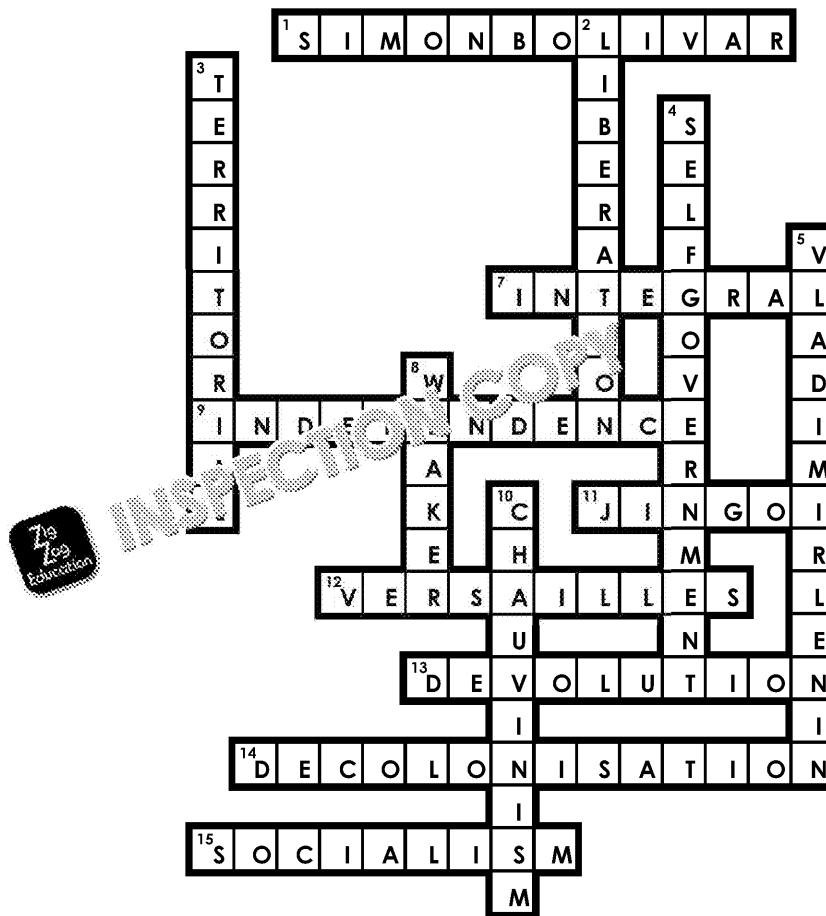
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Conservative Nationalism



Expansionary/Anti-colonial Nationalism



3. EXPANSIONARY/ANTI-COLONIAL NATIONALISM

The political aim of anti-colonial nationalists

For anti-colonialists, the nation-state is able to deliver ____ - ____

Form of political autonomy that stops short of full independence

Political ideology associated with anti-colonialism in the 1960s and 1970s

National ____ movements were committed to anti-colonialist struggle

Expansionary nationalists invariably engage in ____ expansion as they compare with other nations

For expansionists, lesser nations can be invaded simply because they are ____

Ideology associated with expansionism, imperialism and ultra-nationalism

Extreme patriotism that supports an aggressive foreign policy at times of war

An aggressive, warlike attitude based on a blind belief in national superiority and disdain for other nations

Post-WW2 development that led to the decline of expansionary nationalism

Form of nationalism where individuals and groups lose their self-identity and submerge themselves within the nation

South American nationalist who forged several independent nation-states out of Spanish empire

Marxist who claimed imperialism was a strategy to save capitalism from economic depression

