

## **COURSE SPECIFICATION DOCUMENT**

**NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

<b>Academic School/Department:</b>	<b>CASS</b>
<b>Programme:</b>	History
<b>FHEQ Level:</b>	<b>4</b>
<b>Course Title:</b>	When Worlds Collide: Race and Empire 1400-1888
<b>Course Code:</b>	HST 4100
<b>Course Leader:</b>	Neil Mackie
<b>Student Engagement Hours:</b>	120
Lectures:	22.5
Seminar / Tutorials:	22.5
Independent / Guided Learning:	75
<b>Semester:</b>	Fall and/or Spring and/or Summer
<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 first contacts with sub-Saharan Africa to the abolition of slavery in Brazil. The overview is the effects these processes had on all the peoples involved, 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 and slavery: economic, cultural, racial, and religious.

**Prerequisites:** none

### **Aims and Objectives:**

The class aims to foster the acquisition, development and consolidation of a variety of historical and transferable skills through the study of particular themes in this period of the history and encourage the development of critical thinking. The particular skills

focused on include research skills with both primary and secondary sources, formulating and presenting a coherent argument in seminars and written work. Students will be introduced into the skills of using large online data bases to aid their research.

**Programme Outcomes:**

4A(i); 4B(ii); 4C(i); 4C(iii); 4D(i); 4D(iii)

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

This is located at the archive maintained by the Academic Registry and found at:  
<http://www.richmond.ac.uk/admitted-students/programme-and-course-specifications/http://www.richmond.ac.uk/admitted-students/programme-and-course-specifications/>

**Learning Outcomes:**

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

- Have a understanding of the main themes of the history of slavery and colonialism in Africa, the Americas and other areas covered by the course.
- Be familiar with primary and secondary texts that relate to the course themes.
- Have a fundamental grasp of methods for reading and interpreting printed primary source material.
- Develop historiographical skills by demonstrating critical thinking in written work.
- Demonstrate some experience with using databases in academic research.
- 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 19th 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.
- The use of primary and secondary sources in the interpretation of history.

**Assessment:**

This course conforms to the Richmond University Standard Assessment Norms approved at Learning and Teaching Policy Committee found at:  
<http://www.richmond.ac.uk/wp-content/uploads/2014/10/ALL-ASSESSMENT-NORMS-CATEGORIES-with-descriptions-Jan-2014.pdf>

**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.

**Bibliography:**

***IndicativeText(s):***

- Beckles, Hilary & Verene Shepherd, *Liberties Lost: Caribbean Indigenous Societies and Slave Systems*. Cambridge University Press, 2004  
Blackburn, Robin. *The Making of New World Slavery: from the Baroque to the Modern, 1492-1800*. Verso, London, 1997  
Blackburn, Robin. *The Overthrow of Colonial Slavery 1776-1848*. Verso, London, 1988  
Holt, Thomas, ed. *Major Problems in African-American History, Volume 1, 1st Edition*. Houghton Mifflin, 1<sup>st</sup> edition London, 2000

See syllabus for complete reading list

***Journals***

***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

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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
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			Registry
Major	New Course title (revised dates in title)		
Major	New course description		
Major	Revised Learning outcomes		
Major	Revised Indicative Content		