

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	Humanities & Social Sciences
Programme:	International History
FHEQ Level:	4
Course Title:	Atlantic Slavery and the Spectre of Capitalism
Course Code:	HIST 4101
Total Hours:	160 (Lev 3-5) (4 US Credits)
Timetabled Hours:	45
Guided Learning Hours:	15
Independent Learning Hours:	100
Credit	16 UK CATS credits 8 ECTS credits 4 US credits

Course Description:

This course examines the expansionist nature of Atlantic colonial societies and their economic impact, from early contact with African societies to the abolition of slavery in Brazil. Emphasis is placed on the Atlantic slave trade's role in consolidating slave labour systems and shaping industrialisation. The course further explores how colonial economies drove the rise of modern capitalism through racial and economic exploitation. Beginning with the expropriation of Indigenous land and resources, it traces the development of plantation slavery and later industrial labour systems. Key topics include: resource extraction, debt, colonial economies, trade in goods and globalisation. These topics are analysed not only in economic terms, but also in their social and racial dimensions. Resistance movements and the evolving discourse on reparations will also be examined to understand their influence on economic structures today. Students will investigate the economic mechanisms behind colonisation and slavery, as well as the resistance to these systems, engaging in debates on the memory and legacy of these processes.

Prerequisites:

None

Aims and Objectives:

- To provide an in-depth overview of the historical impacts of the Atlantic slave trade and its connections to modern capitalism.
- To engage students in memory studies within the context of the Atlantic slave trade and colonial histories.
- To provide a background for eventual careers in fields which require articulate, clear-thinking individuals with a grasp of international history.
- To foster the acquisition, development and consolidation of a variety of historical and transferable skills through the study of particular themes in international history.
- To promote critical engagement with a wide range of primary and secondary historical sources, and the development of both a succinct writing style and the ability to present complex arguments orally.

Programme Outcomes:

A4I, B4I, C4I, D4I

A detailed list of the programme outcomes are found in the programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate a broad understanding of historiography with reference to the main debates concerning economic history regarding the rise of capitalism and the Atlantic slave trade, as well as promoting the critical reading of related primary and secondary texts.
- Demonstrate the accumulation of historical knowledge concerning slavery, colonialism and the rise of capitalism, and varied impacts across Africa, the Americas and elsewhere.
- Demonstrates broad communication skills (including digital literacy) in deploying ideas and information to in a range of different formats and media.
- Demonstrates primary source analysis skills that are relevant to the workplace.

Indicative Content:

- Expansion of colonial systems from the 16th century to mid-19th century.
- Ideological, economic, political and religious foundations of colonialism and colonial societies.
- Transatlantic trade, slavery and the rise of industrialisation, and the birth of capitalism
- Memory studies and slavery.
- The use of primary and secondary sources in the interpretation of history.

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Indicative Text(s):

- Berg, M. and Hudson, P. (2023) *Slavery, Capitalism and the Industrial Revolution*. Polity Press.
- Boyer, P. S. (2012) *American History: A Very Short Introduction*. OUP.
- Heuman, G. and Burnard, T. (eds.) (2012) *The Routledge History of Slavery*. 1st ed. Routledge.
- Horne, G. (2018) *The Apocalypse of Settler Colonialism: The Roots of Slavery, White Supremacy, and Capitalism in Seventeenth-Century North America and the Caribbean*. Monthly Review Press.
- Lester, A. (2022) *Deny and Disavow: Distancing the Imperial Past in the Culture Wars*. SunRise Publishing.
- Morgan, J. L. (2024) *Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic*. Duke University Press.
- Parker, J. and Rathbone, R. (2007) *African History: A Very Short Introduction*, OUP.
- Tamm, M. (2023) 'Memory', in *The Routledge Companion to Historical Theory*, pp. 544–57. Routledge.
- Taylor, M. E. (2020) *The Interest: How the British Establishment Resisted the Abolition of Slavery*. Random House.

See syllabus for complete reading list.

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	Nov 2024	