



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	The Transatlantic Slave Trade and the Americas
Program, semester, year	International Studies Program, Spring, 2027
Credits ECTS	3 USA
Instructor's full name and email	Andrew Simon Hernández III andy.hernandez@wnmu.edu
Block dates (days and time)	Monday-Thursday, 9 am-12 pm
Classroom	TBA
Class hours	45
Office Hours	To be determined
Requirements	
Language of instruction	English
Type of teaching	In person

INTRODUCTION

COMPETENCES

Explanation of competences to develop in the course. They can be divided into general and specific. Three or four are enough.

General Competences (GC):

- GC1: Understand the economic and social assumptions that shaped slavery in the Transatlantic world
- GC2: Understand the factors and constraints that produced systems of chattel slavery in Europe and in the Americas
- GC3: Apply theoretical frameworks and contemporary scholarship to differentiate slavery from other systems of forced labor

Specific Competences (CE):

- SC1: Identify and appreciate the broad range of cultural influences enslaved Africans and Indians exerted
- SC2: Assess the effects of slavery on economic development and creation or depletion of capital in present-day nation states

METHODOLOGY

Using course readings we will explore the theoretical foundations of slavery from early human history through the present. Students will apply this theoretical information to classroom discussion, essay assignments, research papers, and exams.

PREPARATION FOR CLASS

A text like this can be included:

- *Students are required to complete assigned course readings before coming to class and must show preparation for the readings by asking relevant questions and making comments related to the topic. Student participation counts for 20% of final grades and will be evaluating based on individual student engagement with topics during class-time.*
- *Students should think about questions and the relations of the texts with other previous knowledge. Write comments and reflections related to the readings, which can be shared in class to start debates and discussions.*
- *Students will be expected to take notes during class lectures and discussions. These notes may also be used for mid-term and final exams.*

EVALUATION

The Evaluation criteria are dependent on your course. This is an idea to plan and evaluate your course. The total percentage of this section is

- **Activities out of the classroom.**

Students will have the option to complete a group field trip or an individual visit to a local museum. Total 15__ %.

- **Exams.**

There will be one mid-term exam and one final exam.

Total 30_%. These exams will each be worth 15% of the course grade. Each exam will consist of short identifications and an essay.

- **Written work.**

I will use the below rubric to evaluate essay submissions. There will be four required essays for the course, each of which will count towards 5% of the final grade for a total of 20%.

Total 20_ %

Essay Rubric (1)							
Criteria	Ratings						Points
	Excellent	Satisfactory	Good	Fair	Poor	No Marks	
Structure	The essay includes a well-developed introductory paragraph, concluding paragraph, and thesis statement. 5 pts	The essay includes a developed introductory paragraph, concluding paragraph, and/or thesis statement. 4 pts	The essay makes some effort towards developing an introductory paragraph, concluding paragraph, and/or thesis statement. 3 pts	The essay makes limited effort towards developing an introductory paragraph, concluding paragraph, and/or thesis statement. 2 pts	The essay makes little to no effort towards developing an introductory paragraph, concluding paragraph, and/or thesis statement. 1 pts	The essay shows extremely limited structural development. 0 pts	-- /5 pts
Sources	The essay makes effective use of multiple primary and secondary sources as required in the course module and assignment instructions. The essay makes exemplary use of in-text citations and includes a well-organized bibliography or works cited page. 5 pts	The essay makes use of multiple primary and secondary sources as required in the course module and assignment instructions. The essay makes use of in-text citations and includes a well-organized bibliography or works cited page. 4 pts	The essay makes some use of multiple primary and secondary sources as required in the course module and assignment instructions. The essay makes some use of in-text citations and includes limited organization of its bibliography or works cited page. 3 pts	The essay makes limited use of multiple primary and secondary sources as required in the course module and assignment instructions. The essay makes limited use of in-text citations and includes a does not include a well-organized bibliography or works cited page. 2 pts	The essay makes little to no use of multiple primary and secondary sources as required in the course module and assignment instructions. The essay makes little to no use of in-text citations and does not include a well-organized bibliography or works cited page. 1 pts	The essay makes no use of sources. 0 pts	-- /5 pts
Critical Thinking and Analysis	The essay includes effective analysis of the topic and subject matter. The essay effectively conceptualizes primary and secondary source material while identifying consistencies and inconsistencies in source material. 5 pts	The essay includes satisfactory analysis of the topic and subject matter. The essay conceptualizes primary and secondary source material while identifying some consistencies and inconsistencies in source material. 4 pts	The essay offers an attempt at analysis of the topic and subject matter. The essay includes some conceptualization of primary and secondary source material while identifying limited consistencies and inconsistencies in source material. 3 pts	The essay includes limited analysis of the topic and subject matter. The essay offers some conceptualization of primary and secondary source material while demonstrating limits in identifying consistencies and inconsistencies in source material. 2 pts	The essay includes very little analysis of the topic and subject matter. The essay provides little conceptualization of primary and secondary source material while largely failing to identify consistencies and inconsistencies in source material. 1 pts	The essay evidences little to no analysis or critical thinking. 0 pts	-- /5 pts
Writing Mechanics	The essay meets the length requirement. It is well edited, and is free of errors in grammar, spelling, style, and syntax. 5 pts	The essay meets the length requirement. It is well edited, and includes limited errors in grammar, spelling, style, and/or syntax. 4 pts	The essay meets the length requirement. While it evidences clear attempts at editing there are several errors in grammar, spelling, style, and/or syntax. 3 pts	The essay fails to meet the length requirement and evidences substantial errors in grammar, spelling, style, and/or syntax. 2 pts	The essay fails to meet the length requirement. It demonstrates a need for significant improvements in proofreading. 1 pts	The essay fails to meet the length requirement and/or demonstrates a need for substantial improvement in proofreading. 0 pts	-- /5 pts

