

**AAS/ANT 112: Introduction to Africa American Studies**

**Summer 2026 (Ducre)**

**Final Exam (DUE 6/26)**

**Please select and respond to ten (10) out of the following twelve (12) questions. They are worth ten points each:**

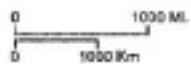
1. What were the political and social factors in the Deep South that pushed African Americans to the North during the Great Migration?
2. Describe the cycle of debt faced by developing countries like Jamaica? What are the impacts of Jamaica's debt crisis, today?
3. What was Okonkwo's greatest fear in the novel, *Things Fall Apart* and how was this fear realized by the end of the novel?
4. Define *colonialism*. On page 3, you will find maps of the continent of Africa in 1880 and 1914. Describe at least two differences in those maps. Also, what major event occurred between those maps that spurred colonization on the African continent.
5. One of the parallels in the growth and mainstream acceptance in the Black cultural production of both Blues and Hip-Hop musical styles has to do with White youth. Please explain the role of White youth in these musical forms.
6. List at three parallels between Blues and Hip Hop.
7. What is the chitlin circuit and why was it called that term?
8. After years of teaching this course, many students choose Sam Cooke's 1964 posthumous hit, "[A Change is Gonna Come](#)" as part of their African American experience playlist. As an iconic song, many artists have made their own version, including Otis Redding, Aretha Franklin, the Fugees, Leela James, and even T-Pain (yes, T-Pain). Just for fun, find a cover of this Cooke classic online, remember to provide the link and explain why this artist's version come close to the excellence of the original version. Again, YouTube.com is a great resource.

9. What elements of this course help you understand a recent events affecting the African/African American community: (examples include but are not limited to Black women being pushed out of the labor market, the Supreme Court decision to allow southern states to remove predominantly Black voting districts, rollback of DEI policies, attempts to remove Black historical markers from national parks and government websites, etc)Your response can include any element from this course – it doesn't have to be from teaching modules in the latter part of the session.
10. Who was King Leopold II and what is his significance in the colonization of Africa?
11. What course material (reading, lecture, film, or discussion board question) was most memorable for you in this class? And why? If you had one more week and one more course module, what would you wish it would cover?
12. Imagine that you are planning a dinner like the one prepared by the Senegalese chef in the recent episode “Food for the Journey” in the series *High on the Hog* that spans the African diaspora. Using the internet to search cookbooks on African American, Caribbean, or African cuisines, create a tasting menu that includes: 1) small plate/appetizer, 2) main entree with a protein like meat, nuts, or bean, and a vegetable(s), and 3) a dessert. If possible, provide a link to your recipes.

AFRICA CIRCA 1890








-  British
-  French
-  Portuguese
-  Turkish



E. MC. 90

AFRICA IN 1914



-  Belgian
-  British
-  French
-  German
-  Italian
-  Portuguese
-  Spanish
-  Independent



E. MC. 90