

- I. Please compose a short essay (appx 2-3 pages, double spaced) in response to one of the following prompts:
 - a. A number of the readings for this semester consider how the Holocaust was related to histories of colonization and decolonization. Robin Kelley, in his preface to Aime Cesaire's *Discourse on Colonialism*, rehearses Cesaire's argument for how European colonization set the stage for the emergence of genocidal fascism in the European metropole. In Cesaire's account, forms of violence originally wielded against colonial subjects boomeranged back to the metropole, and were deployed most directly against Jewish and other minoritized communities. Charlotte Delbo, among others, has composed an account of her time as an inmate at Auschwitz that details the horrors of the Nazi genocide. Another cluster of sources – namely, those concerned with the Italian invasion of Ethiopia in 1935 – offer a different angle on the question of how European fascism was irrigated by colonial aggression. Finally, Ross and Lambert provide overlapping analyses of how the excessive violence used by French security services against people of Algerian descent on the night of October 17, 1961 echoed the genocidal violence perpetrated against members of the Jewish community in Vichy France. The career of Maurice Papon and the location of the Vel' d'Hiv feature prominently in these accounts. **Please consider how at least three of the above-referenced sources illustrate aspects of the relationship between genocidal fascism and European colonialism.** (Possible sources include those authored by Ross, Lambert, Kelley, Delbo, Mussolini, and the International African Friends of Ethiopia).
 - b. The question of nationalism has run like a red thread through this course. In terms of the history of nationalism in modern Europe, the interwar years were a particularly consequential and volatile period of transformation. The end of WWI brought the collapse of major multi-national empires in Central and Eastern Europe, including the Russian, Ottoman, and Austro-Hungarian Empires. In much of the territory over which these empires had ruled, nation-states emerged – often out of the crucible of civil war – and were recognized by the League of Nations beginning in 1919. A number of course readings have considered the complexities and instabilities that defined the nation-state system in interwar Europe. Weeks' essay on Vilnius perhaps most extensively considers the fraught contours of nationalism in interwar Eastern Europe, showing how different nationalist movements made competing claims over the same places, and how the Jewish diaspora in Eastern and Central Europe occupied a tenuous position in relation to newly-constituted nation states in the region. As Weeks shows, the turn toward ethno-nationalism in Poland in the 1930s was accompanied by a

marked rise in anti-Semitism. Ethno-nationalism increasingly displaced the liberal civic nationalism that had prevailed, and that had been bolstered by the Minorities Treaty signed after WWI between Poland and the Western Powers. In addition to the push and pull between ethnonationalism and civic nationalism in newly-constituted Eastern European nation-states, in the relatively longstanding nation-states of Western and Central Europe, liberal democratic polities were challenged from the Left by internationalist movements – especially Communism; and from the Right by ultranationalist movements – especially Fascism. The readings from Lenin and Paxton offer windows onto these two, diametrically opposed movements that each in their own ways challenged the liberal nation-state system. Finally, the Rotem memoir offers an account of the violent reconstruction of Polish society that followed the Nazi occupation in 1939 – an occupation that supplanted an increasingly ethno-nationalist Polish state with an occupying, genocidal fascist regime. **Please consider how at least three of the above-referenced sources help us better understand the complexities and historical transformations of nationalist projects in interwar Europe.** In answering this question, you might consider the issue of how minority groups were treated within different European nation-states (or within the same state at different times); how war and nationalism interacted; or how Communism and/or Fascism variously challenged the liberal, interwar nation-state system – a system managed by the League of Nations. (Possible sources include the Minority Treaty, as well as those authored by Lenin, Weeks, Arendt, Paxton, and Rotem.)

- c. As many of you have noted, the course readings that have focused on issues of race and policing resonate with our contemporary moment, and in particular with the issues raised by the Movement for Black Lives. Some of our more recent readings have focused on questions of race and policing in postwar Europe, showing how various social movements sought to challenge prevailing practices of policing, and more generally forms of state violence, after 1945. In *Heart of the Race*, Beverley Bryan, Stella Dadzie, and Suzanne Scafe trace some of the different episodes of organizing undertaken by Black women in postwar Britain. Between the 1950s and the 1980s, there were various moments when Black women’s organizing pushed back against police and/or vigilante violence perpetrated against Black people. Additionally, as mentioned above, Ross and Lambert seek to contextualize historically the police massacre of people of Algerian descent in Paris on October 17, 1961. Ross draws further connections between this massacre and the police violence later visited upon students and workers during the volatile events of 1968. Finally, we’ve examined various sources from 1968-72 in Britain that highlight instances of police violence or harassment carried out against Irish Republicans, Black activists, and publicly-visible gay men. **Please consider how at least three of the above-referenced sources (including at least one secondary source) help us understand the interactions between social movements and police violence in postwar Europe.** (Possible primary sources include those pertaining to the GLF, the Mangrove

Nine, and Internment in Northern Ireland; possible secondary sources include those authored by Bryan et al, Ross, and Lambert.)

- II. Please provide short answers (appx 2-3 sentences) to your choice of 3 of the following 4 questions:
- a. In "The African Roots of War," W.E.B. Du Bois argues that European colonization in Africa set the stage for the First World War. Please outline some of Du Bois arguments along these lines. In what ways does he see the European colonization of Africa as having helped enable WWI?
 - b. In her 1913 address, "Freedom or Death," Emmeline Pankhurst makes the case for her militant suffrage movement in front of an American audience. In what ways does Pankhurst frame the suffrage struggle in the language of war, or of military service? How, in doing so, does she revise prevailing notions of gender?
 - c. What are some of the factors that explain the sudden upsurge in anti-colonial nationalist movements, in various parts of the world, in 1919?
 - d. What are three significant consequences or historical effects of the fall of Communist regimes in Eastern Europe in the late 80s and early 90s?