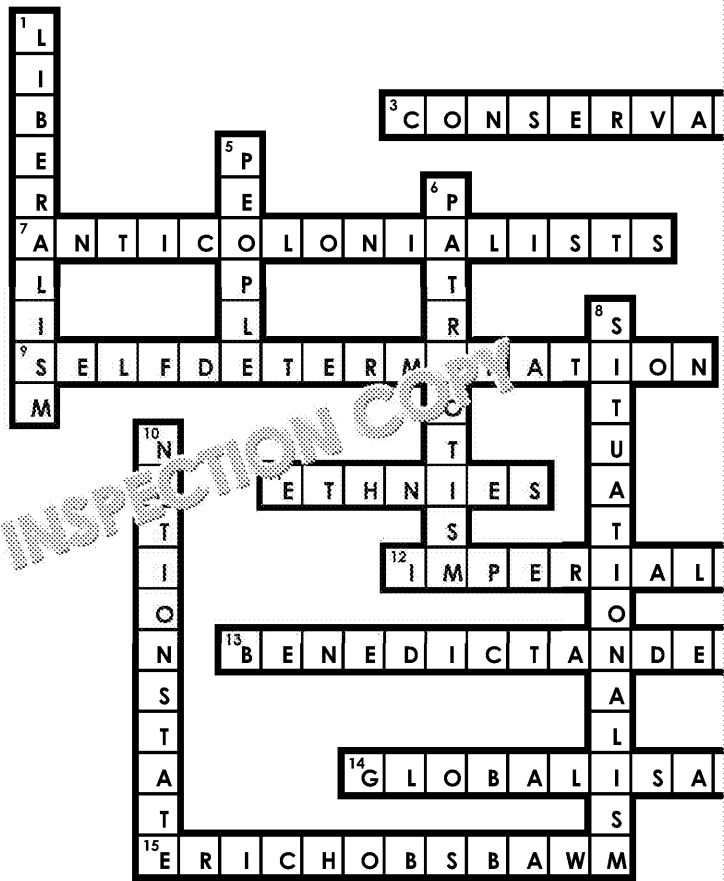
Twentieth-century treaty that established the right of nations to enjoy self-determination

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Nationalism



4. NATIONALISM

A group of people who consider themselves to be a natural political community

Those that believe nations have existed for thousands of years

The first ideology to significantly develop nationalist thinking

For nationalists, the ideal political unit

Ideology that associates nationalism with culture, tradition and folklore

The imposition of foreign political rule on conquered nations

Those who believe that nations are a recent historical development

Those who strive to remove foreign rule from their country and achieve independence

Recent politico-economic trend that may undermine nationalism

The author of *Imagined Communities* (1983)

According to Anthony Smith, these are the forerunners of modern nations

Author who believes that nations are built on invented traditions

Belief that nations were constructed to create social cohesion within modern capitalist economies

A psychological attachment to the nation

The right and desire of a nation to govern its own affairs

For nationalists, the ultimate source of legitimacy and authority

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Answers Activity 1: Nation or State?

Discussion Point: Why is the United States a nation consisting of many states and a state consisting of many different nations? Your task is to write all the differences that exist between the states of the USA and the nations in the EU and try to find the difference between a nation and a state is.

Students could say one of the biggest factors is the language barrier between them as there are many different languages. Although there is a large Hispanic population in the USA, English is an official language of English; the EU has no one official language.

The other reason could be based on cultural history. Most Americans have a shared cultural history: the same role models and heroes such as George Washington. The EU is a recent invention and all the countries had developed their own cultures before they joined the EU.

Another factor could be the differences between Europe and America's history. America is a place where wars occurred, including the last two world wars so is natural that divided nations cannot form a nation. The USA did threaten to split in two during the Civil War, which remains the only fight between the states.

Follow-Up Task

Language

Example for: In Wales their unique language is very much seen as a sign of cultural heritage.

Example against: (explain why) There are many countries with both a strong and multiple languages, often languages they share with other nations. For example, Germany speaks German and French, which are both national languages elsewhere.

Religion

Example for: Many Arab nations are created on the basis of religion, especially Islam, as a force for uniting people.

Example against: Many modern-day countries in Europe are secular having no official religion. Countries such as Holland have many faiths, and the growing trend for atheism is a less important fact for these countries.

Race

Example for: In Nazi Germany race was seen as a uniting factor amongst the German people for a while; it was used as justification to gain Lebensraum to have more living space.

Example against: Most nations now have a variety of different races, for example, the UK and the USA all live with different races.

