

## COURSE SPECIFICATION DOCUMENT

<b>Academic School/Department:</b>	Social Sciences and Humanities
<b>Programme:</b>	International History American Studies
<b>FHEQ Level:</b>	4
<b>Course Title:</b>	The Atlantic Slave Trade and Memory
<b>Course Code:</b>	HST 4101
<b>Student Engagement Hours:</b>	120
Lectures:	22.5
Seminar / Tutorials:	22.5
Independent / Guided Learning:	75
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

The course follows the expansionist nature of colonial societies from the early contacts with Africa to the abolition of slavery in Brazil, as well as the complex historiography of this era. The effects these processes had on all the peoples involved will be analysed, particularly around the growth of the slave trade and the consolidation of slave systems of labour. Emphasis will be placed on the factors involved in colonization, slavery and the resistance to both. Equally, the course will explore the ongoing debates about the contested memory of, and memorialisation of these processes.

### **Prerequisites:**

None

### **Aims and Objectives:**

- To provide an overview of a range of impacts of the Atlantic slave trade
- To engage with memory studies in the context of the Atlantic slave trade
- 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:**

International History: A4(i); A4(ii); B4(i); B4(ii); C4(i); C4(ii); C4(iii); D4(i); D4(iii)  
American Studies: A4i, B4i, C4i, C4ii, C4iii, D4i, D4ii, D4iii

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located 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 the main debates concerning historical memory and memorialisation.
- Be familiar with primary and secondary texts that relate to the course themes
- Demonstrate the accumulation of historical knowledge concerning slavery and colonialism and its varied impact across Africa, the Americas and other areas covered by the course.
- Demonstrates a grasp on historiographical methods for critical reading and interpreting of printed primary source material.
- Completes assigned work with a degree of autonomy, technical competence, clarity, and evaluative skills appropriate for a 4000-level course

### **Indicative Content:**

- Expansion of colonial systems from the 15<sup>th</sup> century to 19<sup>th</sup> century.
- The history of the colonial states and borderlands.
- Ideological, economic, political and religious foundations of these colonial societies.
- The importance of slavery in the history of all the societies covered in the course.
- 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:**

The course will be taught through a combination of lectures and seminar classes. Lectures are primarily designed to give an overview of the issues and problems on a particular topic, and thereby provide guidance for seminar discussion. Seminars will be used for debates and group/sub-group discussion, and are intended to provide an interactive and participatory learning environment. Students are expected to do the set readings for each week, and to be prepared to contribute to class discussion and discussion sub-groups. The general approach to classes is informal, and discussion is viewed as an essential part of learning.

### **Indicative Text(s):**

Colin G. Calloway, *The Indian World of George Washington: The First President, the First*

*Americans, and the Birth of the Nation*, New York: Oxford University Press, 2018  
 Gad Heuman & Trevor Burnard, (eds.), *The Routledge History of Slavery*, 1<sup>st</sup> ed., London: Routledge, 2012  
 Paul S. Boyer, *American History: A Very Short Introduction*, Oxford: OUP, 2012  
 John Parker and Richard Rathbone, *African History: A Very Short Introduction*, Oxford: OUP, 2007  
 Theda Perdue, *North American Indians: a very short introduction*, Oxford, OUP: 2007  
 Michael E. Taylor, *The Interest: How the British Establishment Resisted the Abolition of Slavery*, London: Random House, 2020.

**Web Sites:**

*The Trans-Atlantic Slave Trade Database*  
<http://www.slavevoyages.org/tast/index.faces>

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

See syllabus for complete reading list

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry?
Major	New Course title (revised dates in title)		
Major	New course description		
Major	Revised Learning outcomes		
Major	Revised Indicative Content		
	Various updates as part of the UG programme review	AB Jan 2022	
	Revision – annual update	May 2023	