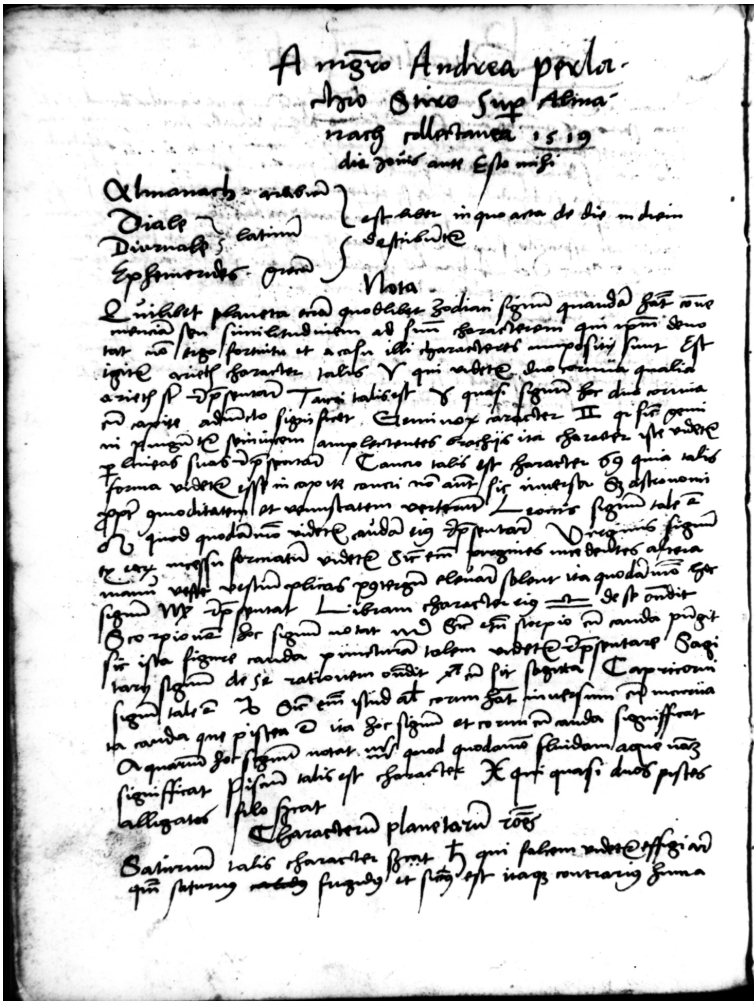


Universities and Science in in Late Medieval and Renaissance Europe



Student lecture notes from Thursday afternoon, 3 March 1519

HIST 350
 Topics in the History of Science
 Thurs 1.30-4.00
 Darin Hayton
 Office: Hall 103
 Office Hours: T/Th 12:30-1:30

Introduction

The thirteenth century witnessed one of the most important developments in the history of the western world: the advent of the university. Universities quickly became the institution that educated, trained, perhaps indoctrinated, and provided credentials for each subsequent generation of scholars. Universities became the sites of both the production of knowledge and the dissemination of that knowledge. University-trained scholars became the arbiters of knowledge. This course seeks to understand how and why universities developed and then how they argued successfully for the right to adjudicate between competing knowledge claims. The material in the

course will explore these questions through various official and unofficial primary sources, e.g., university statutes, acts of the university faculties, and textbooks and lecture notes used in classrooms.

Rather than assume that science is produced by the lone genius struggling to uncover natural laws and to reveal how the universe works, this seminar raises questions about how the socio-political context influences science. In particular, the seminar explores the various ways that the university context has shaped both the production and content of natural knowledge. In this approach, individuals do not discover timeless laws of nature so much as they create truths about the natural world within specific institutional contexts. To understand these truths we must understand the institutions that called them into existence.

Readings will often draw on both history and theory. Historical case studies will allow us to learn how other scholars have understood the university and the activities that occurred within that context. Theoretical work will give us the tools to evaluate those studies and think more deeply about the advantages and disadvantages of different historiographic approaches.

General Course Requirement

The class will be discussion, and attendance is required. You are expected to arrive in class having done all the reading and prepared to discuss it: you will need to identify and assess the author's argument, comment on how it contributes to our understanding of courts, and be prepared to offer a critique. You should also try to formulate some questions or difficulties that the reading raises. For each assigned reading, you will want to find out something about the author, e.g., the person's disciplinary affiliation and other pieces of scholarship that person has written. To help you prepare for the classes, I will suggest a few questions, problems or topics to guide your reading.