Culture

Example for: Many different nations could be said to have a common culture, such as the English language, applied under a fascist regime where only one culture is acceptable, such as Nazi Germany.

Example against: Some would argue that Britain is now a multicultural society with many different cultural traditions. Some of these cultures have been integrated into British culture, for example, popular food in Britain is chicken tikka masala.

Civic

Example for: Many countries are bound by the principles of democracy and the USA would be cited as the best champion of democracy.

Example against: However no country can be said to give true equality to all. In many countries majorities and minorities are discriminated against, e.g. ban on gay marriage, etc.

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Answers Activity 2: Class Survey

Suggestion for discussion for questions

1. **Where would you say you are from?**
Can highlight difference between 'British' and 'English'; look for regionalism in Wales. Ask students why they didn't say 'Europe' (some might). Do their answers refer to state, or region?
2. **On a scale of 1-10 how proud are you of your nation?**
This can be used to assess the extent of nationalism in a person.
3. **Name one thing that makes you proud of your nation.**
4. **What makes you ashamed of your nation?**
5. **What do you do to improve your nation.**
All of these questions are designed to assess what common cultural themes sit within a nation. The good and bad points can also help you assess the level of their patriotism. If immigration it may suggest a desire to change the cultural aspect of the nation. If the biggest problem, it would suggest an internationalist view.
6. **Name five cultural aspects of your nation.**
7. **Name two legends of folklore that exist in your nation.**
These, if similar, will disprove the idea of imagined communities. If there is a unique idea of imagined communities.
8. **Do you agree with the notion of self-determination?**
9. **When do you show support for your country?**
10. **Do you agree with the British military conflicts overseas in Iraq and Afghanistan?**
11. **Do you support British soldiers?**
12. **Would you fight to defend your nation?**
13. **Do you think other nations would be better if they learn lessons from your nation?**
All of these questions are designed to see the measure of conservative nationalism in a person.
14. **Is a common culture more important to a nation than a national government to a nation?**
15. **The past of your nation is something you should strive to emulate in the future. Do you agree?**
Shows the difference between liberal and conservative nationalism, if conservative nationalism is important it points towards conservative nationalism, if not then liberal nationalism.

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Answers Activity 3 Time Line

Timeline	
Early nationalism, 1780–1880	<ul style="list-style-type: none"> • The French Revolution • Jean-Jacques Rousseau • Spread of nationalism • Formation of Germany • First concept of nationalism • Liberal nationalism • Giuseppe Mazzini
Depression and recovery, 1870–1914	<ul style="list-style-type: none"> • Conservative nationalism • Expansionist ideas • Jingoistic flag-waving • Imperialism and colonialism • WW1 • Woodrow Wilson • League of Nations
Great Depression, 1920–1948	<ul style="list-style-type: none"> • Expansionist nationalism • Rise of fascism • Adolf Hitler • German Volk
Post-war boom, 1948–1973	<ul style="list-style-type: none"> • Colonies break away • Marxist nationalism • Dominance of the USA • Emergence of the superpowers • Gaullism
Modern times, 1973 to now	<ul style="list-style-type: none"> • Break-up of the Soviet Union • Regional nationalism • Rise of globalisation • Religious fundamentalism • Right-wing ethno-nationalism

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Answers Activity 4: Key Concepts Grid Answers

