



KNOWLEDGE ON THE MOVE: CIRCULATION, DOMESTICATION, AND TRANSCULTURAL RECONFIGURATIONS

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CONCEPT

On April 15, 1665, Adam Schall von Bell, the director of the Imperial Astronomical Bureau at the Manchu court in Beijing, was sentenced to death. Born and raised in Cologne, Schall was originally sent to China by the Jesuit order in 1618 and, through versatility, tenacity and luck, had ascended to one of the most coveted positions in the Qing empire. During his rise through the ranks he routinely outperformed Islamic and Han-Chinese astronomers in competitions at court. Equipped with what he deemed superior methods of computation, his predictions of solstices, eclipses, and other celestial phenomena had, Schall thought, time and again proven to be the most reliable. And yet, after more than twenty turbulent years of service, he was suddenly brought down by alleged errors in his calendrical calculations. These charges were raised by Yang Guangxian – a charlatan, Schall felt, if there ever was one, who believed that the length of fortnightly intervals could be determined by filling ashes into musical pipes and burying them in a special chamber where, in due time, they would be affected by invisible *yin* and *yang* ethers! Crouched in his prison cell, Schall was at a loss to comprehend the causes of his downfall and the abrupt rejection of the knowledge that had sustained his stellar career. Although his sentence was eventually commuted, he died as a broken man some months after his release.

The trial that sealed Schall's fate is one of many dramatic moments in the multifaceted encounters between European and Asian knowledge that this summer school will explore. Its sessions depart from the premise that global exchanges of knowledge are by no means recent, let alone specifically (post-)modern phenomena. Although their intensity has increased and more information is now circulated at a faster pace than ever before, migrations of knowledge across political, cultural, social and linguistic boundaries have played a pivotal role in the formation of knowledge-cultures throughout history and around the globe.

Knowledge is never a mere commodity. Perspectives on its meaning, value, uses, and capacities undergo frequent shifts and are almost always contested. In its diverse forms – discursive and embodied, practical and esoteric, open and secret – knowledge can become an object of desire, indifference, or revulsion. As such, it is appropriated, exploited, domesticated, molded, ignored, or rejected by concrete agents acting in specific circumstances; at the same time, it is embedded in larger structures of power, habitus, and convention that it helps to legitimate, stabilize, or subvert.

When knowledge is set in motion, the intricacies of its formation and reconfiguration are thrown into particularly sharp relief. Knowledge travels in multiple ways. Most conspicuously, it is transported and shared, voluntarily or involuntarily, by traders, migrants, missionaries, itinerant scholars, pilgrims, professionals, and other individuals or groups that cross boundaries of language and culture; it also moves as encoded in texts, attached to objects, or embodied in social and cultural practices. In some instances, it enters the contact zones in which people and ideas meet in decontextualized fragments, in others it is presented as (part of) an integrated system. In either case, it becomes a site of multilayered and extended negotiations that affect both the contexts of its arrival and departure in unexpected, and often, unintended ways.

To gain a deeper understanding of the reconfigurations of mobile knowledge, the case studies to be scrutinized in the summer school's sessions will address questions such as the following:

- How is knowledge transformed on its way through different regions, cultures, politics, and languages?
- What is lost, or gained, in translation?
- How do new categories, ideas and practices react with local knowledge, and in what ways do they contribute to reshaping views of emic practices and learning?
- How can we conceptualize migrations of knowledge in a new historical epistemology without reducing their complexity or denying their dynamics?
- And how can we combine studies of the structural constraints, such as asymmetries of power, capital, and influence, that shape such movements with richly textured accounts of individual agency and creativity?

A central concern of the summer school is the examination of how transcultural movements of knowledge can be integrated in more credibly global discourses of science, thought and technology. Despite their ubiquity, movements of knowledge have rarely been accorded the significance they deserve. One reason may be that their inclusion threatens to destabilize fixed notions of culture and tradition, forcing us to rethink the categories in which the formation and spread of knowledge has been understood. Efforts to reinscribe knowledge on the move into historical narratives are only beginning to gain momentum. Their main inspiration is the work of scholars from diverse disciplinary backgrounds – historians of science, thought, technology, and art as well as sociologists, philosophers, and anthropologists – that sheds light on the tortuous routes along which learning has traveled, and the ways in which it was transformed, refused, hybridized, or domesticated in the process. Distinguished representatives of these new and exciting directions will lecture and conduct seminar sessions at the summer school, focusing on themes such as geographies of knowledge, networks of knowledge, knowledge and translation, and media of dissemination. A special section will introduce new techniques of presenting intellectual histories through digital storytelling, podcasts, or short films.

