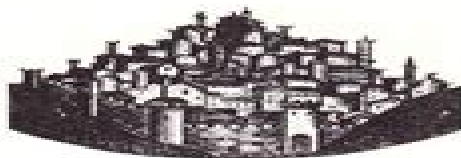


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DURANTE IL MEDIOEVO
E IL RINASCIMENTO
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a cura di ROBERT BLACK



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Studio E Scuola In Arezzo Durante Il Medioevo E Il Rinascimento

David Lines



Studio E Scuola In Arezzo Durante Il Medioevo E Il Rinascimento:

Humanism and Education in Medieval and Renaissance Italy Robert Black, 2001-09-20 Based on the study of over 500 surviving manuscript school books this comprehensive 2001 study of the curriculum of school education in medieval and Renaissance Italy contains some surprising conclusions Robert Black's analysis finds that continuity and conservatism not innovation characterize medieval and Renaissance teaching The study of classical texts in medieval Italian schools reached its height in the twelfth century this was followed by a collapse in the thirteenth century an effect on school teaching of the growth of university education This collapse was only gradually reversed in the two centuries that followed it was not until the later 1400s that humanists began to have a significant impact on education Scholars of European history of Renaissance studies and of the history of education will find that this deeply researched and broad ranging book challenges much inherited wisdom about education humanism and the history of ideas *The Two Latin Cultures and the Foundation of Renaissance Humanism in Medieval Italy* Ronald G. Witt, 2012-03-19 Traces the intellectual life of Italy where humanism began a century before it influenced the rest of Europe *Florence and its University during the Early Renaissance* Jonathan Davies, 2021-10-25 This book makes a substantial contribution to the study of Florentine history It answers an important but hitherto unresolved question why did the Florentine Republic keep a university in its capital city between 1385 and 1473 rather than follow the example of other Italian states in maintaining a university in a subject town Based on a wide range of newly found sources it discloses that the University owed its survival to the support of the Florentine elite especially the Medici family and its followers It reveals systematically the close ties between the University and major developments in the social economic political ecclesiastical and cultural life of Florence and Florentine Tuscany The appendices fill some of the greatest gaps in our knowledge of the University identifying administrators students examiners and teachers **In the Footsteps of the Ancients** Ronald Witt, 2021-10-01 This monograph demonstrates why humanism began in Italy in the mid thirteenth century It considers Petrarch a third generation humanist who christianized a secular movement The analysis traces the beginning of humanism in poetry and its gradual penetration of other Latin literary genres and through stylistic analyses of texts the extent to which imitation of the ancients produced changes in cognition and visual perception The volume traces the link between vernacular translations and the emergence of Florence as the leader of Latin humanism by 1400 and why limited to an elite in the fourteenth century humanism became a major educational movement in the first decades of the fifteenth It revises our conception of the relationship of Italian humanism to French twelfth century humanism and of the character of early Italian humanism itself This publication has also been published in hardback please click here for details *Education and Society in Florentine Tuscany* Robert Black, 2007 Scholarship on pre university education in Italy before 1500 has been dominated by studies of individual towns or by general syntheses this work offers not only an archival study of a region but also attempts to discern crucial local variations **Humanism and Empire** Alexander

Lee,2018-02-02 For more than a century scholars have believed that Italian humanism was predominantly civic in outlook. Often serving in communal government, fourteenth-century humanists like Albertino Mussato and Coluccio Salutati are said to have derived from their reading of the Latin classics a rhetoric of republican liberty that was opposed to the tyranny of neighbouring signori and of the German emperors. In this ground-breaking study, Alexander Lee challenges this long-held belief. From the death of Frederick II in 1250 to the failure of Rupert of the Palatinate's ill-fated expedition in 1402, Lee argues the humanists nurtured a consistent and powerful affection for the Holy Roman Empire. Though this was articulated in a variety of different ways, it was nevertheless driven more by political conviction than by cultural concerns. Surrounded by endless conflict both within and between city-states, the humanists eagerly embraced the Empire as the surest guarantee of peace and liberty and lost no opportunity to invoke its protection. Indeed, as Lee shows, the most ardent appeals to imperial authority were made not by signorial humanists but by humanists in the service of communal regimes. The first comprehensive synoptic study of humanistic ideas of Empire in the period c. 1250-1402, this volume offers a radically new interpretation of fourteenth-century political thought and raises wide-ranging questions about the foundations of modern constitutional ideas. As such, it is essential reading not just for students of Renaissance Italy and the history of political thought but for all those interested in understanding the origins of liberty.

