

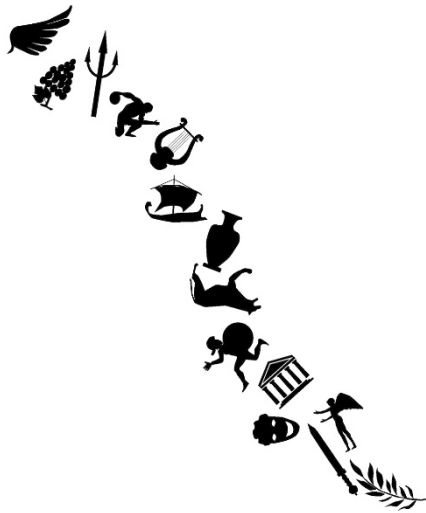
Teaching and Learning Classics at the University Level Vol. 4

Texts, Scholarship & Research

Edited by

Alberto Regagliolo

UKSW University, Poland



Series in Education


VERNON PRESS

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Contributors

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Andrea Balbo - University of Turin

Andrea Balbo is full professor of Latin language and literature at the Department of Humanities of the University of Turin and teaches Latin language and literature at the Università della Svizzera italiana in Lugano. His research focuses on the following topics: Roman oratory and declamation of the imperial age; Cicero, Seneca, historians and late antique writers (Ausonius, Macrobius, Rutilius Namatianus); reception of Greek and Latin authors: relationship between ancient Eastern and Western thought; history of classical philology; neo-Latin authors; Latin language and literature teaching methods with particular attention to multimedia applications and to digital humanities. He has published 7 monographs and 121 papers and edited 15 volumes on many topics of Classical antiquity. He is director of

CIRDA (Inter-departmental Center for Educational Research of the University of Turin) and directs with C. O. Tommasi the SERICA (Sino-European Religious Intersections in Central Asia. Interactive Texts and Intelligent Networks) project funded by FISR 2019 and the Classica Serica project, awarded by Italian Government with PRIN project 2022. He is the dean of the course of Language Technologies and Digital Humanities at UniTO and participates actively to project Compiti@Casa. For more information see <https://unito.academia.edu/AndreaBalbo>

Matteo Barbato - Università degli Studi di Milano

Matteo Barbato is Humboldt Research Fellow in ancient Greek history at Humboldt-Universität zu Berlin. He has studied Classics and Ancient History at the Universities of Macerata and Bologna and obtained his doctorate in Classics from the University of Edinburgh. He has held academic positions at the University of Edinburgh, the University of Birmingham, and the Scuola Superiore Meridionale in Naples. He has obtained a Fellowship of the Higher Education Academy and has taught undergraduate and postgraduate modules on a range of topics, including Athenian democracy, tragedy, research methodology, and ancient Greek language (from beginners to advanced level). His research focuses on the cultural, political and legal history of Classical Athens. His monograph draws from the New Institutionalism in political science to reconcile Marxist and anthropological approaches to Athenian democratic ideology through a study of the social memory of the mythical past. His current research draws from scholarship on anti-establishment parties in political science to investigate political power in democratic Athens. The project argues that an anti-establishment ideology, widely attested in Attic oratory and comedy, was embedded in Athenian democratic institutions and contributed to preventing the creation of a political class. As part of this research, he has published on *Classical Quarterly* and *Klio* on the topics, respectively, of ostracism and decree proposers in fifth-century Athens.

Anna Motta - University of Naples 'Federico II'

Anna Motta is Associate Professor of Ancient Philosophy at the University of Naples 'Federico II'. She was Research Fellow and Principal Investigator of the DFG projects 'Didactic Platonism: A System of Thought and its Metaphysical Patterns' and 'Antidogmatic Patterns' at the Freie Universität

Berlin. She was Marie Curie Co-Fund Fellow at the Dahlem Research School of the Freie Universität Berlin in the focus area of the Excellence Cluster TOPOI. She has published several essays on Ancient Didactics. Among her publications there are the first Italian translation of, and commentary on, the *Anonymous Prolegomena to Platonic Philosophy* (2014), *λόγους ποιεῖν. L'eredità platonica e il superamento dell'aporia dei dialoghi* (2018), *Isagogical Crossroads from the Early Imperial Age to the End of Antiquity* (Edited with Petrucci, Brill, 2022), and the handbook *Ventotto ore di filosofia imperiale e tardoantica* (2024).

