

Last Name First Name _____

GSI:

Section: _

Total = /79

ASAMST128AC | Fall 2020 | MIDTERM A

/11 MATCHING

Find the number in the word bank that BEST matches the name or term to the description:

Word Bank:

1 Marabouts / 2 Protestants / 3 Catholics / 4 Henry Clay / 5 Andrew Marschalk / 6 Umar Ibn Sa'id / 7 Isabella / 8 Refugee / 9 Thomas Foster/ 10 Hajj / 11 Job Ben Solomon

Descriptions:

- ___ the only family member to accompany Abdulrahman back to Africa
- ___ much debate remains as to the authenticity of his conversion to Christianity
- ___ the pilgrimage to Mecca; one of the five pillars of Islam
- ___ traveling scholars, with high representation among the Muslim slave population in America
- ___ were initially reluctant to convert slaves to Christianity as they didn't want to emancipate them
- ___ achieved conversions, even superficial ones, through harsh punishment and eventually became the state religion of the Spanish colonies
- ___ the publisher who made popular Abdulrahman's story and advocated for his freedom
- ___ the Secretary of State who received correspondence about Abdulrahman's situation from the US consul to Morocco and forwarded it to the president
- ___ a highly politicized category that is contingent on U.S. foreign policy objectives
- ___ the slave owner who conditionally freed Abdulrahman, but not his children
- ___ wrote the first documented translation of Quran into English.

/5 **MULTIPLE CHOICE**

Choose (highlight) the one that best answers the question:

1. _____ / 1 Which was NOT a major mode of conversion in the expansion of Islam in Sub-Saharan Africa?

- A. Military force
- B. Marriage
- C. Trade and commerce
- D. Sufism

2. _____ / 1 What year marked the beginning of the systematic transportation of slaves to the New World?

- A. 1526
- B. 1492
- C. 1510
- D. 1519

3. _____ / 1 This branch of Islam believes that the Prophet's succession should be based on **bloodline:**

- A. Nation of Islam
- B. Shi'a
- C. ISIS
- D. Sunni

4. _____ / 1 It was hard for Muslim slaves to uphold their dietary restrictions on plantations because:

- A. Slaveowners regularly served meals with pork, since it was cheaper than other meats.
- B. Slaves did not have regular access to wine, which is an Islamic ritual drink before dinner.
- C. Slaveowners regularly served shrimp, since it was cheaper than other meats.
- D. They were unable to eat a meal with each prayer, five times a day.

5. _____ / 1 Which was NOT a role or function the Prophet Mohammad served for the community?

- A. Commander in Chief
- B. Head of State
- C. Incarnation of God
- D. Adjudicator

/10 TRUE/FALSE Highlight T if the statement is true and F if the statement is false:

- T F 1. African and Arab traders in West Africa were the primary beneficiaries of the trans-Atlantic slave trade.
- T F 2. Western and Central Africans were stripped of their clothes – the first of countless violations imposed upon them as they boarded slave ships.
- T F 3. Slavery in West Africa under Islam did not permit slaves to buy their freedom.
- T F 4. The fact that Spain continued to pass anti-Muslim migration legislation shows that previous exclusionary measures had not been successful in stopping the arrival of Muslim slaves.
- T F 5. In West Africa, the spread of literacy and Islam went hand in hand.
- T F 6. Schools in West Africa were not open to girls and non-Muslims; they were exclusively for boys studying the religious sciences.
- T F 7. Muslim slaves were accused of cooperating with Native Americans because, unlike Native Americans, many Muslim slaves had experience in using horses in warfare.
- T F 8. Many African Muslims complied with de-negrofication in hopes that they could gain better treatment or possibly passage back to Africa.
- T F 9. France was keen on sending all its African Muslim slaves to Europe first to have them baptized before sending them to its American colonies.
- T F 10. Pseudo-conversion was a method of resistance among enslaved communities in the New World.

/8 MATCHING Based on lecture and GhaneaBassiri's *A History of Islam in America*, find the number in the word bank that best matches the name or term to the description:

Word Bank:

1 Asiatic Barred Zone / 2 Sacred Economy / 3 Religion / 4 Chinese Exclusion Act / 5 Progress / 6 Process of Rendition / 7 Levant / 8 Intermarriage

Descriptions:

- ___ the commonly held idea that Christianity and commerce go hand in hand; used to justify slavery
- ___ along with the need for STEM experts, this process led to the development of Muslim communities from the 1960's through 1990's
- ___ the birthplace of a majority of the first wave of Muslim immigration from 1875-1912
- ___ along with race and religion, this concept was allowed Protestants to define America in terms of white, Protestantism, maintaining cultural and sociopolitical hegemony
- ___ where the US covertly sends individuals to be interrogated and tortured in foreign countries with less stringent regulations for human rights
- ___ 1882 exclusionary legislation that set a precedent for the 2017 Muslim Ban
- ___ was overshadowed at the turn of the 20th Century by concepts of race and ethnicity as Muslim immigrants shaped their sense of national belonging in order to achieve citizenship
- ___ coupled with literacy tests, this exclusionary legislation limited the immigration of Muslims (among others) from East Asia to the US

/45 SHORT ANSWER Please answer the following questions in no more than ONE paragraph (250 words max)

____/3

1. Name **THREE** points of difference between the European system of slavery and the Islamic system, for example, the opportunity to purchase freedom:

____/4

2. Define “de-negrofication” and give **TWO** examples of the process:

____/6

3. Name **THREE** vertical and **THREE** horizontal barriers to the spread of Islam in the United States:

____/9

4. Identify **THREE** Muslim migration waves (approximate dates of its beginning and end). Within that migration wave, explain what drove that influx of migration (where did the migrants come from? Why did they migrate?):

____/3

5. As discussed in lecture, name **THREE** of the six reasons that Muslims migrate to the United States.

____/6

6. What are **THREE** differences between the Muslim immigrant experience and the Muslim refugee experience?

____/3

7. Why did Prince / Abdulrahman’s former master make conditional his freedom on his departure from the US?

____/3

9. What role did literacy play in the lives of enslaved Muslims in the American South? List THREE examples of specific ways that slaves preserved their literacy while in slavery.

_____/8

10. List FOUR specific findings from the study relating to gender, ethnicity, linguistic and immigration patterns?

_____/4

Extra Credit Questions:

_____/2

1. Describe an example in which gender, sexism, or heteropatriarchy is erased in the historical framing of Islam in America.

_____/2

2. Why study the trans-Atlantic African Slave Trade when studying the histories of Muslims in America?