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# Contributors

## **Antti Lampinen** - University of Turku

Antti Lampinen received his PhD in Classics from the University of Turku in 2013 with a thesis studying the ancient Greek and Roman representations of northern peoples' religious ethnographies. Between 2015 and 2018 he held postdoctoral fellowships first at St Andrews and then at Helsinki University, and from 2018 to 2023 he worked as the Assistant Director at the Finnish Institute at Athens. Currently, he is a Collegium Fellow at the Turku Institute for Advanced Studies. A docent at the Universities of Turku and Helsinki, he currently supervises several PhD theses on topics ranging from the stereotypes visible at the Pompeian graffiti to the identities of middle-Byzantine Southern Italy. Lampinen's research interests include the ancient ethnographical and geographical writing, perceptions and portrayals of ethnic and religious outgroups and subalterns, and the literary manifestations of stereotypes.

## **Han Baltussen** - The University of Adelaide

Han Baltussen is the W.W. Hughes Professor of Classics at the University of Adelaide. He has held a Junior fellow at the *Harvard Center for Hellenic Studies* (1996-97) and was a fellow at the Institute for Advanced Study in Princeton (2006), the Royal Academy in Brussels (2010), Leiden University (2014), IAS Perth (2017) and held the Dorothy Tarrant Fellowship at the Institute of Classical Studies in London (2023). His research focuses on topics in intellectual history and philosophy, with a special interest in the transmission of ideas, the commentary tradition, emotions and self-censorship. He has published many articles and ten books, including *Theophrastus Against the Presocratics and Plato* (Brill 2000), *Philosophy and Exegesis in Simplicius* (Duckworth 2008), and *The Peripatetics* (Routledge, 2016), and (co-)edited volumes on ancient commentaries (2004), ancient consolations (2012) and self-censorship (2013). He recently published a new edition and translation of Eunapius' *Lives of Philosophers and Sophists* (LCL 134, Harvard Press 2023) and co-edited *Pain Narratives in Greco-Roman Writings* (with JR Clarke & D. King, Brill, 2023) and *A Cultural History of Love, vol. 1 Antiquity* (with Marguerite Johnson; Bloomsbury, 2024).

Current projects in preparation are a short commentary on Theophrastus' doxographical fragments in physics and a short monograph on ancient grief and consolation.

**John Gruber-Miller** - Cornell College

John Gruber-Miller, Professor of Classics and Edwin R. and Mary E. Mason Professor of Languages at Cornell College (Iowa), teaches courses in classics, Greek, and Latin as well as courses on site in Italy, Greece, and Turkey. He is the editor of *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (Oxford University Press, 2006) and the *Visual Latin Reading Library*. He was also the founding editor of *Teaching Classical Languages*, a peer-reviewed journal dedicated to Latin and Greek pedagogy. He received the Award for Excellence in the Teaching of Classics at the College Level from the American Philological Association and the Merens Award from the American Classical League for sustained and distinguished service to the Classics profession. His latest project is *Imagining Ancient Corinth: An Introduction to Greek Literature and Culture*, a born digital textbook that probes the intersection of spatial humanities, online commentaries, material culture, and second language acquisition (forthcoming).

**Fiona McHardy** - University of Roehampton

Fiona McHardy is Professor of Classics at the University of Roehampton. She is author of *Revenge in Athenian Culture* (Duckworth, 2008) and has co-edited five volumes: *Women's Influence on Classical Civilization* (Routledge, 2004), *Lost Dramas of Classical Athens* (University of Exeter Press, 2005), *From Abortion to Pederasty: Addressing Difficult Topics in the Classics Classroom* (Ohio State University Press, 2014), *Revenge and Gender in Classical, Medieval and Renaissance Literature* (Edinburgh University Press, 2018) and *Diversity and the Study of Antiquity in Higher Education* (Routledge, 2023). She is currently writing a book on gender violence in ancient Greece for Bloomsbury.

**Krzysztof Bielawski** - Jagiellonian University

Krzysztof Bielawski, Professor of Classics at the Jagiellonian University in Kraków, lecturer of anthropology in the National Academy of Theater in Kraków, translator, editor, director of the projects on the Animal Sacrifice in Ancient Greece and Lexicon of Greek Ritual Terminology, author of monographs on Greek musical fragments, Greek ritual vocabulary, Greek sacrifice, and Delphic Maxims.

