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### Education

- 2012                      Habilitation at University of Zurich (comparable to a kind of second dissertation, in order to be eligible to apply for a full professorship): New Title: Private Docent (PD) (comparable to a non-salaried tenured Associate Professor)
- 1999                      Ph.D University of Würzburg, *summa cum laude*  
“Die Lebensbilder zu Vittorino da Feltre: Studien zur Rezeption einer Erzieherpersönlichkeit im Italien des 15. Jahrhunderts” (“The biographical portraits of Vittorino da Feltre: Studies on the reception of an educationalist in 15th - century Italy”)
- 1992                      MA University of Würzburg  
“Das Triptychon von San Giovenale in Cascia” (“The triptych of San Giovenale in Cascia”)

### Additional Education

- 2009                      MSt Oxford University (with distinction)  
Title of dissertation: “Paduan Rhetoric 1489: MS lat. 86 (Bibliothèque de Genève)”

### Awards

- 2016: Awarded a visiting scholarship at Harvard University, Department of History, from July 2016
- 2015: Awarded a visiting fellowship at John Rylands Research Institute, July 2015
- 2013/2014: Awarded a visiting professorship (professeur invité) at University of Poitiers, March 2014

2009: Prize awarded by St Peter's College, Oxford in recognition of obtaining Distinction in the MSt in Medieval Studies

2002: Awarded with the prize of the "Unterfränkische Gedenkjahrsstiftung" for the outstanding PhD – Dissertation

### **Positions**

From July 2016: Visiting Fellow at Harvard University, Cambridge Mass.

From October 2013: Anniversary fellow in history at Northumbria University, Newcastle upon Tyne, UK

From July 2012: Private Dozent (PD) at University of Zurich, Switzerland (comparable to a tenured Associate Professor)

From May 2012 to Sept. 2013: Lecturer for history and history of science at California Institute of Technology, director for the programme of history of science at USC-Huntington Early Modern Science Institute in 2012/2013

From Sept. 2011 to August 2012: Goethe-University Frankfurt a. Main, Department of History, Assoziierte Gastwissenschaftlerin (Associate Visiting Scholar)

Sept. 2010–August 2011: Harvard University, History, Visiting Fellow

July 2009–Sept. 2010: California Institute of Technology, Mellon Visiting Lecturer in History

Sept. 2008–Sept. 2010: University of Zurich, Department of Education, assistant/associate professor (*Oberassistentin*). Research assignment: "Defining the Medieval Classroom: Padua-Geneva-Paris-Oxford"

January 2007–August 2008: University of Zurich, Department of Education, Project leader and assistant/associate professor (*Oberassistentin*), Swiss National Science Foundation research grant. Project: "Goals of higher education: The school protocols (*Acta Scholastica*) in Zurich 1560–1620"

Sept. 2004–May 2005: Visiting Fellow, Department of History, Princeton University

January 2001–December 2002: Senate member of Helmut Schmidt - University Hamburg, advisor for equal opportunities. (30% position, university executive board member)

July 2000: Visiting Fellow at GACVS (German American Center for Visiting Scholars), Washington D.C.

July 1999–July 2007: Helmut Schmidt University - Armed Forces University Hamburg, Germany, Assistant professor of history of education and educational philosophy (on leave in 2004–2007)

June 1991–May 1992: Student Fellow at German Institute for Art History at Florence (Italy) (Today: Max-Planck-Institute)

**Grants (Total amount of funds raised for grants and conferences: approximately 825,000 euros)**

July 2015–June 2017, as PI, with Glyn Parry (Co-I) and Mordechai Feingold (Assoc.): British Academy/Leverhulme Small Grant: “Worlds and Networks of Higher Learning: Modes of interaction between Universities, Academies and Schools, 1400–1750”. Website: <http://wnhl1400.org>

Oct 11–12, 2013, with Mordechai Feingold (Caltech): International conference at The Huntington Library, on: “Worlds of Learning: Early Modern Debates over Taxonomies of Knowledge” Sponsors: Early Modern Studies Institute (EMSI at USC), Caltech

July 2011–Feb. 15, 2012: Herzog August Bibliothek Wolfenbüttel, Scholarship in the main program of the research library

June 2–6, 2009, with Jürgen Oelkers (Zürich) and Lucas Burkart (Lucerne), Swiss National Science Foundation: ‘Summer School “Collecting and Transforming Knowledge in Early Modern Times”’

Sept. 2008–August 2010, Sigillis, Research assignment: “Defining the Medieval Classroom: Padua—Geneva—Paris—Oxford”

June 2–4, 2008 and May 13–15, 2010, Swiss National Science Foundation: ‘Conference “Collectors’ knowledge, what is kept, what is discarded”’

Jan. 2007–Aug. 2008, Swiss National Science Foundation: “Goals of higher education: The school protocols (*acta scholastica*) in Zurich 1560–1620,” research grant

Dec. 11–14, 2005, Swiss National Science Foundation: ‘Conference “Scholarly knowledge: The transmission of social practice in academic textbooks 1450–1650”’

Jan. 2004–Dec. 2006, with Jürgen Oelkers, Swiss National Science Foundation: “The educational aims of the Schola Tigurina at Zurich 1532–1575,” research grant

Juli 2002–July 2007, German National Science Foundation: “A critical edition of the biographical portraits of Vittorino da Feltre in the 15<sup>th</sup> century,” research grant

**Conferences and Workshops organized**

June 25, 2016: British Academy Workshop: “[Worlds and Networks of Higher Learning: Modes of Interaction between Universities, Academies and Schools, 1400-](#)

[1750](#). 3. The Venues for Scholarly Output: Collections, Treatises, Textbooks, Archives.” Cambridge University.

