



# Classical Learning in Medieval Europe: knowledge, translation, adaptation

Call for papers for the International Medieval Congress 2025: Worlds of Learning

7-10 July 2025

The study of classical literature was a key component of medieval learning. Classical authors like Vergil and Sallust were among the first Latin texts that students would encounter at a very young age. Moreover, classical theories on a broad array of topics, from writing poetry (Horace) to warfare (Vegetius), not only influenced new cultural production, but also contributed to the development of philosophical, scientific, and military theories. The classical world in a broader sense provided inspiration for new literary genres (e.g. the *romans d'antiquité*) and offered countless examples for educational, advisory or rhetorical purposes. In short, the classical world was a fundamental element of the medieval world of learning, a source of inspiration and authority, but also malleable and contested.

We seek proposals for 20-minute papers exploring the relationship between classical literature and the overarching theme of 'learning' in the Middle Ages. Topics may include, but are not limited to:

- Classics in the medieval school system
- Material evidence for the study of classics
- Distribution and circulation of classical knowledge
- Centers and/or communities of classical learning
- Adaptations and rewritings of classical material
- Medieval conceptualizations of "the classics"
- The transfer and appropriation of classical culture
- Representations of classical learning in literature and art
- Responses and/or challenges to the primacy of classical learning

Please send 250-word abstracts for 20-minute papers to Jacqueline M. Burek (jburek@gmu.edu), Lottie Thompson (charlotte.r.thompson@durham.ac.uk) and Ivo Wolsing (i.wolsing@hum.leidenuniv.nl) by September 15, 2024.

We welcome proposals from all disciplinary and interdisciplinary perspectives, and from scholars at all career stages.