**Rachel Zelnick-Abramovitz** - Tel Aviv University

Rachel Zelnick-Abramovitz is a retired Professor of Classics at Tel Aviv University. She has published widely on slavery and other dependent and non-citizen groups in the ancient Greek world. Her book, *Not Wholly Free: The Concept of Manumission and the Status of Manumitted Slaves in the Ancient Greek World* (Brill, 2005) investigates manumission in all its aspects and features. Her second book, *Taxing Freedom in Thessalian Manumission Inscriptions* (Brill, 2013), she examines manumission inscriptions from Hellenistic and Roman Thessaly, which record payments made to the poleis by manumitted slaves and explores the purpose of and the motivation behind these payments. She is a co-editor of *Comparative and Global Framing of Enslavement* (De Gruyter, 2023), which discusses different aspects of enslavement in different societies and eras from a global perspective of enslavement. In addition to articles in refereed journals and edited volumes on slavery, Zelnick-Abramovitz has also published on ancient Greek history and historiography, and on Greek drama.

**Ewa Skwara** - Adam-Mickiewicz University

Ewa Skwara (born 1962) is Professor at Institute of Classical Philology at the Adam-Mickiewicz University, Poznań, Poland. The field of her research includes Roman Comedy and Roman Theater. She is the author of a monograph devoted to the influences of Plautus and Terence on Polish Comedy of the Enlightenment (1996), *History of Roman Comedy* (2001) and *Comedy according to Terence* (2016), Polish translations of selected comedies by Plautus with introduction and notes (2002, 2003, 2004, 2017) and all plays by Terence (2005, 2006). She published the first unabridged Polish translation of “Ars amatoria” by Ovid (2008, 2016) and the first Polish translation of the humanist comedy “Chrysis” by Piccolomini (2017). For her work as a translator, she was awarded the prize for the best translation of poetry (2004) by the Journal *Literatura na Świecie*. Her monograph about Terence (*Comedy according Terence*, 2016) was awarded the Brückner prize by PAN (Polish Academy of Science, 2017), bestowed quadrennially for achievements in the field of literature and philology. She has also written extensively on translation theory as well as reception of antiquity in literature, opera and film (*A Funny Thing Happened on the Way to the Forum*—in Polish, 2009; *Film and antiquity*—in Polish, 2015). See more: [www.ewa-skwara.pl](http://www.ewa-skwara.pl).

**Laurence Totelin** - Cardiff University

Laurence Totelin is Professor of Ancient History at Cardiff University, Wales, UK. She is a historian of Greek and Roman Science, Technology, and Medicine, who focusses on the history of gynaecology, pharmacy, cosmetics, and botany. She has taught the history of Greek and Roman medicine to students both in the humanities and in the sciences for many years. She has a strong interest in the pedagogy of the field, including how to discuss sensitive topics and how to introduce a handling element to her teaching. She enjoys adapting her teaching to the changing needs of her students, and in response to trends in scholarship. She has also worked on how to bring diverse methods of assessment, such as creative writing, blogging, and vlogging, to the classroom. Laurence's published works include an edited *Cultural History of Medicine in Antiquity* (Bloomsbury, 2021) and together with Gavin Hardy, *Ancient Botany* (Routledge, 2016), two volumes which aim to address audiences of beginners as well as those who are already familiar with the topics covered. She also enjoys sharing her work to more general audiences, through pieces written for the press, interactions with journalists, participation in podcasts, and blogging, in particular for the Recipes Project, for which she was a co-editor from 2013 to 2021.

**Marco Tibaldini** - University of Genoa

Marco Tibaldini, subject expert at the Department of Education of the University of Genoa, board member of the Italian association of History Teachers, Clio '92, and of the pool of experts of the OHTE (Council of Europe). He is an Italian historian specialized in History Didactics and History of Games and wrote several papers about history epistemology and history teaching, as well as about ancient board games. He also wrote a series of monographs about the gaming traditions of antiquity and implemented an Erasmus+ project that focus on the use of ancient board games as instruments for history teaching ([giochiecivilta.jimdofree.com/en/](http://giochiecivilta.jimdofree.com/en/)).

**Peter J. Miller** - University of Winnipeg

Peter J. Miller is Professor and Chair of Classics at the University of Winnipeg. Since 2013, he has taught courses on ancient Greek and Roman sport and the ancient and modern Olympics over a dozen times at three different institutions in Canada and the United States. His public outreach work over the last decade similarly focuses on ancient sport, with numerous

public talks on the legacy of ancient games to audiences ranging from elementary school students to retirees. He has lectured three times at the *International Olympic Academy* as part of the *Center for Hellenic Studies'* seminars on ancient and modern sports. He is the author of *Sport: Antiquity and Its Legacy* (Bloomsbury, 2023), and *In Praise of Greek Athletes: Echoes of the Herald's Proclamation in Epinikian and Epigram* (Cambridge University Press, 2024).