February 27, 2016: British Academy Workshop: “[Worlds and Networks of Higher Learning: Modes of Interaction between Universities, Academies and Schools, 1400-1750](#). 2. Important and Celebrated Individual Encounters.” Oxford University.

Oct 10, 2015: British Academy Workshop: “[Worlds and Networks of Higher Learning: Modes of Interaction between Universities, Academies and Schools, 1400-1750](#). 1. Politics of Interaction: Colleges, Academies and Universities.” Northumbria University.

Nov 21, 2014: “Visualising and Annotating Hagiographical Material,” Northumbria University, 1-day workshop (<http://mem2northumbria.wordpress.com/what-is-happening/21-november-workshop-on-hagiography-and-commentaries/>)

Oct 10, 2014: “Republicanism, Print, and Notions of Democracy in Early Modern Europe,” Northumbria University, 1-day workshop (<http://mem2northumbria.wordpress.com/what-is-happening/republicanism-print-and-notions-of-democracy-in-early-modern-europe/>)

Oct 11–12, 2013, with Mordechai Feingold (Caltech): International conference at The Huntington Library, on: “Worlds of Learning: Early Modern Debates over Taxonomies of Knowledge.” Sponsors: Early Modern Studies Institute (EMSI at USC), Caltech

May 14–16, 2010, with Paul Michel (University of Zurich): International conference at the monastery of Münstair (Switzerland): “Collectors’ knowledge: What is kept and what is discarded.” Support: Swiss National Science Foundation; Zurich Central Library, University of Zurich

June 2–6, 2009, with Lucas Burkart (University of Lucerne): International doctoral School at Lucerne: “Collecting and Transforming Knowledge in Early Modern Times.” Support: Swiss National Science Foundation, University of Lucerne

June 2–4, 2008, with Paul Michel (University of Zurich): International conference at the University of Zurich: “Collectors’ knowledge: What is kept and what is discarded.” Support: Swiss National Science Foundation; Zurich Central Library, University of Zurich

December 11–14, 2005, with Anthony Grafton (Princeton University): International conference at the University of Zurich: “Scholarly knowledge: The transmission of social practice in academic textbooks 1450 – 1650.” Support: Swiss National Science Foundation

November 28–30, 2002, with Hans-Ulrich Musolff and Andreas Suter (both University of Bielefeld): Conference at the ZiF (Center for Interdisciplinary Research, University of Bielefeld): “Anfänge und Grundlagen moderner Pädagogik im 16. und 17. Jahrhundert” (Beginnings and Foundations of modern Pedagogy in the 16<sup>th</sup> and 17<sup>th</sup> centuries)

December 8, 2001, with Manfred Jourdan (Hamburg): Workshop at the Helmut Schmidt University Hamburg: “Geisteswissenschaftliche Pädagogik and National Socialism: A problematic relation of pedagogy, politics and war”

July 20, 2000, with Mario Kessler (Potsdam, Institute for Contemporary History) and Markus Lang (University of Chemnitz): Workshop “Emigration, Biography, and the Change of Theoretical Approaches,” hosted by the German - American Center for Visiting Scholars (GACVS), Washington D.C., U.S.A.

### **Memberships**

- History of Science Society
- Renaissance Society of America
- Sixteenth Century Society and Conference
- Microhistory Network
- Schweizerische Gesellschaft für Geschichte (Swiss Society of History)
- Deutscher Hochschullehrer Verband (Association of German University Teachers)
- Verband Deutscher Kunsthistoriker (Association of German Art Historians)

### **Offices and Committees**

From October 2013: Peer-reviews for Herzog-August-Library Wolfenbüttel Fellowships; Peer-reviews for European Science Foundation Projects (H2020); peer-reviews for international journals, including *Gesnerus*

AY 2012/2013: Organizer of the History of Science-program for the USC-Huntington Early Modern Studies Institute

2007–2015: Board member of AMSE/WAER (World Association for Educational Research)

2000–2003: Executive Board of AVE (Arbeitskreis Vormoderne Erziehungsgeschichte) in the German Society for Educational Research

2000–2004: Board member of AMSE/WAER (World Association for Educational Research)

### **Service on University and Departmental Committees**

From July 2014, PhD Assessor and Internal Examiner, Northumbria University

October 2013–Sept. 2015: Coordinator of MEM (Medieval and Early Modern Group) at Northumbria University

From Nov. 2005, Committee member „Gender Research“, philosophical faculty of the University of Zurich (not active anymore, but has never officially ceased)

Jan. 2001–Dec. 2002, Senate member of Helmut Schmidt - University Hamburg, advisor for equal opportunities. (30% Position, university executive board member)

Jan. 2001–Dec. 2003, Committee member for Curriculum planning at the Helmut Schmidt - University Hamburg

Jan. 2001–Dec. 2003, Senate Committee member for the promotion of young scientists and academic members at the Helmut Schmidt University Hamburg

