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Commemorating the 400th anniversary of the publication of Francis Bacon's *Advancement of Learning* (1605), this collection examines Bacon's recasting of proto-scientific philosophies and practices into early modern discourses of knowledge. Like Bacon, all of the contributors to this volume confront an essential question: how to integrate intellectual traditions with emergent knowledges to forge new intellectual futures. The volume's main theme is Bacon's core interest in identifying and conceptualizing coherent intellectual disciplines, including the central question of whether Bacon succeeded in creating unified discourses about learning. Bacon's interests in natural philosophy, politics, ethics, law, medicine, religion, neoplatonic magic, technology and humanistic learning are here mirrored in the contributors' varied intellectual backgrounds and diverse approaches to Bacon's thought.

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