**Sadi Maréchal** - Ghent University

Sadi Maréchal studied archaeology at Ghent University (Ma. 2010), specialising in Roman Mediterranean Archaeology. After a research stay as visiting scholar in the Academia Belgica in Rome and attending several excavation campaigns of the Eastern Baths in Leptis Magna (Libya) as member of the French Archaeological Mission (MAF - Libye), he obtained a BOF-scholarship to start a PhD (2012-2016) on the evolution of public baths and bathing habits in Late Antiquity (AD 300-700). The geographical focus lay on the Italian Peninsula, North Africa and the Middle East. The results of this study have been published as a monograph in the Late Antique Archaeology Supplementary Series (Leiden/Boston: Brill, 2020). His postdoctoral research project (2018-2022), funded by the Research Foundation Flanders (FWO), shifted the focus on the northwestern continental fringes of the Roman Empire, investigating the Roman baths and the evolution of bathing habits in northern Gaul. The results were published in numerous articles and as a monograph in The Archaeology of Northern Europe Series (Turnhout: Brepols, 2023). In 2020, he was awarded a Science Communication Award by the Royal Flemish Academy of Belgium for his contribution to the public project *Hammam. Steaming stories*. His second postdoctoral project (2022-2025), also funded by the Research Foundation Flanders (FWO), turns to stone domestic buildings in the Roman North-West. In 2023, part of this research has been carried out as a Visiting Scholar at the Centre for the Study of Classical Architecture (CSCA) and the Faculty of Classics at the University of Cambridge. He is currently Professor of Mediterranean Roman archaeology at Ghent University.

**Editor of the volumes *Teaching and Learning Classics at the University Level***

**Alberto Regagliolo** is an Assistant Professor of Linguistics at UKSW University, as well as a translator and graphic designer. He is a member of the research groups CODOLVA (*Corpus Documentale Latinum Valencie*) and Teledantem-CORINEI (*Corpus Oral Interlengua Español Italiano*). He is an honorary fellow of the Department of Translation and Interpretation (University of Alicante). His scholarly interests include Latin and Italian language teaching and acquisition, the role of play in education, and the development of teaching materials. He has published on the didactics of Latin and Italian in international academic journals. Among his main works, he authored *Latin in Spanish Primary Education: An Experience* (UKSW, 2023), *Latin y Cultura Clásica. Educación Primaria* (2020), a Latin textbook for children, and four advanced Italian manuals for university students. He also serves as editor of the academic series *Teaching and Italian Language in Higher Education* (Vernon Press, 2023, 2026) and *Broadening Horizons in Classics: Primary and Secondary Education* (Vernon Press, 2026). Regagliolo teaches Latin and its relevance for philologists, Language Teaching for Children, Analysis of Teaching Materials, and Italian Language and Pragmatics.

## Introduction to Volume 2

*Teaching and Learning Classics at the University Level, Vol. 2* brings together eleven chapters that explore society, religion, and classical culture in its broadest sense.

The first chapter, *Teaching and Learning Ethnography in Antiquity* (Antti Lampien), addresses the challenges and risks of teaching ancient ethnographic texts, often marked by prejudice. It emphasizes the importance of approaching them with sensitivity and a solid contextual background, showing how, when properly framed, they can enrich even contemporary debates on cultural diversity.

The second chapter, *Teaching and Learning the Human Condition: Life after Death in Antiquity* (Han Baltussen), takes death as an educational theme, examining beliefs and rituals concerning the afterlife in ancient cultures. Baltussen suggests an indirect approach through myths, texts, and monuments, enabling reflection without excessive personal involvement. He highlights, moreover, the enduring resonance of the myth of the descent to the underworld, which resurfaces in modern cinema.

In the third chapter, *Teaching and Learning Roman Religion* (John Gruber-Miller), the study of Roman religion is extended to local and non-elite contexts. The discussion explores the connections between cult, social life, and ritual participation, while also proposing immersive teaching strategies to foster student engagement.

The fourth chapter, *Teaching and Learning Violence in Greco-Roman Antiquity* (Fiona McHardy), considers how to teach topic of violence in the Greek and Roman world, juxtaposing ancient and modern ideals. Issues such as law, vengeance, gender, status, and warfare are analyzed, alongside their ethical implications. McHardy also stresses the difficulties inherent in addressing sensitive subjects like domestic violence and torture.

The fifth chapter, *Teaching and Learning Sacrifice in Antiquity* (Krzysztof Bielawski), examines sacrifice as the core of Greek and Roman religious practice, documented in both texts and material evidence. It proposes analysing its forms, language, and meanings across religious, social, and economic spheres.

The sixth chapter, *Teaching and Learning Greek and Roman Slavery* (Rachel Zelnick-Abramovitz), focuses on approaches to teaching slavery in the Greco-Roman world. It advocates for critical and comparative perspectives, combining ancient sources with modern scholarship to stimulate reflection and providing teaching tools to explore the lives, roles, and relationships of enslaved people.

