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Autore	Lepri Valentina
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Nota di contenuto	Frontmatter -- Table of Contents -- The Student's Mind and His Notes: A Preface -- First Part: Note-Taking and the Study Discipline -- Note-Taking with Method: Remarks on the Theories of Knowledge in Early Modern De ratione studii Manuals -- Copia and Historical Note-Taking in an Academic Environment: The Scholarly Manuscripts of the Hungarian Historiographer Péter Révay -- Aristotle Excerpted and Disput[at]ed: Leiden 1602–1603 -- What Student Agency at the Academy of Zamo? Remarks on Some Political Oratory Texts -- “Put it in your mind or in the notes”: Instructions for Taking Notes in Early Modern Law Studies -- Second Part: Students' Curiosity and Choices -- Aristotle Up-Front: A Student's Notes on the Title Page of Jacques Lefèvre d'Étaple's Introduction to Aristotle's Ethics -- The Notebook that Stood Trial for Heresy: Antitrinitarianism among Polish Students in Tübingen in 1550s -- Transmission and Transformation of Knowledge: Valentine Nádasdi's Miscellany from the University of Paris or the Chances of Christian Kabbalah and Neoplatonism on the Ottoman Frontier -- Index of Names
Sommario/riassunto	How can we portray the history of Renaissance knowledge production through the eyes of the students? Their university notebooks contained a variety of works, fragments of them, sentences, or simple words. To date, studies on these materials have only concentrated on a few individual works within the collections, neglecting the strategy by which

texts and textual fragments were selected and the logic through which the notebooks were organized. The eight chapters that make up this volume explore students' note-taking practices behind the creation of their notebooks from three different angles. The first considers annotation activities in relation to their study area to answer the question of how university disciplines were able to influence both the content and structure of their notebooks. The volume's second area of research focuses on the student's curiosity and choices by considering them expressions of a self-learning practice not necessarily linked to a discipline of study or instructions from teaching. The last part of the volume moves away from the student's desk to consider instructions on note-taking methods that students could receive from manuals of various kinds.
