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Nota di contenuto	Frontmatter -- Table of Contents -- List of Abbreviations -- Introduction -- Part I: The Genesis of the Text: Stories of Lessons, Manuscripts, Books, and Editions -- From the Lecture Hall to the Confessional Frontier: Student Notebook Production and the Transmission of Biblical Knowledge from Leuven -- A Typographical Evolution in the Louvain Lectures on Logic? How Students Used Printed Textbooks between 1474 and 1532 -- The "Histoire Totale" of Francesco Panigarola's (1548– 1594) Trattato della Memoria Locale through Stemma Codicum and the Materiality of Books -- A Different View of Innovation and International Knowledge Exchange from Classroom Notes: The University of Edinburgh, 1604–1650 -- The Pen and the School: The Function and Circulation of Manuscripts in the Teaching Practices of the Zamo Academy in the First Decades of the 17th Century -- Part II: Academies and Surroundings -- The Ideals and Practices of the Study of Ramist Dialectics and Rhetoric in Academia Gustaviana (1632 –1665) -- Students at Home: Young Scholars among Pinelli's Circle in 16th-Century Padua -- Ways to Learn, Ways to Reshape Knowledge: Pico della Mirandola and the Students' Handbooks -- "Oportet in Philosophia haereticum esse": Pietro Pomponazzi's Teaching against the Grain -- Index of Names
Sommario/riassunto	The topic of this volume is the teaching and learning practices in the major and minor academic centers of renaissance Europe and their

relevance for early modern intellectual history. Academic knowledge is here regarded not as a finished product but as a process, induced by multiple factors and several conditions: the personalities and intellectual profiles of teachers and learners, the dialectic between their respective interests and roles, the institutional context, from the immediate one given by the particular school or university, with their courses and curricula, to the more remote one given by governing political power or surveilling religious authority, or the interplay between the two. Last but not least, one should consider the several impulses of an epoch that seem to impart to the historical course a sudden acceleration, inducing decisive, sometimes disruptive, changes to intellectual development: the spread of humanistic culture, the religious reformation and its consequences, the encounter with new epistemologies, the access to education of new social subjects, and – behind all these and as their common catalyst – the progressive establishment of the press as a means of learning consolidation and dissemination.

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