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Résumé en anglais

Omnibus qui causa studiorum peregrinantur. Social and geographical mobility of German, Hungarian and Slavic scholars in French universities (1330-1500)

For many years, medieval European universities have been the subject of numerous studies concerning their institutional aspects, their organisation, and their teaching. This thesis focuses on a new aspect, that of the mobility of students and teachers on the scale of the Latin West. The scholar is not observed as an immobile object but as a conscious and mobile actor of his life choice.

The thesis follows the path of nearly 2 080 German, Hungarian and Slavic scholars trained in the three most international French universities at the end of the Middle Ages, namely Montpellier, Orléans and Paris. The student's journey is divided into three parts: the choice of place of study, the conditions of study during the stay abroad and the careers followed after international mobility. To reconstruct the path of these scholars and their future, German and French university sources (matriculation registers, registers of nations) were used, as well as supplications addressed to the papacy. The use of pre-existing prosopographical databases was essential to follow the student through time and space. These methodological choices allowed to several conclusions.

One of the first conclusions was to place the international attendance of the Paris University in a long-term perspective, over several centuries, and in relation to the international attendance of other universities at the time, and in particular Italian universities. This has made it possible to affirm the continued influence of the Parisian university in the fourteenth and fifteenth centuries, a period long observed as one of decline for the Parisian corporation.

The foreign scholar attending French universities has specific characteristics that have been detailed in the thesis. His choice of place of study in France is guided mainly by pragmatic reasons related to the possibility of staying in the place of study and not by particular philosophical orientations. The wars and crises experienced by the kingdom have a greater impact on international mobility than doctrinal condemnations. The period of the Great Schism reveals tensions in the recruitment of German university nations from French universities and a rapid reactivity of teachers to changes in the head of the Church. This foreign student came from the whole of the Latin West and attended all the disciplines offered by French universities regardless of the reputation of certain disciplines within these universities. It has been shown that no particular speciality stands out in the choice of place of study within the kingdom of France.



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The study conditions of foreign students are not favourable during their stay in Montpellier, Orléans and Paris, but this does not negatively influence their chances of graduating. Thus, if the foreign student does not have colleges or royal patrons to support his stay abroad economically, he compensates for these shortcomings by resorting to more diversified patrons. Analysis of the individual supplications of German, Hungarian and Slavic scholars has shown that all strata of medieval society in their home regions participated in their requests to the papacy. In addition to these networks outside the university, there were also networks of intra-university sociability, which were even more important as the number of students was small, and they came from the same geographical origin. The Universities of Montpellier and Orléans were distinguished by their high level of noble recruitment, which led to particular social networks, whereas the social recruitment of the University of Paris seemed to be more widespread.

The careers followed by these graduates show their strong integration into European legal, ecclesiastical, and administrative circles. The long years of study, both in France and in their regions of origin, led these graduates to occupy important positions in the courts of justice, in cities, in bishoprics and in the service of princes. However, few exceptional careers stand out among those that leave the university environment, except for medical graduates. The thesis has thus shown that it is within the academic careers at the University that the stay abroad is most interesting. The most successful professorial careers are achieved by teachers who have attended many more universities than their colleagues. Nearly half of these careers have been in French universities, which raises the question of the conditions for long-term integration of foreign students.