In the seventh chapter, *Teaching and Learning Love in Antiquity* (Ewa Skwara), strategies are offered for teaching the theme of love through Greco-Roman texts and myths. Skwara demonstrates how literary and cultural examples can help students grasp this complex subject, and she highlights the connections with modern art and culture that can further stimulate learning.

The eighth chapter, *Teaching and Learning Medicine in Antiquity* (Laurence Totelin), explores ways of teaching ancient medicine beyond the canonical works of Hippocrates and Galen. Totelin encourages the use of a wider range of evidence to diversify learning experiences and draws on examples from Roman Britain to illustrate participatory lessons and alternative modes of assessment.

The ninth chapter, *Teaching and Learning Ancient Sport* (Marco Tibaldini), proposes ways of teaching play in the Greek and Roman worlds as both a historical and cultural theme. The chapter suggests combining literary and archaeological sources with practical activities, while also advocating for an interdisciplinary and critical approach enriched by museum visits and classroom discussion.

The tenth chapter, *Teaching and Learning Sports in Antiquity* (Peter J. Miller), focuses on teaching ancient Greek and Roman sport, outlining manuals, materials, and strategies for introducing even beginners to the subject. It proposes two central pedagogical pathways: sport and identity, and the reception of sport in later traditions.

Finally, the eleventh chapter, *Teaching and Learning Roman Baths and Bathing Habits* (Sadi Maréchal), presents Roman baths as a rich teaching resource. Drawing on archaeological remains, texts, and images, it provides tools for lectures and student research. The chapter develops thematic paths through architecture, economy, and society, offering historical and contemporary comparisons, while also reflecting on pedagogical opportunities and challenges.

# Chapter 1

## Teaching and Learning Ethnography in Antiquity

Antti Lampinen  
*University of Turku, Finland*

### Abstract

The formation, arrangement and communication of ethnographically framed knowledge in ancient cultures is a research topic that poses several heuristic risks. An interrelated but even broader set of challenges applies to the teaching of ancient ethnographical texts and knowledge frames as part of modern curricula. Stemming from a range of cultural contexts where the dynamics of discrimination, prejudice and even hate speech were only very seldom mitigated by notions of fairness and correctness, ethnically framed texts from antiquity can often demand extreme sensibility and thorough background knowledge from the lecturer or teacher. This said, the benefits of understanding the ethnographic angle of ancient Greek and Roman thinking are numerous, and the successfully contextualized but sensitively taught instruction in these complex texts will, ideally, have some bearing for even our modern societal debates. This chapter seeks to firstly introduce teachers to the kinds of ethnographic sources that survive from antiquity, and then to give some ideas about how to navigate this group of evidence when teaching.

**Keywords:** Ethnography; Barbarians; Otherness; Ancient discrimination; Stereotypes; Identities.

\*\*\*

### 1. Introduction

In 2017 Mary Beard, a well-known British ancient historian, found herself in the eye of a social media storm after having defended the veracity of a short, animated video that BBC had published about Roman-era family-life

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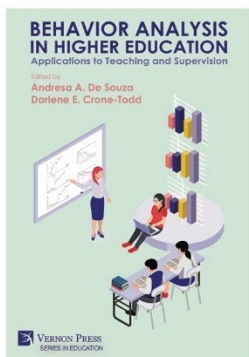
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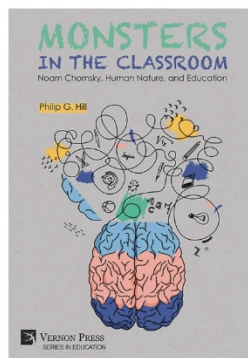
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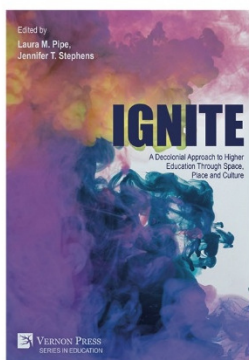
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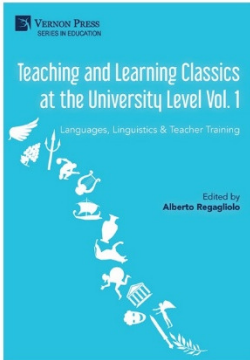
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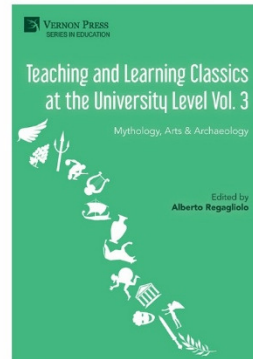
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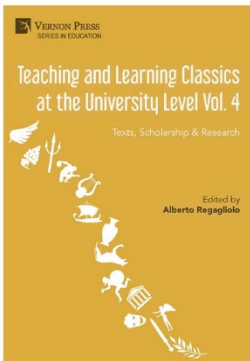
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