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SERIES IN EDUCATION

## Teaching and Learning Classics at the University Level Vol. 2

Society, Religion & Culture



Edited by  
**Alberto Regagliolo**

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# Teaching and Learning Classics at the University Level Vol. 2

*Society, Religion & Culture*

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### About the editor

**Alberto Regagliolo** is an Assistant Professor of Linguistics at UKSW University, a member of the CODOLVA and Teledántem-CORINÉI research groups, and an honorary fellow at the University of Alicante. He specializes in teaching Classics to children, Montessori education, and the development of language-learning materials.

### Summary

‘Teaching and Learning Classics at the University Level, Vol. 2’ focuses on the teaching of social, cultural, and religious aspects of Greek and Roman antiquity. The 11 chapters examine the approaches to teaching key themes in ancient society including ethnography, the human condition and the afterlife, Roman religion, violence, sacrifice, slavery, love, and medicine, as well as aspects of daily life such as play, sport, and bathing culture. The volume also addresses the place of social and cultural history within the Humanities, highlighting how these topics contribute to a broader understanding of antiquity and its relevance today. Presenting teaching as a reflective and research-informed activity, this volume is intended for university lecturers, teacher trainers, and graduate students interested in classical civilization, ancient history, and the cultural and religious dimensions of Greek and Roman studies in higher education.

*“Teaching and Learning Classics at the University Level”, edited by Alberto Regagliolo, is an ambitious and welcome contribution to the pedagogy of Classical Studies. At first sight, the project might appear counterintuitive today: how can we continue to speak about the ancient world, in all its many dimensions, to a society that seems more concerned with the present and understandably preoccupied with the future? For Regagliolo and his collaborators, this is precisely the question that must be addressed. Across four substantial volumes, scholars from different academic traditions offer both practical reflections and methodological perspectives on how Greek, Latin, ancient culture, and their reception can still be taught today. Spanning a wide range of subjects—from language and literature to material culture, digital humanities, and pedagogy—the collection combines theoretical reflection with concrete teaching experience. The essays reveal the diversity of approaches currently shaping the discipline while also raising broader questions about the place of Classics in modern higher education. I am sure this ambitious project will be of great interest to scholars and teachers seeking to rethink how antiquity is taught in the twenty-first-century university.*

**Prof. Dr. Rodrigo Miguel Correia Furtado**  
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