

## *The Hebrew University of Jerusalem*

### *Syllabus*

## **1492 - THE ORIGIN OF A GLOBAL WORLD - 29161**

*Last update 30-06-2015*

*HU Credits:* 2

*Degree/Cycle:* 1st degree (Bachelor)

*Responsible Department:* Romance and Latin American Studies

*Academic year:* 1

*Semester:* 1st Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Dr. Amnon Nir

*Coordinator Email:* [aninga@mail.huji.ac.il](mailto:aninga@mail.huji.ac.il)

*Coordinator Office Hours:* Tuesday 14:00 - 15:00

*Teaching Staff:*

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Dr. Amnon Nir

Course/Module description:

The year 1492 symbolis a turning point in the history of the world. Until this year the world was divided between different cultures, and divergent ecosystems. In 1492 connected Columbus the inhabitants of the Old World and the New, and inaugurated an on going process of exchange of people, goods, ideas, crops, animals and micro-organisms. This process and its implications on the global world in which we live today are the subject of these course.

Course/Module aims:

The course will examine and analyze some of the main processes generated by the encounter between the old world and the new, and explain their impact on the formation of a global world.

Learning outcomes - On successful completion of this module, students should be able to:

- Explain how the Columbian Exchange worked.
- Asses if the encounter between the old world and the new lead to globalization.
- Examine what was the contribution of the diseases brought by the Europeans to the quick collapse of the Aztec and Inca empires.
- Explain why the transition of germs between the old world and the new reduced the frequency of infection in the world and weaken their violent impingement.
- Describe the African slave's journey from their villages of origin in Africa until their landing on American soil.
- Define what singularized the trans atlantic slave trade from slavery in ancient periods.
- Point out the contribution of the plantation complex to the development of a global economy.

Attendance requirements(%):

100% attendance

Teaching arrangement and method of instruction: The method of instruction in the course is a frontal lecture.

Course/Module Content:

Clase 1 - Small World  
Clase 2 - Portugal the Pioneer of the Age of Discovery  
Clase 3 - Columbus Voyages

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Clase 4 - From Columbus to Magelan: 30 Years of European Maritime Expansion  
Clase 5 - The Discovery Voyages of England, France and the Lowland countries  
Clase 6 - The Conquest of Mexico and Peru  
Clase 7 - Arent they Human Beings ?  
Clase 8 - The Atlantic System: The beginning of a Global World?  
Clase 9 - Epidemics and the Transatlantic System 1500 - 1700  
Clase 10 - The Transatlantic Slave Trade  
Clase 11 - The Plantation Complex  
Clase 12 - The Western Sepharadic Jewish Diaspora and the Transatlantic System  
Clase 13 - The Transpacific Trade System

Required Reading:

Clase 1 - David Armitage, *Three Concepts of Atlantic History, In The British Atlantic World 1500-1800*, eds. D. Armitage and M. J. Braddick, New York, 2002. Pp. 11-27.  
Clase 2 - Thomas Benjamin, *The Atlantic World*, New York, 2009. Pp. 52 - 104 .  
Clase 5 - Thomas Benjamin, *The Atlantic World*, New York 2009. Pp. 214 - 272 .  
Clase 6 - Thomas Benjamin, *The Atlantic World*, New York 2009. Pp. 105 - 160.  
Clase 7 - Patricia Seed, *Are These Not Also Men?*, *Journal of Latin American Studies*, Vol. 25, part 3, October 1993. Pp. 629 - 652.  
Clase 8 - Alfred W. Crosby, *The Columbian Voyages, the Columbian Exchange, and their Historians*, Washington. Pp. 13 - 21.  
Tamar Herzog, *The Meeting of Worlds: Did Early Modern Expansion Lead to Globalization?*, Jerusalem, pp. 75 - 92.  
Clase 9 - William H. McNeill, *Plagues and People*, New York, 1976. Pp. 199 - 234.  
Clase 10 - Thomas Benjamin, *The Atlantic World*, New York 2009. Pp. 326 - 372.  
Clase 11 - Thomas Benjamin, *The Atlantic World*, New York 2009. Pp. 373 - 419.  
Clase 12 - Jonathan Israel, *Jews and Crypto-Jews in the Atlantic World Systems 1500 - 1800*, 2009.

Additional Reading Material:

1. Charles C. Mann, *1493 Uncovering the New World Columbus Created*, Alfred A. Knopf, New York, 2011.  
2. Felipe Fernandez-Armesto, *1492 The Year Our World Began*, Bloomsbury, London, 2011.

Course/Module evaluation:

End of year written/oral examination 100 %  
Presentation 0 %  
Participation in Tutorials 0 %  
Project work 0 %  
Assignments 0 %  
Reports 0 %  
Research project 0 %

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Quizzes 0 %  
Other 0 %

Additional information:  
There is no