### **Courses Taught**

2015, University of Erlangen-Nürnberg, Germany

- Natural Philosophy and Religious Belief in Early Modern Europe (lecture at graduate summer school)

2013/2014, University of Poitiers, France (offered, in the end, we did a workshop instead)

- A Material History of Knowledge: Collections in Europe, 1500–1950 (master course)
- Taxonomic Wars: Objects and Data Collections in Early Scientific Disciplines

2013–2015, Northumbria University

- Enlightenment as Process (lecture)
- A Material History of Knowledge: Collections in Europe, 1500–1950 (module)
- British Isles and Europe (First years)
- War Looting and Book Burnings: A Material History of Knowledge (lecture)
- From Humanism to the Scientific Revolution (module)

2012/2013, California Institute of Technology

- Print in a Global Context, 14th to 19th centuries
- See and Tell: 3D Models for the Visualization of Complex Concepts from the 16th century to modern times (Undergraduate)
- Histories of Collecting, 12<sup>th</sup> to 20<sup>th</sup> centuries

2009/2010, California Institute of Technology

- Evidence, Measurement, and the Uses of Data in the Early Modern Period (Undergraduate)
- See and Tell: 3D Models for the Visualization of Complex Concepts in the 16th and 17th centuries (Undergraduate)

2008/2009, University of Lucerne

- Swiss National Science Foundation Project: ‘Graduiertenkurs/Summer School “Collecting and Transforming Knowledge in Early Modern Times”’ with Lucas Burkart. June 2–6, 2009 (Graduate)

2005/2006, University of Zurich

- Das Konzept der menschlichen Natur im 19. Jahrhundert zwischen experimenteller Naturwissenschaft und romantischem Holismus (Undergraduate)

2003/2004, Helmut Schmidt University Hamburg

- Der Humanismus als pädagogische Bewegung der Renaissance (Undergraduate)
- Protestantische Ethik und moderne Erziehung. Eine historische Fallanalyse (Graduate)
- Aufklärung: Locke, Rousseau, Kant. Gedanken und Auswirkungen (Undergraduate)

2002/2003, Helmut Schmidt University Hamburg

- Die Geschichtsphilosophie Michel Foucaults als methodischer Ansatz pädagogischen Denkens (with Marianne Hirschberg) (Graduate)
- Die Pädagogik Schleiermachers, Seminar für das Grundstudium. Einsatz von E-Learning (Graduate)

- Kulturwissenschaftliche Ansätze in der Pädagogik und Demokratie: Kritische Fragen an Eduard Spranger (Graduate)
- Erziehung und Demokratie: John Dewey (Undergraduate)

2001/2002, Helmut Schmidt University Hamburg

- Das Menschenbild der Römischen Antike (with PD Dr. Loretana de Libero, Alte Geschichte) (Undergraduate)
- Geisteswissenschaftliche Pädagogik und Nationalsozialismus (Undergraduate)
- Humanismus und Demokratievorstellungen im Amerikanischen Exil (Graduate)

2000/2001, Helmut Schmidt University Hamburg

- Menschenbild und Erziehungsideal im italienischen Renaissance - Humanismus (with Prof. Dr. Klaus Arnold, Mittelalterliche Geschichte) (Undergraduate)
- Introduction to educational thinking: Focuses on historical or philosophical approaches (Undergraduate)
- Der Bildungsbegriff in seiner geschichtlichen Herleitung (Graduate)
- Das Museum als erwachsenenpädagogische Einrichtung (für die Fächer Allgemeine Pädagogik und Erwachsenenbildung) (Undergraduate)

1999/2000, Helmut Schmidt University Hamburg

- Jean-Jacques Rousseau (Undergraduate)
- Introduction to educational thinking: Focuses on historical or philosophical approaches (Undergraduate)
- Die Geschichte des Bildungsbegriffs bis heute (Undergraduate)
- Rousseau und der Rousseauismus (Undergraduate)
- F. D. E. Schleiermachers pädagogische Theoriebildung (Graduate)
- Historische Positionen der Geisteswissenschaftlichen Pädagogik: Eduard Spranger – Herman Nohl – Theodor Litt (Graduate)

## **Publications (highlighted: the most important recent books and articles)**

### **I Books in Progress**

Anja-Silvia Goeing, Sabine Schmolinsky, [working title] Textkritische Ausgabe der Viten zu Vittorino da Feltre. Quellen zur Pädagogik der Renaissance, Reihe: Humanistische Bibliothek (München: Fink) (*Critical Edition of the biographical portraits of Vittorino da Feltre. Sources on education in the Renaissance*)  
Date to hand in the manuscript: July 2017 (publisher agreement)

Ann Blair, Anja-Silvia Goeing, eds. *For the Sake of Learning: Essays in Honor of Anthony Grafton* (56 contributors) (Leiden: Brill 2016) (forthcoming)

Anja-Silvia Goeing. *Storing, Archiving, Organising: The Changing Dynamics of Scholarly Information Management in Post-Reformation Zurich*. Library of the Written Word. Leiden: Brill c2017 (in peer review)

### **II Monographs**

Anja-Silvia Goeing, “*Summus Mathematicus et Omnis Humanitatis Pater*”: *The Vitae of Vittorino da Feltre and the Spirit of Humanism*, Archimedes (Amsterdam: Springer, 2014)

