

**Luisa Brotto**

**Course: Introduction to Renaissance Intellectual History. Research Problems and Methodology**

**AUTHOR:** Luisa Brotto

**HOURS:** Winter Semester, 30 hours

**FREQUENCY:** 4x45 every week

**THE COURSE CORRESPONDS TO TOPICS:** Renaissance and Early Modern Intellectual History, History of Historiography, History of Social and Educational Theories

**TIME AND VENUE:**

Monday (3 p. m. – 4.30 p. m.), Wednesday (3 p. m. – 4.30 p. m.)

Starting date: November 8<sup>th</sup>, 2021

IFiS PAN, Staszic Palace, room to be defined.

The course will be held on-site, in compliance with all Covid-19 restrictions and regulations.

The course is available to all interested, and it is mandatory for students enrolled in the Early modern programme.

Active participation is required. Each lesson will be interactive. Students could be required to comment on short texts or to make brief presentations.

**COURSE AIMS AND CONTENT**

What is the Renaissance? Does it have distinctive features? When did it begin and end? How do past and recent scholarship portray it? The course aims to address these questions by focusing on 1. the concept of Renaissance, its origins, and later history; 2. educational theories and institutions. The first part of the course lays out different interpretations of the Renaissance. By referring to 19th and 20th-century historians (starting with Burckhardt and Burdach, and then moving on to Cassirer, Warburg, Garin, Kristeller, and some more recent scholars), different conceptions of the Renaissance are compared. Some insights are also provided on how Renaissance authors and Early modern historians described the Renaissance and its most innovative traits. Such analysis will lead to consider the fact that different interpretations of the Renaissance mirror separate philosophical views and methodological approaches.

The second part of the course addresses: 1. some of the foremost Renaissance theories of education, by referring to 15th and mostly 16th-century authors (such as Erasmus of Rotterdam, Juan Vives, Petrus Ramus, and Philip Melanchthon); 2. the structure of Early modern universities and the changes these institutions went through during the 16th century. Special attention will be paid to the *curricula* of the universities. Their main features will be illustrated, and the connection between confessional and educational matters during the Reformation will be especially highlighted. Some lessons will focus on Central-Eastern European universities, where Ramist, Aristotelian, and Jesuit institutions and professors faced each other.

**KNOWLEDGE TO BE ACQUIRED**

Participants are expected to become acquainted with key notions of Renaissance and Early modern culture, as well as to grasp differences between various historiographical views and methodological approaches.

**EDUCATIONAL OUTCOMES**

**Knowledge:**

- Understanding the complexity of Renaissance culture;

- Improved understanding of fundamental concepts of Renaissance culture (including some Latin and Italian Renaissance terminology);
- Differentiating between existing traditions of Renaissance Intellectual History;
- Enriched historical knowledge regarding educational authors and institutions;
- Increased understanding of the relevance of Intellectual History to the interpretation of historical and philosophical issues.

#### **Skills:**

- Analysing philosophical and educational texts with appropriate research tools;
- Selecting and analysing secondary literature and bibliography;
- Raising critical questions when reading historical and philosophical texts;
- Presenting critical issues and debate over them with the rest of the group (groundwork towards taking part in conferences and symposia);
- Relying on various disciplines (historical and philosophical, as well as some philological competences will be developed).

#### **Social competences:**

- Sharing and exchanging ideas, engaging in conversations;
- Common problem solving, providing feedbacks;
- Understanding the dynamics of scientific production in the field of humanities.

#### **DESCRIPTION OF THE CLASSES AND SELECT BIBLIOGRAPHY (NOT MANDATORY)**

##### **1. Renaissance Interpretations and Interpreters. Change and Continuity between the Renaissance and the Middle Ages (4x45)**

W. K. Ferguson, *Renaissance in Historical Thought*, Boston, Houghton Mifflin Company, 1948  
*Palgrave Advances in Renaissance historiography*, ed. by J. Woolfson, New York, Palgrave Macmillan, 2005

*New Horizons for Early Modern European Scholarship*, ed. By A. Blair and N. Popper, Baltimore, Johns Hopkins University Press, 2021

##### **2. Renaissance Interpretations and Interpreters of the 20<sup>th</sup>-century (4x45)**

W. Kerrigan and G. Braden, *The Idea of the Renaissance*, Baltimore, Johns Hopkins University Press, 1989

J. Hankins, *Two Twentieth-century Interpreters of Renaissance Humanism. Eugenio Garin and Paul Oskar Kristeller*, «Comparative Criticism» 2001, 23, 3-19