PROGRAMME

The summer school course programme spans over four days and combines insights in the research of renowned experts in the form of lectures with more interactive elements such as seminars and workshops. The scholars represent a wide range of backgrounds in line with the Cluster's own focus on interdisciplinary research. The schedule of activities is as follows:

Sunday, July 25

Arrival of participants

18:00-20:00: Welcome Dinner

Monday July 26

9:30-10:30

Welcome (Acting Director of the Heidelberg Cluster)
Introduction (Joachim Kurtz, Heidelberg)

10:30-11:00: Coffee break

11:00-12:30: Keynote Lecture

Rivka Feldhay (Tel Aviv University):
"Migrating Knowledge: An Epistemic-Political Stance"

12:30-13:30: Lunch

Session I: 13:30-17:00 – *Geographies of Knowledge*

13:30-15:00

Dhruv Raina (JNU, Delhi):
"Changing Questions: Revisiting the Dialogue between Jesuit Missionaries and Jai Singh's Astronomers"

15:00-15:30: Coffee break

15:30-17:00

Henrique Leitão (University of Lisbon):
"What is Science For? Instruments and Techniques in the Hands of Sailors and Missionaries during the Portuguese Maritime Expansion"

Evening Programme: Walk through historic town of Heidelberg

Tuesday July 27

Session II: 9:00-12:30 – *Agents, Networks, Pathways*

9:00-10:30

Dagmar Schäfer (MPIWG, Berlin)
"Methods of Communication: Models, Sketches, and Migration in Asia"

10:30-11:00: Coffee Break

11:00-12:30

Marcus Popplow (Heidelberg)
"Storage Devices: Drawings and Models in the Circulation of Technical Knowledge in Pre-industrial Europe"

12:30-13:30: Lunch

Session III: 13:30-17:00 – *Media of Circulation*

13:30-15:00

Yu Li (Williams College)

“Printing, Books, and Reading: Behind Movements of Knowledge”

15:00-15:30: Coffee Break

15:30-17:00

Roland Wenzlhuemer (Heidelberg):

“Information, Knowledge and Technology: Telegraphic Information Flows in the Nineteenth Century”

Evening Programme: Boat trip on the Neckar river

Wednesday July 28

Session IV: 9:00-12:30 – *Translation and Domestication*

9:00-10:30

Benjamin Zachariah (ZMO, Berlin)

“In Pursuit of Moving Ideas: Notes on the Chase”

10:30-11:00: Coffee Break

11:00-12:30

Joachim Kurtz (Heidelberg)

“Meanings in Migration: Translation Strategies in East Asian Adaptations of European Science and Philosophy”

12:30-13:30: Lunch

Session V: 13:30-17:00 – *Digital Storytelling in the History of Science and Thought*

13:30-17:00 (with a 30 minute coffee break)

Hugh Shapiro (Reno)

“Letting the Patient Speak: Narrating Clinical Encounters in Early Twentieth-Century China”

Thursday July 29

Session VI: 9:00-12:30 – *Group Work* (with a coffee break of 30 minutes)

Coordination: Dominic Steavu and Martin Hofmann (Heidelberg)

12:30-13:30: Lunch

Session VII: 13:30-17:00

Presentations

13:30-15:00

Presentations of Group Work

15:00-15:30: Coffee break

15:30-17:00

Concluding Discussion, Evaluation of Summer School

Evening programme: Visit to a wine cellar and farewell party

Friday July 30

Departure of participants

LIST OF SPEAKERS

Rivka Feldhay (Tel Aviv University):

Rivka Feldhay heads the Minerva Humanities Center in Tel Aviv University. She teaches the history of science and intellectual history at the Cohn Institute for History and Philosophy of Science and Ideas. Her areas of research and teaching are: knowledge, religion and faith in the early modern era; intellectual currents in the Renaissance; Copernicus and Galileo in context; science education in Catholic Europe and the culture of the Baroque and the New Science. Professor Feldhay has been fellow at the Stanford Humanities Center (1987-8); the Institute for Advanced Studies in Berlin (1998-9); the International Research Center for Cultural Studies in Vienna (1994); the Dibner Institute at MIT (1995); the Max Planck Institute for the History of Science in Berlin (1997; 2005-6); and the Collegium Helveticum of the Swiss Federal Institute of Technology in Zurich (ETH) (2001). Between the years 1997-2003 she headed the Cohn Institute. Between the years 1994-1998 she led a research project titled "Europe and the Middle East: Key Political Concepts in a Cultural Dialogue" at the Van Leer Institute in Jerusalem and in association with the Institute for Advanced Studies in Berlin. In 2004-2006 she ran the research group on "Russians in Israel" at Van Leer.