Die Lebensbilder zu Vittorino da Feltre: Studien zur Rezeption einer Erzieherpersönlichkeit im Italien des 15. Jahrhunderts (Wuerzburg: Ergon, 1999) (awarded by the “Unterfränkische Gedenkjahrsstiftung” in 2002)

Masaccio? Die Zuschreibung des Triptychons von San Giovenale (*Crediting of the triptych of San Giovenale*) (Hildesheim, Zürich, New York: Olms, 1996)

### **III Edited Books**

Anja-Silvia Goeing, Anthony T. Grafton, Paul Michel, eds, *Collectors' Knowledge: What is kept, what is discarded* (Leiden: Brill, 2013)

Emidio Campi, Simone De Angelis, Anja-Silvia Goeing, Anthony T. Grafton, eds, *Scholarly Knowledge: Textbooks in Early Modern Europe*, *Travaux d'Humanisme et Renaissance* (Genève: Droz, 2008) (Reviews in: *Isis* (2010), *Paedagogica Historica* (2011), *Sixteenth Century Journal* (2010))

Thomas Gatzemann, Anja-Silvia Goeing, eds, *Geisteswissenschaftliche Pädagogik, Krieg und Nationalsozialismus: Kritische Fragen nach der Verbindung von Pädagogik, Politik und Militär* (Frankfurt a. M. u.a.: Lang, 2004)

Hans-Ulrich Musolff, Anja-Silvia Goeing, eds, *Anfänge und Grundlegungen moderner Pädagogik im 16. und 17. Jahrhundert* (Köln: Böhlau, 2003)

#### IV Articles in Process

“Geeignet für Studenten der Philosophie, Medizin und Philologie”: Gessners Unterrichtsmaterialien für das Zürcher Lektorium,’ in: Facetten eines Universums. Conrad Gessner 1516–2016, ed. Urs B. Leu and Mylène Ruoss (Zürich: Verlag der Zürcher Zeitung, 2016), 43-52.

Anja-Silvia Goeing. ‘Paduan Extracurricular Rhetoric 1488–1491,’ in: Ann Blair, Anja-Silvia Goeing, eds. *For the Sake of Learning: Essays in Honor of Anthony Grafton* (56 contributors) (Leiden: Brill 2016), 542–560.

Lemmata ‘Textbooks’ and ‘Treatises,’ for: Marco Sgarbi, ed., *Encyclopedia of Renaissance Philosophy. Philosophy between 1300 and 1650* (Amsterdam: Springer, 2015 (online version, c3000 words)) submitted.

Mineralogical Models, for: Caroline Arscott, Matthew Hunter: Modeling/Modelling. (TBD).

‘A Weimar Republic View on 19<sup>th</sup> Century Elementary Teachers: the Manuscript Collection of the German Teachers Library in Berlin’, for: TBD (not yet submitted) (c2016).

#### V Articles published

‘La muséographie allemande au XVIII<sup>e</sup> s.: comment Neickel et Kanold présentent en 1727 leur inventaire des collections européennes,’ open access article at <http://curiositas.org/mapping-curiosity-kaspar-friedrich-jencquels-recommendations-for-visits-of-cabinets-in-europe-1727> (November 2014).

‘Érudits, voyageurs et hommes d’Église: la portée du cabinet de curiosités des Fondations Francke piétistes à Halle,’ in Dominique Moncond’hui, ed., *La licorne et le bézoard. Une histoire des cabinets de curiosités d’hier à aujourd’hui*, catalogue of the exhibition “La Licorne et le Bézoard at Poitiers, 18 October 2013 to 16 March 2014 (Montreuil: Gourcuff Gradenigo, 2013), 223–228.

‘Storing to Know: Konrad Gessner’s *De Anima* and relations between textbooks and citation collections in 16<sup>th</sup> century Europe,’ in: Anja-Silvia Goeing, Anthony T. Grafton, Paul Michel, eds, *Collectors’ Knowledge: What is kept, what is discarded* (Leiden: Brill, 2013), 209–242.

Anja-Silvia Goeing, Devan Barker, ‘Werner Jaeger and Robert Ulich: Two Émigré Scholars on Educational Theory,’ in: Axel Fair-Schulz and Mario Kessler, *German Scholars in Exile: New Studies in Intellectual History* (Lanham: Lexington Books, 2011), 1–18.

Lemma ‘Stipendien im Bildungsbereich,’ *Enzyklopädie der Neuzeit 12* (Stuttgart, Weimar: Metzler, 2010), cols. 1047–1050.

‘Martin Crusius’ Verwendung von Notizen seines Lehrers Johannes Sturms,’ in: Mathieu Arnold, ed., *Johannes Sturm (1507–1589): Rhetor, Pädagoge und Diplomat* (Mainz: Mohr Siebeck, 2009), 239–260;

(online translation into English at:

[http://www.academia.edu/232368/Martin\\_Crusius\\_Use\\_of\\_the\\_Notes\\_of\\_his\\_Teacher\\_Johannes\\_Sturm](http://www.academia.edu/232368/Martin_Crusius_Use_of_the_Notes_of_his_Teacher_Johannes_Sturm)).