Incomplete Cancel Submit Assessment

I will deduct 5 % for each day an assignment is submitted after the due date.

- **Oral presentations.**

I will create a rubric for this assignment.

Total_15_ %.

- **Participation.**

It can be divided into high and low participation. Usually, high participation is when students are attentive in class, they ask relevant questions, make comments, and answer questions posed by the teacher and other students. Their attitude shows interest, and they are actively taking notes.

Low participation is when students seem bored or uninterested, don't ask questions, don't make comments, and seldom participate in debates, discussions, or answer questions from the teacher and other students.

Total_20__%

EVALUATION

The

PARTICIPATION	20__ %
ACTIVITIES AND FIELD TRIPS	15__ %
TASKS AND ASSIGNMENTS	_20_ % (may be submitted online)
ONLINE ACTIVITIES if any	__ %
MIDTERM EXAMS	_15_ % (may be submitted online)
FINAL EXAMS	_15_ % (may be submitted online)
QUIZZES	__ %
RESEARCH PAPER	__ %
ORAL PRESENTATION	_15_ %

Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. **We will have an exercise on Academic Writing and Plagiarism in our first class meeting in order to establish expectations for academic honesty.**

ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e., emergencies, health problems); in this case, students have to show a medical note. The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or on fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence, and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es. The Instituto Franklin-UAH can accommodate these students who show, through a medical note or a note from their academic advisor, that they require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if it is used inappropriately, it can be harmful for students. Students must ask for permission from the teacher in order to use any technological devices. Use of generative AI tools in this course is strictly prohibited.

USE OF BLACKBOARD

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also, teachers can have materials, forums, etc., in the virtual classroom even if they don't teach the class virtually. For more information about using it, contact Antonio Fernández: antonio.fernandezm@uah.es

CLASS SCHEDULE

Week	Graded Assignment
Lesson One: Getting Started	Course Welcome and Introduction
Lesson Two: Foundations of Slavery	
Lesson Three: Slavery in the Americas before Columbus	Essay One

Lesson Four: Slavery and the Conquest of the Americas	
Lesson Five: Slavery and Cash Crops	Essay Two
Lesson Six: Slavery in the Caribbean World	
Lesson Seven: Triangle Trades	
Lesson Eight: Foundations for the Enslavement of Indians	Mid-term Exam
Lesson Nine: Enslavement of Indians through the early 18 th century	
Lesson Ten: Enduring Legacies of Indian Slavery	Essay Three
Lesson Eleven: The Other Underground Railroad	
Lesson Twelve: The Abolition of Slavery in Mexico	Essay Four
Lesson Thirteen: Latin America and escaped U.S. Slaves	
Lesson Fourteen: Legacies of Slavery in the late 19 th - and 20 th centuries	Presentations
Lesson Fifteen: Legacies of Slavery in the 21 st century	
Lesson Sixteen: Course Wrap Up	Final Exams

Note:

The museum visit or field trip will take place outside of regular course hours and is subject to change.

BIBLIOGRAPHY

Patterson, Orlando. *Slavery and Social Death: A Comparative Study*, 2ed. Cambridge and London: Harvard University Press, 2018. 9780674986909

Woodruff Stone, Erin. *Captives of Conquest: Slavery in the Early Modern Spanish Caribbean*. University of Pennsylvania Press, 2021. 9780812253108

INSTRUCTOR



Brief CV attached