E. J. Levine, *Dreamland of Humanists. Warburg, Cassirer, Panofsky, and the Hamburg School*, Chicago-London, The University of Chicago Press, 2013

S. Ricci, *Garin and Cassirer. Historiography and Philosophy*, «Journal of Transcendental Philosophy» 2021, 2 (1), 111-125

##### **3. The Renaissance according to Renaissance and Early modern Authors (2x45)**

A. Grafton, *What was History? The Art of History in Early Modern Europe*, Cambridge-New York, Cambridge University Press, 2007

*Renaissance? Perceptions of Continuity and Discontinuity in Europe, c.1300-c.1550*, ed. By A. Lee, P. Péporté, H. Schnitker, Leiden-Boston, Brill, 2010

P. Baker, *Italian Renaissance Humanism in the Mirror*, Cambridge, Cambridge University Press, 2015

#### **4. Central-Eastern European Renaissance (4x45)**

*Polish Culture in the Renaissance. Studies in the Arts, Humanism, and Political Thought*, ed. by D. Facca and V. Lepri, Firenze, Firenze University Press, 2013

*Renaissance and Humanism from the Central-East European Point of View*, ed. by G. Urban-Godziek, Kraków, Jagellonian University Press, 2015

R. Frost, *The Oxford History of Poland-Lithuania. Volume I. The Making of the Polish-Lithuanian Union, 1385-1569*, Oxford, Oxford University Press, 2015

*The Polish-Lithuanian Commonwealth. History, Memory, Legacy*, ed. by A. Chwalba, K. Zamorski, New York, Routledge, 2020

#### **5. Education among Italian Humanists (4x45)**

R. Black, *Humanism and Education in Medieval and Renaissance Italy. Tradition and Innovation in Latin Schools from the Twelfth to the Fifteenth Century*, Cambridge, Cambridge University Press, 2001

A. Grafton, L. Jardine, *From Humanism to the Humanities. Education and the Liberal Arts in the Fifteenth and Sixteenth-century Europe*, London, Duckworth, 1986

J. A. Groenland, *Humanism in the Classroom, a Reassessment*, in *The Making of the Humanities. Volume 1 – Early Modern Europe*, ed. by R. Bod, J. Maat, T. Weststeijn, Amsterdam, Amsterdam University Press, 2010, 199-229

#### **6. 16<sup>th</sup>-century European Reformers of Education: Erasmus, Vives, Melanchthon (4x45)**

G. Strauss, *The State of Pedagogical Theory c. 1530. What Protestant Reformers Knew About Education*, in *Schooling and Society*, ed. by L. Stone, Baltimore, John Hopkins University Press, 1976, 69–94

*The Shapes of Knowledge from the Renaissance to the Enlightenment*, ed. By D. R. Kelley and R. H. Popkin, Dordrecht, Springer, 1991

*Luther and Melanchthon in the Educational Thought in Central and Eastern Europe*, ed. by R. Golz and W. Mayrhofer, Münster, LIT, 1998

P. F. Grendler, *Renaissance and Education between Religion and Politics*, Burlington, Ashgate, 2006

B. Roest, *Rhetoric of Innovation and Recourse to Tradition in Humanist Pedagogical Discourse*, in *Medieval and Renaissance Humanism. Rhetoric, Representation and Reform*, ed. by S. Gersh and B. Roest, Leiden-Boston, Brill, 115-148

#### **7. Petrus Ramus, Ramism, and the Universities (4x45)**

W. J. Ong, *Ramus, Method and the Decay of Dialogue*, Chicago-London, The Chicago University Press, 2004 (first edition 1958)

*Ramus, Pedagogy and the Liberal Arts. Ramism in Britain and the Wider World*, ed. by S. J. Reid and E. A. Wilson, Burlington, Ashgate, 2011

H. Hotson, *Commonplace Learning. Ramism and Its German Ramifications. 1543-1630*, Oxford, Oxford University Press, 2007

#### **8. Post-Ramism and 16-17<sup>th</sup> Century Educational Methods (4x45)**

V. Lepri, *Knowledge Transfer and the Early Modern University. Statecraft and Philosophy at the Akademia Zamojska (1595-1627)*, Leiden-Boston, Brill, 2019

D. Facca, *Early Modern Aristotelianism and the Making of Philosophical Disciplines*, London-New York, Bloomsbury, 2020

*Early Modern Universities. Networks of Higher Learning*, ed. by A.-S. Goeing, G. Parry, M. Feingold, Leiden-Boston, Brill, 2021

H. Hotson, *The Reformation of Common Learning. Post-Ramist Method and the Reception of the New Philosophy. 1618-1670*, Oxford, Oxford University Press, 2020