

**SLAVERIES IN THE IBERIAN WORLDS**  
**HIST 4263**

SPRING 2026/ Tu & Th 2:00 pm -3:20 pm, CLASSROOM WH 112

Rex Galindo, David

Office hours: Tuesday 3.30 pm – 4.30 pm; Thursday 3.30 pm – 4.30 pm. **WH 243**  
(HISTORY DEPT.)

Zoom Office Hours: By appointment.

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Please, write me an email shall you have any questions or concerns. I will reply as soon as possible, typically within 48 hours. I will not respond to emails during weekends.

**Description**

This course explores different labor systems that emerged in the Iberian Worlds from the early Middle Ages to the early modern era. The term “slaveries” shows that slavery is a historical category that changed over time and across regions. The course covers “slaveries” and other labor systems in the medieval Mediterranean basin, the Ibero-Atlantic world, the Americas, and the Philippines. It introduces students to the historical processes and debates surrounding various labor institutions that involved multiple levels of coercion and restrictions on freedom.

**Learning Outcomes:**

- Recognize the historical processes and frameworks related to the course topic.
- Understand the historiographical approaches to the study of slavery and various labor systems in the Iberian Worlds.
- Differentiate the various labor systems in the Iberian Worlds and the multiple actors involved.
- Develop a deeper understanding of the Iberian Worlds.
- Gain research skills based on scholars’ interpretations of historical phenomena (secondary sources) and the protagonists’ accounts (primary sources).

**Grading**

**1. In-class Reaction papers. (12%)**

I will ask you to write 4 responses to the two book reading assignments. I will bring a few questions, and you will have 20 minutes to answer them. I will ask you to include citations from the book, so please bring it to class. I will collect your answers right after you've finished writing them.

12% (4 \* 3%) of your final grade will depend on your in-class reaction papers to the readings.

**2. In-class book analysis ON THE WHOLE BOOK (8%)**

In week 11, you will write a book analysis during class time. You will have 30 minutes for this task. Please bring the book to class, as I will ask you to include citations from it. I will collect your responses immediately after you finish writing.

### **3. Final Essay. (25%)**

The final essay accounts for 25% of your final grade. You will submit an early draft and a final version. For these, see the **Writing Requirements** below—research proposal 5% and Final essay 20%.

### **4. Exams. (25%)**

**Mid-term:** Week 10 (25% of the final grade)

### **6. Presentations. (10%)**

You will present your research paper to the class during weeks 14 and 15. You may use visual tools to support your presentation. You will have 10 minutes plus 5 minutes for Q&A: the total time per presentation is 15 minutes.

### **7. Class participation. (20%)**

First, I do not plan to speak for more than half of any session. Learning is a two-way process focused on sharing information. Therefore, discussion will be the foundation of the learning experience. This means you should read and come prepared before class. We will all learn by reading and discussing the material. Not doing the reading is like cheating yourself and your classmates. Similarly, you are expected to attend class. Missing classes will disrupt the flow of the class and, as a result, hinder the learning process. It will also impact your participation grade.

### **Writing requirements**

Please select a topic related to a specific personal interest within the course framework. My only requirement is that you choose the topic in consultation with me.

The **research proposal** (300 words) must include a bibliography, hypothesis, objectives, and key questions. It should also feature your paper's title. The proposal is due by **WEEK 6**.

In your final version, please provide a **1,500- to 2,000-word essay** (excluding bibliography and footnotes) of your chosen topic. **This essay is due in WEEK 15.**

Strive to make each essay a small masterpiece. Don't wait until the night before it's due to start writing. Give yourself time to set it aside for a day after writing, then review it. Doing so will help you notice problems and mistakes clearly, and you'll likely see obvious ways to improve.

Generative Artificial Intelligence (GenAI) refers to software systems and platforms that produce new content, such as text, images, audio, or video, using generative models. These models recognize patterns from large datasets, allowing them to generate data in response to specific prompts, which can often resemble content created by humans.

**Under the UNT Honor Code, using GenAI content without proper credit or replacing your own work with GenAI undermines the learning process and violates UNT's academic integrity policy. Therefore, submitting class work created with GenAI tools without attribution or relying on them to complete assignments breaches academic integrity and will be handled according to university policy.**

### **Grading balance (%)**

In-class responses on readings	20
Final Essay	25
Mid-term Exam	25
Presentations	10
Class participation	20

Each assignment is worth up to 100 points. The final course grade, based on the percentage list, will also be capped at 100 points.