Joachim Kurtz (Heidelberg):

Joachim Kurtz joined the Cluster "Asia and Europe" as Professor of Intellectual History in Summer 2009. Before his assignment in Heidelberg, he was an Associate Professor of Chinese at Emory University and a Research Group Director at the Max Planck Institute for the History of Science in Berlin. He has studied at Hamburg, Beijing, Berlin, Shanghai, Göttingen and Erlangen and held visiting positions at the Institute for Advanced Study, Princeton, and the École des Hautes Études en Sciences Sociales in Paris. His research focuses on cultural and intellectual exchanges between China, Japan and Europe, with special emphasis on practices of argumentation, logic, political theory, rhetoric, translation studies, and historical semantics. He is a co-editor, with Iwo Amelung and Michael Lackner, of *New Terms for New Ideas: Western Knowledge and Lexical Change in Late Qing China* (2003). His new book, *The Discovery of Chinese Logic*, is scheduled to appear in time for the summer school.

Henrique Leitão (University of Lisbon):

Henrique Leitão is a researcher at the University of Lisbon's at the Center for the History of Science, where he teaches the History and Philosophy of Science. His research interests include the history of applied sciences (mathematics, astronomy, physics) from the 15th to the 17th centuries. He has authored and edited an extensive number of books and articles on related topics. His latest book was the translation of Galileo's «Sidereus Nuncius» to Portuguese, published in March 2010. He is also involved in various research projects and has acted curator for several exhibitions related to the history of science. He is a member of various professional and academic societies, namely, the Académie Internationale d'Histoire des Sciences, the Academia das Ciências de Lisboa, and the History of Science Society. He also sits on the «Scientific Committee» for the European Society for the History of Science, and is Portugal's representative at the Division of History of Science and Technology and the International Union of History and Philosophy of Science (DHST/IUHPS).

Marcus Popplow (Heidelberg):

Marcus Popplow was trained at the University of Bremen. His main fields of work concern the history of technology, science and the environment in medieval and early modern Europe, with special emphasis on early modern transport history, the eighteenth-century economic enlightenment, and engineering. From 1997 to 2002 he worked at the Max-Planck-Institute for the History of Science (Berlin) on issues at the intersection of engineering and theoretical mechanics. One of the outcomes is a publicly-accessible database on early modern machine drawings, which is continuously updated: <http://dmd.mpiwg-berlin.mpg.de>. From 2002 to 2005, he worked at the Brandenburg Technical University (Cottbus) on a project concerning the commodification of natural resources in the economic enlightenment of the eighteenth-century. He has published extensively on related subjects and has been teaching at universities in Berlin, Cottbus, Salzburg, and Stuttgart. He serves as editor in the multi-volume *Enzyklopädie der Neuzeit 1450–1850* on the topics of "engineering" and "land transportation," and is a member of the scientific board of the journal *Technikgeschichte*.

Dhruv Raina (Jawaharlal Nehru University, Delhi):

Dhruv Raina is Professor of History of Science and Education at Jawaharlal Nehru University, New Delhi. He studied physics at the Indian Institute of Technology, Mumbai, and received his Ph.D. in the

philosophy of science from Göteborg University. His research has focused upon the politics and cultures of scientific knowledge in South Asia. He has co-edited *Situating the History of Science: Dialogues with Joseph Needham* (1999) and *Social History of Sciences in Colonial India* (2007). *Images and Contexts: the Historiography of Science and Modernity* (2003) was a collection of papers contextualizing science and its modernity in India. S.Irfan Habib and he co-authored *Domesticating Modern Science* (2004) which again addressed the encounter between modern science and the so called "traditional sciences" in colonial India. He has published papers on related subjects in journals of the history and philosophy of science, social studies of science and social and political history. Over the last couple of years he has been working on cultures of history and science policy in postcolonial South Asia, in addition to a decade long preoccupation with the historiography of Indian mathematics.

Dagmar Schäfer (Max Planck Institute for the History of Science, Berlin):

Dagmar Schäfer is Research Group Director at the Max Planck Institute for the History of Science in Berlin. Her research interests include technology as both a topic and an analytical category in the definition of characteristics that foster or hinder innovation capacity in the short and long term. Her initial ventures into the historical implications of technology, and vice versa, concentrated on silk, in particular the Ming Dynasty's economic, social and political investment into its manufacture. Her latest interest is examining how and when technology became an 'object of knowledge' in Premodern Chinese Culture. She is pursuing methodological questions regarding the history of technology, and how Chinese views can contribute to it.