Writing requirements

Proposal

In preparation for writing your final paper, you will hand in a proposal. This document should identify your source material, should outline your approach to that material—what questions or problems you hope to address, how you will interrogate that material, what theoretical approach you will bring to bear on the material—should situate your work within the relevant literature, and will include a bibliography.

Final paper

The bulk of this course is your research paper. This is to be a substantial piece of research, ca. 6,000-7,000 words + notes, which you will work on throughout the semester. You are advised to hand in an outline with bibliography and a draft.

Assessment (approximate weights)

Proposal — 15%

Final paper — 60%

Participation — 25%

Required Texts

Charles Homer Haskins, *The Rise of the Universities*

Jacques Verger, *Men of Learning at the End of the Middle Ages*

In addition to these texts, various articles will be available through Blackboard.

At various points during the term I will distribute bibliographies of relevant material for interested students.

Syllabus

Week 1—Introduction & the Seven Liberal Arts

Wagner, “Seven Liberal Arts and Classical Scholarship” in *The Seven Liberal Arts in the Middle Ages*, chap 1

“Arithmetic” “Geometry” “Music” and “Astronomy” in *The Seven Liberal Arts in the Middle Ages*, chaps 6, 7, 8, 9

Lindberg, “Revival of Learning in the West” in *The Beginnings of Western Science*, chap 9
Abelard, *Historia calamitatum*

Week 2—The Rise of Universities

Haskins, *The Rise of the Universities*

Ferruolo, *The Origin of the University*, chaps. 1, 2

Rashdall, *The Universities of Europe in the Middle Ages*, vol. 1, chaps 1, 2

Rüegg, “Themes” in *A History of the University in Europe*, vol. 1, pp. 4-34

Week 3—Paris and Oxford

Rashdall, *The Universities of Europe in the Middle Ages*, vol. 1, chap 5

Rashdall, *The Universities of Europe in the Middle Ages*, vol. 3, chap 12

Leff, *Paris and Oxford Universities in the 13th and 14th Centuries*

Week 4—The Structure and Curriculum

Gabriel, *The College System in the Medieval University*

Fletcher, “The Faculty of Arts” in *The History of the University of Oxford*, chap 9

Gieysztor, “Management and Resources” in *A History of the University in Europe*, vol. 1, chap 4

Leff, “The *Trivium* and the three philosophies” in *A History of the University in Europe*, vol. 1, chap 10

Week 5—The *Quadrivium*

TOPIC DUE

North, “The *Quadrivium*” in *A History of the University in Europe*, vol. 1, chap 11
 Kibre & Siraisi, “The Institutional Setting” in *Science in the Middle Ages*, chap 4
 Weisheipl, “Science in the 13th century” in *The History of the University of Oxford*, chap 11

Week 6—Astronomy/Astrology in the Medieval University

Pederson, “Astronomy” in *Science in the Middle Ages*, chap 9
 Campanus of Novara, *Theorica planetarum*, introduction and excerpt
 Carey, “The High and Noble Science: Astrology and the Merton Circle” in *Courting Disaster*, chap 4

Week 7—Philosophical Medicine

French, “Where the Philosopher Finishes, the Physician Begins: Medicine and the Arts Course in Thirteenth-Century Oxford”
 Talbot, “Medicine” in *Science in the Middle Ages*
 Siraisi, “The Medical Learning of Albertus Magnus”
 Siraisi, “Avicenna and the Teaching of Practical Medicine”

Week 8—The Rise of a Scholarly Class

PROPOSAL DUE

Verger, *Men of Learning in Late Medieval Europe*
 Moraw, “Careers of Graduates” in *A History of the University in Europe*, vol. 1, chap 8
 Dunbabin, “Careers and Vocations” in *The History of the University of Oxford*, chap 15
 Frijhoff, “Graduation and Careers” in *A History of the University in Europe*, vol. 2, chap 9

Week 9—Break

Week 10—Confessionalism and the University

Nardi, “Relations with Authority” in *A History of the University in Europe*, vol. 1
 Hammerstein, “Relations with Authority” in *A History of the University in Europe*, vol. 2

Week 11—Student work

Pre-circulated drafts of student research papers

Week 12—Student work

Pre-circulated drafts of student research papers

Week 13—Student work

Week 14—Student work
Pre-circulated drafts of student research papers