Transcultural knowledge production in Early modern Europe: doctrines, debates, cultural exchanges, and methodological approaches for their analysis

AUTHORS: (sorted according to calendar order), Valentina Lepri, Danilo Facca, Farkas Gábor Kiss, Matthias Roick. *Seminar:* Kristi Viiding
HOURS: Winter Semester, 30 hours
FREQUENCY: **8x45 per week**

THE COURSE CORRESPONDS TO TOPICS: Renaissance and Early Modern Intellectual History, Aristotelianisms, Humanism, History of Education

TIME AND VENUE: mondays and thursdays, 10.00 - 13.00, starting date: November 15th, 2021. Seminar mondays and thursdays 10.00 - 11.30, starting date: December 6th, 2021
IFiS PAN (Staszic Palace) – **lessons on-site** – Room to be defined.

ASSESSMENT
The course is available to all interested, and it is mandatory for students enrolled in the Early modern European intellectual history program.
Lessons will be highly interactive and students could be ask to comment on short texts and to make brief presentations.
The course will be composed of 16 face-to-face lessons, divided into 4 modules of 2 hours each, plus the seminar made by 3 modules. Didactic modules structured in two frontal lesson of about 45 minutes

COURSE AIMS AND CONTENT
This course focuses on the activity of knowledge production and dissemination in the early modern age. Specifically, its main objective is to follow the trajectory of knowledge starting from philosophical doctrines and scientific discoveries to their understanding and re-working by the scholarly community, even beyond the academic elite.
The course is structured in 4 main parts, plus an in-depth seminar.
The first part will focus on debates about the organization and production of knowledge in the Renaissance period and the relevant documents through which they can be analyzed. The second will survey the most important tools of describing manuscript and printed books of the 16th century, also including insight on Renaissance Latin palaeography. This module will also focus on the structure of university education, the practice of academic peregrination, the most important databases of academic and student registration. At the same time, it will offer a short history of the 'higher education sector' in 16th century Europe, describing the main changes in student attendance and intellectual tendencies of the period. The third part will deal with the 16th century intellectual background on which school curricula took shape. The basic units of curricula were "disciplines", i.e. full and organic arrangements of defined areas of knowledge, designed to facilitate the work of teachers and learners. Ramus' contribution in this field will be discussed as well as reaction to his theories by „Aristotelians". This module will also address the question of politics as a discipline.
The last module will discuss how to approach early modern book culture from the point of view of intellectual history. It will clarify the role of intellectual history in working with early modern texts and contexts, presenting possible theoretical frameworks and giving practical advice in a series of concrete examples and exercises. It will show, for example, how to identify citations with Google Books as an instrument of research, and how to deal with the identification of Greek citations for researchers with rudimentary knowledge of ancient Greek.

KNOWLEDGE TO BE ACQUIRED
Participants are expected to become familiar with the most relevant philosophical doctrines which flourished in the Renaissance, as well as to examine knowledge development at the time through the lens of intellectual history.

EDUCATIONAL OUTCOMES

Knowledge:
- Understanding the relevance of Intellectual History for the analysis of the philosophical and scientific dynamics of the early modern age;
- Assimilating an interdisciplinary approach to the study of Renaissance
- Enriching historical knowledge on educational institutions;
- Reshaping traditional schemes about the center/periphery relation in Renaissance culture

Skills:
- In-depth codicological and palaeographic analysis of primary materials
- Understanding the role of philology in philosophical and rhetorical analysis
- Analysing philosophical and educational texts with appropriate research tools;
- Selecting and analysing secondary literature and bibliography;
- 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;
- Using digital tools to support shared scholarship and team work
- Managing the organization of complex tasks
- Common problem solving, providing feedbacks;
- Understanding the dynamics of scientific production in the field of humanities.
- Finding a personal path and career possibilities in the field of Renaissance studies