Hugh Shapiro (University of Nevada, Reno):

Hugh Shapiro is Director of Graduate Studies and Associate Professor of History at the University of Nevada. He earned his Ph.D. from Harvard University, and he works on the history of disease in China. He has conducted extensive archival and field research in China, Taiwan, and Japan, and has enjoyed visiting appointments at the International Research Center for Japanese Studies (Nichibunken) in Kyoto, the National Taiwan Normal University in Taiwan, Princeton University, and the Institute for Advanced Studies. Honors include his university's highest teaching award and the Liqing Prize for the History of Chinese Science. His recent publications include: "Shenjing shuairuo, Neurasthenia in modern China," in L. Barnes, ed., *The Illustrated History of Chinese Medicine and Healing* (Cambridge, Mass., 2010) and *Medicine Across Cultures: History and Practice of Medicine in Non-Western Cultures*, co-edited with H. Selin (Dordrecht, 2003).

Roland Wenzhuemer (Heidelberg):

Roland Wenzhuemer has studied modern history and communication studies and earned a doctoral degree in history at Salzburg University in 2002. In 2003, he joined the Centre for Modern Oriental Studies in Berlin and then moved on to the Centre for British Studies, Humboldt-Universität zu Berlin, where he worked as lecturer and researcher in British History from 2005 to 2008. In October 2008, Roland joined the Cluster of Excellence "Asia and Europe in a Global Context" at the University of Heidelberg, where he currently leads a research group on "Asymmetries in Cultural Information Flows." His research interests lie mainly within colonial history, telecommunications history, and especially wherever there are touching points between the two. Roland recently guest-edited a journal special issue on "Global Communication. Telecommunication and Global Flows of Information in the Late 19th and Early 20th Century" and is currently finishing a monograph on the impact of telegraphy on global information flows.

Yu Li (Williams College):

Yu Li 虞莉 earned a doctoral degree in Chinese language pedagogy and cultural history at the Ohio State University in 2003. In 2004, she taught briefly at the Ohio State University and Emory University as an adjunct lecturer. Since 2005, she has worked as an Assistant Professor of Chinese Language and Culture in the Department of Asian Studies at Williams College (Massachusetts, U.S.A.). During the academic year of 2009-10, she has joined the chair of Intellectual History at the Cluster of Excellence "Asia and Europe" as a Visiting Research Fellow, to work on several projects in the field of history of reading. She is completing a book manuscript titled *A Cultural History of Reading in Late Imperial China*, which examines the practice and representation of reading for four groups of readers: children, men, women, and non-Han peoples. For her summer school session, she will examine the circulation and migration of knowledge from three independent and yet interdependent research fields: the history of printing, the history of the book, and the history of reading.

Benjamin Zachariah (Zentrum Moderner Orient, Berlin):

Benjamin Zachariah's research interests centre on the social and intellectual history of South Asia, in particular on interactions between metropolitan and Indian ideas, and on political culture, political rhetoric and standards of political legitimacy in colonial and postcolonial India. He studied history at Presidency College, Calcutta, and at Trinity College, Cambridge, and now teaches international history at the University of Sheffield. Among his major publications are *Developing India: A Social and Intellectual History c. 1930-1950* (2005) and a forthcoming volume entitled *The Ambiguities of Nationalism in India: Essays in Anti-Nationalism*. From 2008–2012 he will be based at the Zentrum Moderner Orient where he is conducting research on Indian exiles in Berlin in the interwar period.

APPLICATION

The Summer School 2010 addresses graduate students interested in circulations of knowledge between Asia and Europe in a broad range of disciplines, including the history of science, thought, technology and art, sociology, philosophy and anthropology as well as East, South and Southeast Asian Studies.

To apply, please send us a completed application form, attached here and available online at www.asia-europe.uni-heidelberg.de/fileadmin/Documents/Summer_School/SuSc-Application.pdf, plus an accompanying letter explaining your field of interest and the reasons you wish to attend the Summer School. The application form and letter should be submitted electronically to summerschool@asia-europe.uni-heidelberg.de by **May 31, 2010**.

The course fee for participation at the Summer School 2010 is 250 Euro and covers the following:

- Lecture and seminar programme
- Reception dinner on first evening
- Lunch, coffee and cold drinks during the course
- Local sightseeing programmes

Participants will be expected to arrange for their own travel and accommodation at Heidelberg for the duration of the course. However, the Cluster team is happy to provide advice and a comprehensive list of accommodation possibilities and prices.

For queries and further information, please contact the summer school organisation team at summerschool@asia-europe.uni-heidelberg.de.