Articles: 'Johannes Sturm: De literarum ludis recte aperiendis' and 'Francois Fénelon: Les aventures de Télémaque,' in Winfried Böhm, Birgitta Fuchs, Sabine Seichter, eds., *Hauptwerke der Pädagogik* ('Main works of Pedagogy') (Paderborn: Schöningh, 2009), 121–122, 445–447.

'Establishing modes of learning: Old and New Hebrew Grammars in the 16th century,' in Emidio Campi, Simone De Angelis, Anja-Silvia Goeing, Anthony T. Grafton, eds., *Scholarly Knowledge: Textbooks in Early Modern Europe*, *Travaux d'Humanisme et Renaissance* (Genève: Droz, 2008), 157–182.

'Patterns of Thought in 16th Century Public Education,' in *Philosophy of Education: Research Areas, Paradigms, Methods*, Special Issue of *Critique & Humanism* 26 (Sofia, 2008), 141–158.

'Die Zürcher Schulprotokolle 1563: Spezifika einer Gattung,' in: Herman J. Selderhuis, Markus Wriedt, eds., *Konfession, Migration und Elitenbildung: Studien zur Theologenausbildung des 16. Jahrhunderts*, Brill's Series in Church History, 31 (Leiden: Brill 2007), 141–170.

'Schul Ausbildung im Kontext der Bibel: Heinrich Bullingers Auslegung des Propheten Daniel (1565),' in Emidio Campi, Peter Opitz, eds., *Heinrich Bullinger, Life—Thought—Influence. Zurich, Aug. 25–29, 2004, International Congress Heinrich Bullinger (1504–1575)*, vol. 1 (Zürich: TVZ, 2007), 437–458.

“In die Fremde schicken“: Stipendien für Studierende des Zürcher Großmünsterstifts an auswärtige Hochschulen, in Heinz Schilling, Stefan Ehrenpreis, eds., *Frühneuzeitliche Bildungsgeschichte der Reformierten in konfessionsvergleichender Perspektive. Schulwesen, Lesekultur und Wissenschaft*, Beiheft der Zeitschrift für Historische Forschung, 38 (Berlin: Duncker & Humblot, 2007), 29–46.

Anja-Silvia Goeing, Simone De Angelis, 'Gelehrtes Wissen: Die Handhabung sozialer Praxis im akademischen Lehrbuch 1450–1650,' ('Scholarly Knowledge: The Transmission of Social Practice in Academic Textbooks 1450 – 1650') in *Cardanus* 6 (2006), 111–119.

'Die Ausbildung reformierter Prediger in Zürich 1531–1575. Vorstellung eines pädagogischen Projekts,' in Herman J. Selderhuis, Markus Wriedt, eds., *Bildung und Konfession. Theologenausbildung im Zeitalter der Konfessionalisierung, Spätmittelalter und Reformation*, Neue Reihe 27 (Tübingen: Mohr Siebeck 2006), 293–310.

“Protestantische Arbeitsethik“: Rationalisierung des Bildungssystems im 16. Jahrhundert,” in Jürgen Oelkers, Rita Casale, Rebekka Horlacher, Sabina Larcher Klee, eds., *Rationalisierung und Bildung bei Max Weber. Beiträge zur Historischen Bildungsforschung* (Bad Heilbrunn: Klinkhardt, 2006), 79–92.

“‘Vernünftig unterrichten.’ Bibliander als Lehrer,’ in Christine Christ-von Wedel, ed., *Theodor Bibliander (1505–1564). Ein Thurgauer im gelehrten Zürich der Reformationszeit* (Zürich: Verlag Neue Zürcher Zeitung 2005), 61–82.

‘Die Pädagogik des Zürcher Lektoriums der Bullingerzeit,’ in Emidio Campi, Hans Ulrich Bächtold, Ralph Weingarten, eds, *Der Nachfolger. Heinrich Bullinger (1504–1575. Katalog zur Ausstellung im Grossmünster Zürich 2004* (Zürich: TVZ, 2004), 62–65.

“‘Grosse Worte.’ Instrumentalisierung von kulturellen Werten bei Eduard Spranger,’ in Thomas Gatzemann, Anja-Silvia Goeing, eds, *Geisteswissenschaftliche Pädagogik, Krieg und Nationalsozialismus: Kritische Fragen nach der Verbindung von Pädagogik, Politik und Militär* (Frankfurt a. M. u.a.: Lang 2004), 89–108.

“‘Physica” im Lehrplan der Schola Tigurina 1541 – 1597,’ in Hans-Ulrich Musolff, Anja-Silvia Goeing, eds., *Anfänge und Grundlegungen moderner Pädagogik im 16. und 17. Jahrhundert* (Köln: Böhlau, 2003), 73–91.

‘Die “freundschaftliche Rede” als Unterrichtsform im Erziehungsdenken der italienischen Renaissance,’ in *Wolfenbütteler Renaissance Mitteilungen* 27 (2003), 1, 1–19.

‘Die Zürcher Hohe Schule 1525 – 1560 als Bildungsinstitution,’ in *Zeitschrift für pädagogische Historiographie* 8 (2002), 2, 79–83.

‘Geisteswissenschaftliche Pädagogik und Nationalsozialismus,’ in *Uniforschung* 12 (2002), 52–57.