Key Concept	Definition	How this was used in nationalism
Nation	A collection of people bound together by shared social values such as religion, language or race that usually live in the same geographical area.	This is the key concept in all nationalism. Without a nation there can be no nationalism.
Nation-state	This is a state that is politically responsible for the sovereignty of that country.	It gives power to the will of all people rather than an autonomous group of people or a monarchy.
Racialism	The belief that there are distinct differences between races and that this is politically significant when forming a nation.	Can be used to separate nations into distinct entities, such as the peoples of Germany after 1991, or expand nations based on common racial traits, e.g. Germany with Austria.
Patriotism	This is a physiological attachment to your country, usually through loyalty.	Patriotism helps to strengthen nationalism. It is a thought and will support it. However, it may not always be a nationalist. It is how proud you are of your country.
National self-determination	The idea that nations should be able to declare their independence without any interference from any other parties.	Used by those who wish to create new countries of their own based on common language or social values. Allows nations to be uninhibited.
Organic community	The belief that humankind is naturally inclined to separate into a series of nations with their own unique identities.	Used by all nationalists to highlight that the nation are the most important thing to citizens; it is that that binds people together, not other factors such as class or religion.
Identity politics	The political movement around issues of race, religion, and another factor that can unite a collective identity and create a sense of unity for the groups to aspire to and recreate themselves.	Used to create a mystical element to nationalism. Instead of being in the political elements, identity politics uses national folklore and legend, identity 'spirit' to tie citizens to a country.

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Answers Activity 5: Quote Bank Answers

Name of philosopher or thinker	Summarise their most influential idea(s)	The strand(s) of nationalism	Answer
Jean-Jacques Rousseau	The idea that people should not have to be ruled by others but that they should unite voluntarily and create a political community.	Liberal nationalism Self-determination	Said in the social contract that <i>every individual to the condition applies to the associate has anything in common with them. Such an association is formed by the members as the people is called a city, or a nation, the collective owners of which are the citizens.</i>
Giuseppe Mazzini	The idea that nations should become republics and gain self-determination. However this should be done with a 'national spirit' in mind and develop a cultural community. The existence of many nations would help to promote peace.	Liberal nationalism Identity politics	<i>'A Country is not a machine. A Country is the idea in the sense of fellowship and common life. Man and Other Essays'</i>
Woodrow Wilson	The belief that the nations that were part of the old WW1 empires should be allowed to form their own nations and gain self-determination.	Liberal nationalism Self-determination	Point 11 of Wilson's 14 points: <i>'another determined principle of self-determination, that the economic independence of small nations should be entered into.'</i>
Charles de Gaulle	Was able to get independence for his country by taking a hard line looking approach to nationalism. This involved maintaining national identity and pride in one's country and stopping internal class division within countries.	Conservative nationalism Patriotism	<i>'Patriotism is when I love my people other than you'</i> Recalled on leaving the army.

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Name of philosopher or thinker	Summarise their most influential idea(s)	The strand(s) of nationalism this can apply to	A quote
Charles Maurras	He developed an idea of integral nationalism, where the identity of an individual is lost as he submits to the identity of the nation. This can lead to more militaristic tendencies and desire for war.	Expansionist nationalism Identity politics	The Dreyfus Affair was an incident focused of exchanging secrets showed the intense nationalism existed among the far-right
Leon Trotsky	He was a critic of the idea of nationalist theory and is committed to the idea of a permanent revolution. This means a revolution in the working class that is not restricted by international barriers.	Internationalism	'The present productive forces are not feasible within national boundaries' Significant as the economic basis of 'Socialism in one country' and the federation of socialist republics. Today, after the test of every day, <i>Russia: From Workers' State to Capitalism</i> Chris Harman, Ahmed Shawky
Immanuel Kant	The idea that people should look beyond the ideas of a nation. This theory assumes that nationalism is the cause of war and that only through international cooperation can war be prevented.	Internationalism	1. 'No secret treaty of peace or a future war' 2. 'No independent states by inheritance, exchange or conquest' 3. 'Standing armies shall be abolished' 4. 'National debts shall not be contracted' 5. 'No state shall by force injure the liberty of another state' No state shall, during peace, maintain in the subject (percussores), poisoned (perduellio) in the opposite From <i>Towards Perpetual Peace</i>
Johann Gottfried von Herder	The idea that each nation needs to develop its own unique beauty and identity to help unite their people. This can be through folklore of traditional legends passed down through generations.	Conservative nationalism Identity politics and cultural nationalism	Countries are: 'wonderfully different and deserts, rivers and climate characters' <i>Herder and the Foundations of Nationalism</i>

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Answers Activity 6: Grid Fill Activity

