

Call for participants

## The Norm and the World

### Normative Knowledge and Normativity of Knowledge in the 16<sup>th</sup> century

#### Summer school

Research program *MONDO500. Le monde dans une péninsule, espaces urbains, présences étrangères, économies des savoirs dans l'Italie du Cinquecento* (Ecole française de Rome, CAK, LARHRA, Triangle, Labex CoMod), in cooperation with the University of Trento and the Max Planck Partner Group “The Production of Knowledge of Normativity and the Early Modern Book Trade”

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Trent and Venice, 11-16 September 2023



Scientific board: Elisa Andretta (CNRS, LARHRA), Manuela Bragagnolo (Università di Trento, MPILHLT), Romain Descendre (ENS de Lyon, Triangle), Antonella Romano (EHESS, CAK)



*The Norm and the World. Normative Knowledge and Normativity of Knowledge in the 16<sup>th</sup> Century* is the first summer school of the MONDO500 research program (Ecole française de Rome, Centre A. Koyré, LARHRA, Triangle, Labex CoMod). This program of global history of knowledge, considered from a critical, situated and interdisciplinary perspective, aims to study the process of production and circulation of knowledge about the world in Italy during a long sixteenth century by focusing in particular on the specific contribution of "foreign" presences and on three cities: Naples, Rome, Venice. (<https://www.efrome.it/p/mondo500>).

The summer school, organized in collaboration with the University of Trent, will be focused on the relationship between norms and knowledge, with a special emphasis on those fields that contributed to the knowledge of an increasingly broad and dense world.

Through the dialogue between researchers from different disciplines, we will explore the multiple intersections between normativity and knowledge about the world, as well as between the enlarging of the world and the challenging of the norm.

In recent years, particularly in the legal history field, the category of "normative knowledge" has begun to make its way. At the same time, the normative dimension of different fields of knowledge (medical, literary, geographical...), in its conceptual aspects or in relation to actors and practices, has been considered according to distinct historiographical and disciplinary approaches that are not always in communication with each other.

Through a dialogue between disciplinary fields and historiographies, we intend to focus on this relationship between norm and knowledge of the world from two complementary perspectives.

A first level will be that of "normative" knowledge. By this term we refer as much to those disciplines of long tradition whose specificity lies in the production of norms (law, theology...) as to fields that precisely in the era under consideration defined or redefined themselves as inherently normative disciplines (politics, moral theology, logic...).

We will consider whether and how this "normative knowledge" changed in relation to the enlargement of the world. At the same time, we will ask whether the enlargement of the world, with the entry of new actors, new social and epistemic communities, and new disciplines, changed the hierarchy and relations among disciplines, redefining the general architecture of knowledge as well as the normative frameworks of the relations between human societies and the physical and natural world.

At a second level, it will be a matter of understanding the extent to which in the sixteenth century knowledge -not only "normative knowledge"- confronting an expanding world, ordered it, shaped it, made it intelligible, tameable and thus governable. It will be precisely the normative dimension of knowledge in the broad sense that will be considered, starting from distinct fields (geographical, mathematical, medical, literary, philosophical, naturalistic, etc.).

Some of the topics that may be developed during the summer school are as follows:

1/ *Transformations of normative knowledge itself under the effect of world enlargement.* This theme will make it possible to analyze what legal categories and tools were used to regulate the world in the sixteenth century. More importantly, it will allow us to see how the encounter with new realities at the global level helped transform those same categories and tools, creating new normative knowledge.

2/ *The normative dimension related to the material production of knowledge and the performative value of the medium (manuscript, printed...) in the construction and transmission of knowledge.* This theme, considered in a cross-cutting way, will allow for the comparison of different fields of knowledge and the evaluation of their interactions. In this context it may be possible to see how, for example, the regulation of the process of making and circulating the printed book, influenced the production of knowledge about the world.

3/ *The linguistic expression of the normativity of knowledge.* How do linguistic and lexical choices influence the production of knowledge itself? We will look at whether there is a specific use of normative terminology in texts produced in relation to the enlargement of the world and reflect on their impact in knowledge processes. Another aspect is that of translation: we aim to reflect on the normative

effects, both linguistic and conceptual, of translation processes between languages, of worlds old and new, near and far.

4/ *Debates and theoretical reflections on the norm in different fields of knowledge.* Paratexts constitute, for instance, a space in which the different actors involved in the making of printed books (not only authors, but also printers and publishers) address the question of the norm by making it a central element in the affirmation and canonization of different fields.

5/ *The different tools and intellectual operations that enable the world to be normed.* How do texts that convey knowledge about the world-travel chronicles, reports, natural history treatises, etc. - regulate the world and impose a certain order on it? This question will allow us to reflect more generally on the inherently normative dimension of any operation of description, narrative and classification. But it is not only texts that will be considered. The analysis may also extend to “objects” as normative epistemological devices: atlases, libraries and archives, collections, iconographic cycles, dictionaries, teaching programs...

The Summer School is open to master students, Ph.d students and post-docs of all disciplines and nationalities. Historiographical and thematic seminars and ateliers on sources will alternate with presentations of the School participants' research.

Papers will be held in Italian, French, English and Spanish.

Applications should be received by e-mail to the following addresses by **April 10, 2023** to [elisa.andretta@cnsr.com](mailto:elisa.andretta@cnsr.com) [manuela.bragagnolo@unitn.it](mailto:manuela.bragagnolo@unitn.it) [romain.descendre@ens-lyon.fr](mailto:romain.descendre@ens-lyon.fr)  
[antonella.romano@ehess.fr](mailto:antonella.romano@ehess.fr)

The application dossier (maximum 5 pages) will consist of:

- a curriculum vitae, with a presentation of current research and sources, with key bibliographical elements
- an abstract of the proposed intervention

All documents mentioned can be written in Italian, French, Spanish or English.

Those admitted to the summer school will be contacted by May 10.

Each admitted participant will be required to send the organizers, by July 31, 2023, a draft of his or her presentation (6 or 7 pages) that includes a description of the body of sources used and a summary bibliography. Participants will then be required to attend all sessions.

Accommodation and part of the lunches will be covered by the Summer School organization. The cost of travel to Trent and Venice is the responsibility of the participants.