‘Zum Verständnis des Lehrerbildes im Italien des 15. Jahrhunderts,’ in *Uniforschung* 10 (2000), 39–46.

‘Studi sulla Pedagogia dell’Umanesimo. La figura di Vittorino da Feltre,’ in: *Rassegna di Pedagogia / Pädagogische Umschau* (1997), 3–4, 179–200.

## **VI Reviews published**

Karine Crousaz, *L’Académie de Lausanne entre Humanisme et Réforme (ca. 1537–1560)*, *Education and Society in the Middle Ages and Renaissance*, 41 (Leiden: Brill, 2012), in: *History of Universities* (2014), 176–180.

Nancy G. Siraisi, *Communities of Learned Experience. Epistolary Medicine in the Renaissance*, *Singleton Center Books in Premodern Europe* (Baltimore: Johns Hopkins UP, 2013), in: *Sixteenth Century Journal* 45 (2014), H. 1, 212–213

Rens Bod, Jaap Maat, Thijs Weststeijn (eds.). *The Making of the Humanities. Volume 1– Early Modern Europe*. Amsterdam, Amsterdam University Press, 2010, in: *Renaissance Quarterly* 65 (2012), H. 3, 871–873

Arjan van Dixhoorn and Susie Speakman Sutch, eds, *The Reach of the Republic of Letters: Literary and Learned Societies in Late Medieval and Early Modern Europe*, 2 vols, Brill's studies in intellectual history, 168 (Leiden, Boston: Brill, 2008), (1) xiv + 255 pp.; (2) vi + 520 pp. \$ 222.00 (Hardcover) ISBN 978-90-04-16955-5, in: *STUDIUM* 1 (2010), 48–49

Agnes Winter: Das Gelehrtenschulwesen der Residenzstadt Berlin in der Zeit von Konfessionalisierung, Pietismus und Frühaufklärung (1574–1740). Berlin: Duncker & Humblot, 2008 (Quellen und Forschungen zur Brandenburgischen und Preußischen Geschichte. 34), *Pietismus und Neuzeit: Ein Jahrbuch zur Geschichte des Neueren Protestantismus*, 35 (2009), 303–308

Dietrich Benner, Jürgen Oelkers (Hrsg.): Historisches Wörterbuch der Pädagogik. Weinheim, Basel: Beltz 2004. 1127 Seiten. ISBN 3-407-83153-6, in: *Historische Bildungsforschung Online (HBO)*. 14.09.2005

Robert Black: Humanism and Education in Medieval and Renaissance Italy. Akribische Grundlagenforschung zur Differenzierung des humanistischen Lehrediskurses, in *Zeitschrift für pädagogische Historiographie* 9 (2003), 2, 126–127

Birgitta Fuchs, Schleiermachers dialektische Grundlegung der Pädagogik. Klärende Theorie und besonnene Praxis. Klinkhardt, Bad Heilbrunn 1998, 181 S., DM 39,80, in: *Zeitschrift für Pädagogik und Theologie: Der Evangelische Erzieher*, 52 (2000), 2, 234

Johanna Hopfner, Das Subjekt im neuzeitlichen Erziehungsdenken. Ansätze zur Überwindung grundlegender Dichotomien bei Herbart und Schleiermacher. Juventa, Weinheim und München 1999 (Beiträge zur pädagogischen Grundlagenforschung), 294 S., DM 48,-, in: *Zeitschrift für Pädagogik und Theologie: Der Evangelische Erzieher*, 52 (2000), 2, 234–235

### **Invited Lectures and Papers**

June 6-9, 2016, invited speaker at Gessner Conference, Zurich.

Nov 9, 2015, University of Zurich: Papers in two colloquia that Prof. Beat Näf organised on the history of science.

Oct 10, 2015, British Academy Workshop, Northumbria: 'Scholarships, 1400–1800.' (Further papers in Feb, June and Oct 2016)

July 30, 2015, International Doctoral School, University of Erlangen: 'Wissenschaftliche Netzwerke in der Höheren Schulbildung am Beispiel des Werkes Konrad Gessners.'

March 27, 2015, Renaissance Society of America Annual Conference in Berlin (Humboldt University), 'The Fifteenth-Century "Lost" Biographies of Vittorino da Feltre', panel organization: *(Re)Writing Renaissance Lives: Processes of Selection and Exclusion*.

November 21, 2014, Northumbria University, 'Commentaries of Biblical Lives in the Reformation era: Heinrich Bullinger's commentary on the life of Daniel 1542/1565', workshop organization: *Visualising and Annotating Hagiographical Material*.

September 22, 2014, University of Zurich, 'Speichern, Archivieren, Organisieren: Dynamiken akademischen Informationsmanagements im nachreformatorischen Zürich'. Inaugural Lecture.

May 25, 2014, Northumbria University, Newcastle upon Tyne, Research Conference: 'Object Collections, Models, and Data Collections in Early Scientific Disciplines.'

March 15, 2014, Courtauld Institute of Art, London: 'Models in Early Scientific Disciplines.'

February 13, 2014, Yale University, History/Divinity: 'Storing, Archiving, Organizing: The Changing Dynamics of Scholarly Information Management in Post-Reformation Zurich.'