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		2	C	H	A	U	V	I	N	I	S	M		
					3	P	R	I	M	O	R	D		
				4	F	R	E	E	T	R	A	D		
	5	S	I	T	U	A	T	I	O	N	A	L		
					6	N	O	S	T	A	L	G		
					7	P	A	N						
					8	E	T	H	N	I	C	I	T	
9	I	M	P	E	R	I	A	L	I	S	M			
	10	J	I	N	G	O	I	S	M					
					11	C	O	N	S	T	R	U	C	T
12	I	N	T	E	G	R	A	L						
					13	C	U	L	T	U	R	A	L	
14	S	O	V	E	R	E	I	G	N	T	Y			
						15	S	E	C	U	R	I	T	
						16	M	I	L	I	T	A	R	

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Answers Activity 7: Manifesto Task Answers

Possible responses for each ideology

How individual rights will be affected

- Liberal nationalists and internationalists and social internationalists will favour individual rights, from them these ideals are ones that individual nations will have control.
- Conservative and expansionist nationalists will favour the rights of the individuals, expansionists to a much higher degree.

How your stance affects international relations

- Liberals and socialists will be open to relations with other countries, they will see it as the only way to prevent war between countries, socialists will have an idea of nations working so closely that they eventually dissolve and become one.
- Conservatives will promote ideas of imperialism, a control and domination of other nations as far as possible; the expansionists will have a more inward-looking view: they will focus on their own nation and perceive other nations as a threat they will try to destroy.

Your stance on immigration and the cultures already in your country

- Liberals will be fine with immigration as long as the people who immigrate agree with the social contract. This is a voluntary society and if people do not agree with it, they can leave. Socialists are more likely to have a far more inclusive immigration policy, they are worried if people agree with the social contract or not. Therefore all will support multiculturalism.
- Conservative and expansionist governments will restrict immigration and multiculturalism as they see it as dangerous to their nation. Conservative governments may throw other cultures out of their country and become more homogeneous.

How the economy would be changed under your government

- Liberals and socialists would promote the ideas of free trade with other countries, internationalists who would look for global free trade as the only way to benefit all nations.
- Conservative and expansionist governments would enact a far more protectionist policy to maximise profits in their countries, maybe through the use of a high tariff. Expansionist states may try to become a closed state and become enemies of other nations.

How you feel about the right to self-determination, will you promote it or will you dispute it?

- Liberals will promote self-determination, nationalists more than internationalists. They will like to see nations formed where people believe they are a nation and have a right to self-determination.
- Socialists would not promote it; they would say that any revolution or change should be based on national issues but on those of class, these would go across national boundaries and be formed in individual countries.
- Conservatives would not believe in self-determination, but would agree with the attempt to control others. Any attempt by a part of the empire to secede would be met with force.
- Expansionists would not agree with self-determination in their country, they would see any military-run society any attempt to gain freedom from the nation would be met with force.

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How will you control culture? How would education change? What would this country?

- Liberal nationalists would educate pupils in the belief of civic duty and not attempt to control culture but would see it develop; they may want to control it but could harm their society though.
- Liberal internationalists would teach children on the benefits of free trade, states and human rights, they would encourage culture from all nations in their society.
- Social internationalists would not be taught about the nation; they may want to control it and differences between classes, rather than between nations; they would want to develop cultures, especially an international culture of friendship to develop.
- Conservatives would look to promote ideas of national pride, a knowledge of their country and promote a national identity; they would subvert any culture that goes against patriotic ideals.
- Expansionists would promote ideas of the supremacy of their nation to the detriment of internationalism, where citizens willingly sacrifice themselves for the nation and lose their identity to that of the nation.

Who will have sovereignty in your country?

- Liberals will have their sovereignty invested in the people; they will control the government and run.
- Socialists may want to give sovereignty to an international body for control of the world.
- Conservatives and expansionists will have the sovereignty based in a central authority who decides the best course for the nation and for the people.