Grading Scale (90+ = A; 80-89.99 = B; 70-79.99 = C, 60-69.99 = D, Under 60 = F)

### **NO EXTRA-CREDIT FOR THIS CLASS**

#### **Accessibility**

The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

#### **Academic Integrity Standards and Consequences**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may

result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

### **Other basic norms**

Office hours allow you to ask for clarification or find support with understanding class material. So, come visit me! I encourage you to connect with me for support. Additional in-person and virtual office hours may be offered as the semester concludes. You well know that we want you to be successful.

UNT strives to offer you a high-quality education and a supportive environment so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to [unt.edu/success](http://unt.edu/success) and explore [unt.edu/wellness](http://unt.edu/wellness). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu).

Every student in this class should have the right to learn and engage in an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement. I also encourage you to review UNT's student code of conduct to start with the same baseline civility understanding (Code of Student Conduct) (<https://policy.unt.edu/policy/07-012>).

**Attendance:** You should attend every class as part of the learning process.

### **Dean of Students**

If serious illness or injury, death or illness in the family, mental health matters, economic instability, pregnancy and parenting, legal matters, etc., interfere with your academic success, you may want to speak with someone at the Dean of Students' office.

<http://deanofstudents.unt.edu>

### **Textbooks**

They are available at the bookstore on campus and through various internet book websites:

Book Title: *The Other Slavery*

Book Author: Andrés Reséndez

13-digit ISBN: 978-0544947108

Publisher/Press: Houghton Mifflin Harcourt

Book Title: *Global Indios: the Indigenous Struggle for Justice in Sixteenth-century Spain*

Book Author: Nancy E. Van Deusen

13-digit ISBN: 978-0822358589

Publisher/Press: Duke University Press

Book Title: *Asian Slaves in Colonial Mexico: From Chinos to Indians*

Book Author: Tatiana Seijas

13-digit ISBN: 978-1107635777

Publisher/Press: Cambridge University Press

Book Title: *Miners of the Red Mountain: Indian Labor in Potosi, 1545-1650*

Book Author: Peter Bakewell  
13-digit ISBN: 978-0826349002  
Publisher/Press: University of New Mexico Press

### **Digital Websites**

Native Bound Unbound. Archive of Indigenous Slavery: <https://nativeboundunbound.org>

Stolen Relations. Recovering Stories of Indigenous Enslavement in the Americas:

<https://indigenousslavery.org>

Transatlantic Slave Trade: [www.slavevoyages.org](http://www.slavevoyages.org)

Document transcriptions: <https://fromthepage.com/nativeboundunbound/native-bound-unbound-archive-of-indigenous-slavery>

### **Other Readings**

Other readings are available through the Library:

[Home - HIST 4263 Slaveries in the Iberian Worlds - Topics in African, Asian, or Latin](#)

[American History - Guides at University of North Texas](#)

This is an upper-division course, so you should read all the materials assigned for each week (books, book chapters, articles, etc).

### **Class Schedule**

#### **WEEK 1**

Jan. 13: INTRODUCTION.

Jan. 15: TIME AND SPACE: ANALYZING SLAVERIES AND LABOR SYSTEMS

#### **WEEK 2**

Jan. 20: SLAVERY: CONTEMPORARY DEFINITIONS

Jan. 22: SLAVERY AS PROPERTY

**Read for discussion:** Jean Allain and Robin Hickey, "Property and the Definition of Slavery," *The International and Comparative Law Quarterly* Vol. 61, No. 4 (OCTOBER 2012), pp. 915-938 (24 pages).

#### **WEEK 3**

Jan. 27: MEDIEVAL LABOR CONTEXTS

**Read for discussion:** William D. Phillips, *Slavery in Medieval and Early Modern Iberia*, Ch. 1.

Jan. 29: MEDIEVAL LABOR CONTEXTS: THE LAW

#### WEEK 4

Feb. 3: PRE-COLUMBIAN AMERICA

**Read for discussion:** Camilla Townsend, "Slavery in Precontact America." In C. Perry, D. Eltis, S. Engerman, & D. Richardson (Eds.), *The Cambridge World History of Slavery* (The Cambridge World History of Slavery, pp. 553-570). Cambridge: Cambridge University Press, 2021.

Feb. 5: How to write your final research papers: Discuss topics and paper formats. Look at the Fokus, RG-LH 31, Studying Indigenous Labor and Coercion on the Frontiers of the Spanish Empire, pp. 112-172.