January 17, 2014, Freie Universität Berlin, SFB 980 Episteme in Bewegung- Wissenstransfer von der Alten Welt bis in die Frühe Neuzeit: 'Speichern, Archivieren, Organisieren: Dynamiken akademischen Informationsmanagements im nachreformatorischen Zürich.'

November 14, 2013, Journée d'étude at Espace Mendès France/Université de Poitiers: 'Mapping Curiosity: Kaspar Friedrich Jencquel's Recommendations for Visits of Cabinets in Europe (1727).'

May 23, 2013, Data Visualization Workshop at Caltech, Beckman Auditorium (475 people present): 'Objects and Data Collections in Early Scientific Disciplines.'

Online at Caltech channel, youtube:

<http://www.youtube.com/watch?v=t5m7hQyNn1Q>

Oct 25, 2012, Sixteenth Century Conference, Cincinnati OH: ““Because the youth there is more led to ...reality:” The cabinet of curiosities of the pietist Francke Foundations in Halle and teaching with objects in the early modern period.’

July 7, 2012, Forum Humanities, Bad Homburg: ‘Konrad Gessners *De Anima* Kommentar (1563).’

June 8, 2012, Reims, AMSE-AMCE-WAER (World Association of Educational Research): ‘A View on 19<sup>th</sup> Century Elementary Teachers’ Manuscripts.’

April 20, 2012, University of Zurich: ““Weil die Jugend daselbst mehr auf Realitäten ... geführet wird:” Die Kunst- und Naturalienkammer der Franckeschen Stiftungen in Halle und der Realienunterricht in der Frühen Neuzeit.’

Jan. 23, 2012, Herzog August Library Wolfenbüttel: ‘Die Sinne organisieren: Restrukturierte Hierarchien in Konrad Gessners *De Anima*-Kommentar (1563) und Fragen an den Umgang mit Wissen in der Schule.’

Nov. 3, 2011, Humboldt-University Berlin: ‘Libraries and Collections.’

March 3, 2011, Calvin College, Meeter Center: ‘Teaching physics: 16th century meditations on the nature of evidence.’

January 7–8, 2011, California Institute of Technology: Workshop ‘Modeling/Modelling’: Participant.

Sept 22, 2010, Harvard University: ‘Between the University of Padua and the Republic of Venice: Intermediaries and Informal Instruction around 1500.’

July 7–8: Workshop ‘Pulsations’, at the Courtauld Institute, London: Participant.

July 5, 2010, TU Braunschweig: ‘Collectaneenbücher und Geschichtsmodelle: Studienexzerpte der Philosophie im 19. Jahrhundert.

May 28, 2010, California Institute of Technology: ‘The unmediated touch: 16th century meditations on the nature of evidence.’

May 14, 2010, Monastery of Müstair: ‘Reorganizing the Senses: Restructured Hierarchies and the Impact of Observations in 16th century *De Anima*-Commentaries.’

November 6, 2009, University of Leipzig: ‘Learning Letter Writing in the Renaissance: Changing Rules and Changing Traditions.’

June 9, 2009, University of Oxford: ‘Teaching Rhetoric at Padua 1489.’

May 28, 2009, Sixteenth Century Society and Conference, Geneva: 'Training the Nose for Professional Purposes: Early Modern Borders of Concepts and Experimental Findings.'

December 5, 2008, Humboldt University (Berlin): 'Umgang mit Wissen in der Schule.'

June 26–28, 2008, New Bulgarian University, Sofia, Bulgaria: 'Patterns of Thought in 16th Century Public Education.'

June 2, 2008, University of Zürich/Central Library: 'Introduction,' conference: 'Collectors' Knowledge. What is kept, what is discarded?'

April 23, 2008, University of Zürich: 'Sinnliche Wahrnehmung in der Schule: Pädagogische Muster im 16. Jahrhundert'

January 10, 2008, Swiss National Science Foundation, Bern: 'Academic Education in Geneva and Fribourg 1400–1650.'

November 15, 2007, UC Davis: 'Traditional Categories Versus New Experience in the 16th Century: Renaissance Against Early Modern.'

October 12, 2007, University of Strasbourg: 'Scholars in the Classroom: Martin Crusius' Scholia of Johannes Sturm.'

October 3, 2007, University of Zürich: 'Schulentwicklung im 15. und 16. Jahrhundert.'

July 25–27, 2007, ISCHE 29 (Hamburg) (International Standing Conference for the History of Education): Three session chairs

May 9, 2007, University of Zürich/ETH: 'Welche Praxis? Pharmakologisches Wissen im Werk Conrad Gessner.'

April 4, 2007, University of Basel: 'Begriffe von Schulleistung im 16. Jahrhundert: Die Zürcher 'Acta Scholastica' 1563' (Concepts of achievement in school around 1563).

April 2, 2007, Warburg Institute, London: 'The few options to avoid the term 'experience' researching 16th century learning practice.'

January 17, 2007, University of Zürich: 'Ausbildungsziele und Lernverhalten. Das Zürcher Lectorium um 1563' ('Goals of education and habits of learning. The Zurich lectorium at 1563').

August 17, 2006, ISCHE (International Standing Conference for the History of Education) 28, Umea, Sweden: 'Technology of the word: Bibliander's Hebrew grammar.'

December 12, 2005, University of Zurich: ‘Theodor Bibliander’s work on method (1548).’