Your attitude towards international organisations such as the UN or the EU

- Liberals will like the idea of the EU and the UN; they both recognise the need for states to work together to prevent wars. They also both work to protect liberal principle.
- Socialists will like the EU and UN for protecting human rights, but would want more power and eventually become the main governing institution for the world.
- Conservatives and expansionists will look on the EU and UN with suspicion. Conservatives will disagree with the supranational tendencies and will want to keep powers over things such as human rights. Expansionists will look at them as a threat and may refuse to join.

State which thinkers have influenced your thought at the start and end of the 20th century

- Liberals will look to Rousseau, Locke, Bentham and Woodrow Wilson; the internationalists to Kant as their main influences.
- Socialists will look on the works of Marx and Trotsky.
- Conservatives may show thinkers such as von Herder and de Gaulle as influences.
- Expansionists will take their ideas from Maurras.

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Answers Activity 9: Pub Quiz

Answers are in **bold**

The nation

- The nation is a collection of:
 - individuals with similar cultural, religious or civic interests**
 - the people with power in society ruling the citizens
- What is the definition of xenophobia? **A fear or hatred of any foreigner**
- Which theory says that man naturally forms communities without the need for a state? **Organic society or primordialist**
- Who is considered the founder of nation-state? **John Stuart Mill**
- All nations are nation-states; true or false? **False** for example, Wales, Scotland, Spain could be considered nation-states but are not nation-states.

Liberal nationalism

- Do liberals support the idea of self-determination? **Yes**
- Which is more important in a liberal nationalist society: national rights or human rights? **Human rights**
- What bad elements do liberals see in nationalism? How do they try to deal with it? **Nationalism leads to conflict so they promote international organisations to limit the power of nations over human rights.**
- What is the liberal opinion on colonialism? **They disagree with it because it is self-determination – all nations should be free.**
- Name one weakness in liberal nationalist thought. **They have a too positive view of nationalism, they don't understand the emotional power of nationalism to make other nations do as they say.**

Conservative nationalism

- How do conservatives view the relationship between the state and its citizens? **The state is there to control the will of the people and not vice versa.**
- What is jingoism? **A jubilant celebration caused by military conquest against another.**
- How can imperialism be justified by conservative nationalists? **The idea that the state has a duty to expand its territory in moral standards can justify colonialism**
- Do conservatives support or oppose supranationalism? **They oppose it because international organisations can take power away from nation-states.**
- What is the biggest weakness of conservative nationalism? **It can be used to justify racism and xenophobia.**

Expansionist nationalism

- Define chauvinism when it is used in nationalist politics. **It is the belief that one's own nation is inherently superior to any other nation.**
- Why do military regimes exist in expansionist nations? **In order to achieve their goals abroad or to instill a sense of duty and self-sacrifice a strong military is needed.**
- How did Charles Maurras appeal to expansionists? **He talked about the loss of individual identity being lost and replaced with a national one. The individual must sacrifice itself for the good of its country. This matches the need for the militaristic aims of expansionist nationalists.**
- Give one example of an expansionist state that exists today. Why are they a good example, however because of the growing influence of globalisation and nuclear war, states like this cease to exist.
- Why are individual rights the enemy of expansionist nationalism? **If individual rights this means people can object to the actions of their country and not cooperate. This leads to a collapse in the culture built in an expansionist nation.**

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Anticolonial/postcolonial nationalism

1. How does postcolonial self-determination differ from liberal self-determination? **liberation was not just political but also social and demanded much along socialist lines than eighteenth-century self-determination did**
2. Which ideology have most countries followed when leaving colonial rule? **socialism**
examples include Cuba and China.
3. How has capitalism contributed to this movement? **The existence of capitalism has persuaded nations to rebel against it; this anti-capitalist sentiment led to many liberations.**
4. Does this nationalism have more in common with liberal or conservative nationalism as once the people have been liberated from colonial rule? **liberal nationalism as once the people have been liberated from colonial rule, it is above the rights of the individual. They create their own colonial rule, specifically create a strong national identity, the feeling has been denied under colonial rule.**
5. Why has colonial upheaval led to socialist revolutions? **The West is seen as a source of oppression and exploitation of their nation. To go against this ideology, they turn to socialism.**



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