

Annotated Bibliography

William Chastain

SOURCE #1

Lincicome, Mark E. "Nationalism, Imperialism, and the International Education Movement in Early Twentieth-Century Japan." *The Journal of Asian Studies*, vol. 58, no. 2, 1999, pp. 338–60. *JSTOR*, <https://doi.org/10.2307/2659400>. Accessed 7 Apr. 2024.

This article is about the rise of international education in Japan during the early 20th century. It challenges the notion that nationalism and education in Japan were static, unchanging. It does so by highlighting the effects towards international education as a response to Japan's imperialistic and militaristic ambitions. The movement arose amidst Japan's expanding international power and presence, advocating for education that fosters global cooperation and understanding.

Japanese imperialism is said to have taken root during "the first two decades of the Meiji period, between 1868 and 1890, [known] as the era when a modern national consciousness merged with a revived nativist identity to form an 'emperor-centered nationalism' that was institutionalized and propagated by the state, chiefly through a newly established compulsory, centralized school system" (338). Developing this national identity in young citizens through education resulted in the years later rise in imperialism and militarism that defined Japan's role in WWII.

SOURCE #2

Lau, Tracy. "State Formation and Education in Hong Kong: Pro-Beijing Schools and National Education." *Asian Survey*, vol. 53, no. 4, 2013, pp. 728–53. *JSTOR*, <https://doi.org/10.1525/as.2013.53.4.728>. Accessed 7 Apr. 2024.

This piece dives into the relationship between education and state formation in Hong Kong. It explores how some schools, which have a history of aligning with Beijing's political stance, have been instrumental in preparing students for the post-1997 era when Hong Kong became a Special Administrative Region of China. The issue has sparked debate and controversy as it touches on issues surrounding national identity, loyalty, and past political persecutions.

The CCP has been strategically utilizing education to foster nationalism in Hong Kong. "The increasing investment in national education also indicates the Hong Kong government's effort to reeducate local residents as patriotic Chinese citizens." (731). This effort has sparked significant debate and resistance among native Hongkongese, highlighting the differences between the Hong Kong and mainland China national identities.

SOURCE #3

Neumann, Eszter. "Education for a Christian nation: Religion and nationalism in the Hungarian education policy discourse." *European Educational Research Journal*, vol. 22, no. 5, 27 Jan. 2022, pp. 646–665, <https://doi.org/10.1177/14749041211072691>.

This article talks about how Hungary's education policies have been shaped by nationalism and religion since 2010. It discusses how the government has strategically implemented Christian values and teachings into the national curriculum, instilling a sense of patriotism and Christian identity among students. Via diving into political speeches and policy

changes, the article illustrates the shift Hungary has taken to align its education system with the government's vision of a Christian nation.

Hungary's framing of education as a tool in national identity-building is almost self-admitted. "Within the broader framework of teaching Christian values, schooling was explicitly viewed as a key site of national identity-building and teaching patriotism" (657). Using education as a tool in this manner is common in countries with more extremist governments looking to build a specific national identity that favors their ideology.