December 2, 2005, Bibliothek für Bildungsgeschichtliche Forschung (Berlin): ‘Die Stipendien des Zürcher Großmünsterstifts als Mittel der Bildungsplanung.’

November 29, 2005, University of Zürich: ‘“Protestantische Arbeitsethik”: Das Bildungswesen des 16. Jahrhunderts.’

November 2, 2005, University of Zürich: ‘Akademische Lehrbücher und die Entwicklung der Wissenschaften im 16. Jahrhundert.’

October 22, 2005, Sixteenth Century Society Annual Conference, Atlanta (USA): ‘Transmission of knowledge and education: Bibliander's theory of learning.’

July 9, 2005, Leucorea, Lutherstadt Wittenberg: ‘Theodor Bibliander's “ratio communis” (1548).’

May 19, 2005, Enschede (NL): ‘Predigerausbildung und Stipendienwesen: Die Zürcher Praxis.’

April 14, 2005, Princeton University: ‘Education for prophecy? Zurich reading of Daniel I in 1565.’

November 30, 2004, Princeton University: ‘The view of nature from a learned perspective: Konrad Gesner's cyclopedia of fishes (1558).’

August 28, 2004, University of Zurich: ‘Heinrich Bullinger über Erziehung: Daniel I (1565) und der Kontext des Zürcher Lectoriums.’

July 2, 2004, University of Frankfurt: ‘Die biblische Einbettung der Lehrziele des Lectoriums in Zürich durch Heinrich Bullinger: Schaffung eines kulturellen Gedächtnisses?’

June 16, 2004, University of Zurich: ‘Schulausbildung im Kontext der Bibel: Heinrich Bullingers Auslegung des Propheten Daniel (1565).’

January 20, 2004, University of Zurich: ‘Die Pädagogik der Schola Tigurina unter Heinrich Bullinger.’

October 25, 2003, The Group for Early Modern Cultural Studies hosted by the UC Irvine Drama Department, Newport Beach, California: ‘“Imitare” at school: Renaissance concepts of learning.’

June 18, 2003, University of Frankfurt a. M.: ‘Projekt “Schola Tigurina”:  
Projektvorstellung.’

June 12, 2003, Institute for European History, Mainz: ‘Projektwerkstatt “Schola Tigurina”: Die Ausbildung reformierter Prediger in Zürich 1531 – 1575. Eine pädagogische Interpretation.’

December 6, 2002, Johann-a-Lasco-Bibliothek, Emden: 'Ausbildungsziele der "Schola Tigurina" 1525 – 1560.'

November 29, 2002, ZiF (Center for Interdisciplinary Research at the University of Bielefeld): 'Physica im Lehrplan der Schola Tigurina 1541–1597.'

July 12, 2002, ISCHE (International Standing Conference for History of Education) 24, Sorbonne, Paris: 'The philosophical foundation of rhetoric beyond its use as didactical means in the school of Vittorino da Feltre at Mantua (Italy) 1443/1444.'

June 28, 2002, Witten-Bommerholz (DGfE): 'Die Bedeutung der humanistischen Bildungstradition für die Einrichtung der Schola Tigurina in Zürich 1525–1560.'

May 24, 2002, University of Chemnitz: 'Freundschaft als Konstitutionsmerkmal pädagogischen Raumes: Eine Anfrage an die Renaissance.'

April 13, 2002, Renaissance Society of America, Tempe, Arizona, in cooperation with the Center for Medieval and Renaissance Studies of the Arizona State University: 'Rhetoric and the philosophical foundations of education in the Renaissance: Sassolo da Prato on Vittorino da Feltre.'

October 20, 2001, History of Education Society, Yale University, Connecticut, USA: 'A Humanistic school and university in the Renaissance: The Casa Giocosa of Vittorino da Feltre at Mantova 1423 – 1446.'

June 23, 2001, Witten-Bommerholz (DGfE): 'Das Chicago – Frankfurt Projekt.'

December 01, 2000, University of Munich: 'Studien zum Lehrerbild der Renaissance.'

November 01, 2000, University of Zurich: 'Studien zu Funktionalität und Wandel des Lehrerbildes am Ausgang des 15. Jahrhunderts: Francesco Prendilacqua's Bild Vittorinos da Feltre; Baldesar Castigliones Hofmann und Erasmus.'

October 20, 2000, History of Education Society, San Antonio, Texas, U.S.A.: Goeing, Anja-Silvia; Barker, Devan (Cleveland): 'The Influence of American Thought on Two Educational Theorists Who Emigrated to the USA During National Socialism in Germany, 1933–1945.'

September 15, 2000, Music Conservatorium Detmold, Arbeitskreis Vormoderne Erziehungsgeschichte (AVE): 'Neue Studien zur Casa Giocosa des Vittorino da Feltre'

July 26, 2000, Society for Philosophy in the Contemporary World in Estes Park, Colorado, U.S.A.: 'An idea for Humanistic research 2000 in educational philosophy.'

July 20, 2000, German-American Center for Visiting Scholars (GACVS), Washington D.C., U.S.A.: 'Werner Jaeger (1888-1961): A new approach to Humanism?'

June 27, 2000, AMSE/WAER (World Association for Educational Research),  
University of Sherbrooke (Québec), Canada: 'The current rejection of Humanistic  
approaches in educational philosophy.'