#### WEEK 5

Feb. 10: INDIGENOUS SLAVES IN SPAIN: AN ATLANTIC SLAVE TRADE

**Read for discussion:** Van Deusen, *Global Indios*, Intro, Ch. 1-2.

**In-class reaction paper #1 (20 minutes)**

Feb. 12: INDIGENOUS PEOPLES' STRUGGLES FOR JUSTICE.

**Read for discussion:** Van Deusen, *Global Indios*, Ch. 3-4.

**In-class reaction paper #2 (20 minutes)**

#### WEEK 6 PRIMARY SOURCES: DIGITAL ARCHIVES

Feb. 17: HOW TO SEARCH FOR SLAVERY

**Look at the websites for discussion:** Native Bound Unbound; Stolen Relations; PARES; AGN MX digital.

Feb. 19: HOW TO READ THE DOCUMENTS: PALEOGRAPHY

**RESEARCH PROPOSALS DUE. UPLOAD THEM TO CANVAS**

#### WEEK 7 LABOR SYSTEMS: THE CASE OF POTOSÍ

Feb. 24: EARLY MINING IN POTOSÍ

**Read for discussion:** Bakewell, *Miners of the Red Mountain*, Chapters 1-3.

**In-class reaction paper #3 (20 minutes)**

Feb. 26: FREE VERSUS UNFREE LABOR IN POTOSÍ

**Read for discussion:** Bakewell, *Miners of the Red Mountain*, Chapters 4-6.

**In-class reaction paper #4 (20 minutes)**

#### WEEK 8 THE AFRICAN SLAVE TRADE

March 3: AFRICAN LABOR

**Read for discussion:** Kenneth Morgan, *A Short History of Transatlantic Slavery* (Short Histories), Introduction and Chap. 1

March 5: TRANSATLANTIC SLAVE TRADE

**Read for discussion:** [www.slavevoyages.org](http://www.slavevoyages.org).

**SPRING BREAK: March 9-13, 2026.**

## **WEEK 9 PORTUGAL**

March 17: Africans, Indians, and Slavery in Portugal

**Read for discussion:** JOAQUIM ROMERO MAGALHÃES, Portuguese Studies Vol. 13 (1997), pp. 143-151 (9 pages)

March 19: Indigenous Slavery in the Portuguese empire

**Read for discussion:** John M. Monteiro (1988) From Indian to slave: Forced native labour and colonial society in São Paulo during the seventeenth century, Slavery & Abolition: A Journal of Slave and Post-Slave Studies, 9:2, 105-127, DOI: 10.1080/01440398808574952

## **WEEK 10**

March 24: LIBRARY MATERIALS ON SLAVERIES

March 26: **MID-TERM EXAM**

## **WEEK 11 THE PACIFIC SLAVE TRADE**

March 31: THE PHILIPPINES AND THE PACIFIC SLAVE TRADE

**Discussion:** Seijas, Asian Slaves, Introduction and Chapters 1-3.

**In-class book analysis ON THE WHOLE BOOK (30 minutes)**

April 2: ASIAN SLAVES IN NEW SPAIN

**Discussion:** Seijas, Asian Slaves, Chapters 4-6.

## **WEEK 12**

April 7: THE END OF INDIGENOUS SLAVERY

**Read for discussion:** Reséndez, The Other Slavery, Chapters 2 and 5.

April 9: THE END OF ASIAN SLAVERY

**Read for discussion:** Seijas, Asian Slaves, Chapters 7.

## **WEEK 13**

April 14: EXPLOITATION AND INDIGENOUS REVOLTS

**Read for discussion:** Reséndez, The Other Slavery, 116-124 and Chapter 6.

April 16: I will be in a conference. Work on your final paper.

## **WEEK 14 CLASS CONFERENCE: SLAVERIES IN THE IBERIAN WORLD**

April 21: SLAVERY ON THE BORDERLANDS

**Read for discussion:** Reséndez, The Other Slavery, Chapters 7-8

April 23: PRESENTATIONS: Conference papers

## WEEK 15

April 28: PRESENTATIONS: Conference papers

April 30: PRESENTATIONS: Conference papers & CONCLUSIONS

**FINAL PAPER DUE**

### **Getting Help**

#### *Technical Assistance*

At UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)  
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### **Student Support Services**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)

- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

### **Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)
- [MathLab](https://math.unt.edu/mathlab) (<https://math.unt.edu/mathlab>)

### **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

### **UNT Policies**

#### **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

#### **Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

#### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

### **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.