Aristotle's Ethics in the Italian

Renaissance (ca. 1300-1650) David Lines,2022-07-04 This volume studies the teaching of Aristotle's Nichomachean Ethics, the standard textbook for moral philosophy in the universities of Renaissance Italy. Special attention is given to how university commentaries on the Ethics reflect developments in educational theory and practice and in humanist Aristotelianism. After surveying the fortune of the Ethics in the Latin West to 1650 and the work's place in the universities, the discussion turns to Italian interpretations of the Ethics up to 1500 (Part Two) and then from 1500 to 1650 (Part Three). The focus is on the universities of Florence, Pisa, Padua, Bologna, and Rome, including the Collegio Romano. Five substantial appendices document the institutional context of moral philosophy and the Latin interpretations of the Ethics during the Italian Renaissance. Largely based on archival and unpublished sources, this study provides striking evidence for the continuing vitality of university Aristotelianism and for its fruitful interaction with humanism on the eve of the early modern era.

The Culture of San Sepolcro During the Youth of Piero Della Francesca James R. Banker,2003 A portrait of the artist as a young man, an examination of the influence of his hometown.

The Universities of the Italian Renaissance Paul F.

Grendler,2021-04-27 A magisterial and elegantly written study of Renaissance Italy's remarkable accomplishments in higher education and academic research. Choice Winner of the Howard R. Marraro Prize for Italian History from the American Historical Association. Selected by Choice Magazine as an Outstanding Academic Title of the Year. Italian Renaissance universities were Europe's intellectual leaders in humanistic studies, law, medicine, philosophy, and science. Employing some of the foremost scholars of the time, including Pietro Pomponazzi, Andreas Vesalius, and Galileo Galilei, the Italian Renaissance

university was the prototype of today's research university. This is the first book in any language to offer a comprehensive study of this most influential institution. Noted scholar Paul F. Grendler offers a detailed and authoritative account of the universities of Renaissance Italy. Beginning with brief narratives of the origins and development of each university, Grendler explores such topics as the number of professors and their distribution by discipline, student enrollment, some estimates are the first attempted, famous faculty members, budgets and salaries, and relations with civil authority. He discusses the timetable of lectures, student living, foreign students, the road to the doctorate, and the impact of the Counter Reformation. He shows in detail how humanism changed research and teaching, producing the medical Renaissance of anatomy and medical botany, new approaches to Aristotle, and mathematical innovation. Universities responded by creating new professorships and suppressing older ones. The book concludes with the decline of Italian universities as internal abuses and external threats, including increased student violence and competition from religious schools, ended Italy's educational leadership in the seventeenth century.

Humanism and Creativity in the Renaissance, 2006-02-01. This volume comprises original contributions from 17 scholars whose work and careers Ronald Witt has touched in myriad ways. Intellectual, social, and political historians, a historian of philosophy, and an art historian, specialists in various temporal and geographical regions of the Renaissance world, here address specific topics reflecting some of the major themes that have woven their way through Ronald Witt's intellectual cursus. While some essays offer fresh readings of canonical texts and explore previously unnoticed lines of filiation, among them others present discoveries, including a hitherto lost text and overlooked manuscripts that are here edited for the first time. Engagement with little-known material reflects another of Witt's distinguishing characteristics: a passion for original sources. The essays are gathered under three rubrics: 1. Politics and the Revival of Antiquity; 2. Humanism, Religion, and Moral Philosophy; and 3. Erudition and Innovation. Contributors include Robert Black, Melissa Meriam Bullard, Christopher S. Celenza, Anthony F. D. Elia, Charles Fantazzi, Kenneth Gouwens, Anthony Grafton, Paul F. Grendler, James Hankins, John M. Headley, Mark Jurdjevic, Timothy Kircher, David A. Lines, Edward P. Mahoney, John Monfasani, Louise Rice, and T. C. Price. Zimmerman Publications by Ronald G. Witt. *In the Footsteps of the Ancients: The Origins of Humanism from Lovato to Bruni*. ISBN 978 90 04 11397 8. Paperback 978 0 391 04202 5.

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