Marie Humeau - Université Paris-Nanterre

Marie Humeau is a lecturer in Latin and Rhetoric at Université Paris-Nanterre (France). Her main research topics are the representation of emotions in latin literature, especially in philosophic proseworks, and the teaching of rhetoric. Her PhD handled the definition, status and uses of laughter in the writings of Seneca the Philosopher, and she published several papers on this author, such as: “(Di)gérer son temps: le réseau imagé *dévor*er/*dépenser* dans l’écriture de Sénèque” (“Expense and Consumption of Time in Seneca’s prosework”), 2017 or “L’amplification parodique dans l’*Apocoloquintose* de Sénèque ou la citrouillification du récit” (“Parodic epideictic in Seneca’s *Apocolocyntosis*—A pumpkinified storytelling”), 2021. Besides, as a lecturer she came to teach rhetoric, using the ancient *progymnasmata*. This renewed pedagogical method brought her to explore pedagogical issues of rhetoric in the ancient world and beyond, especially in nineteenth Century France: “Composer à l’antique: vestiges des *progymnasmata* dans les sujets de Baccalauréat - 1853–1880, Faculté de Paris”, 2017 (“Antique-Style Rhetoric: vestiges of the *progymnasmata* in french Baccalauréat - 1853–1880”); “Auteurs et modèles dans la composition latine au Baccalauréat de lettres” (2020) (“Authors and Models in Rhetorical Essays – French Baccalauréat in Humanities”). Experimenting such mutualism between teaching and research proved particularly inspiring.

Kayla Jutzi - Tulane University

Kayla Jutzi is a Senior Instructional Designer and faculty developer who has worked in higher education since 2009, joining Tulane University's School of Professional Advancement in 2019. Prior to working at Tulane, Kayla served in various admissions and student services roles at The George

Washington University and then as Lead Instructional Designer at Columbia College Chicago Online. She earned a Master of Arts in Higher Education Administration as well as a Graduate Certificate in Instructional Design at The George Washington University. She also earned her Bachelor of Arts in Organizational Communication from the University of West Florida.

Simon Whedbee - Loyola University New Orleans

Simon Whedbee received his BA in English Literature from Loyola University New Orleans, with minors in Classics and Medieval Studies. He studied Medieval Latin and Latin paleography at the Centre for Medieval Studies at the University of Toronto, where he earned his MA and doctorate with the dissertation, "Peter Comestor's Lectures on the Gospel of Luke and its Glosses (c. 1163–8): A Critical Edition and Study." During his years in Toronto, he taught or assisted in teaching courses on Latin, medieval paleography and codicology, and the study of the Bible in medieval Europe. His current research investigates the impact of reading strategies cultivated in the Greco-Roman practice of *ars grammatica* (formal grammar) on the medieval practice of *sacra pagina* (study of the Bible). His ongoing research projects also include editing a twelfth-century commentary on Virgil's *Georgics* attributed to Hilarius of Orléans.

Raffaele Luiselli - Sapienza University of Rome

Raffaele Luiselli received a BA degree in Greek language and literature from the University of Rome in 1990 and then moved to University College London where he was awarded a MA degree in Classics (1992) and a PhD degree in Papyrology (1999) under the guidance of the late Professor Herwig Maehler. He was visiting scholar at Oxford University (2000) and senior research fellow at the Istituto Papirologico "G. Vitelli" in Florence (2001–2011). He has since 2011 been teaching papyrology at Sapienza University of Rome, where he is currently Associate Professor of Papyrology in the department of Sciences of Antiquity. He lectured in many conferences and seminars around Europe. He is interested in Greek papyri, both literary and documentary, as well as in their social and cultural background. Ever since his doctoral studies he has worked on Greek letters on papyrus and their language and style. He has published many literary and documentary papyri from several European collections. In particular, he has worked on verse and prose fragments, on a variety of texts of medical content, on

shorthand handbooks and their contents, as well as on the book-fragments of Aratus, reediting the papyrus evidence for the practice of commentary and annotation as exercised on the *Phaenomena* (2011). A book containing the first editions of important Greek literary texts will be published in the year 2024.

Joel Christensen - CUNY Graduate Center

Joel Christensen (he/his) is Professor of Classics at the CUNY Graduate Center where he also serves as Provost and Senior Vice President for Academic Affairs. Prior to joining CUNY, he taught at Brandeis University, where he was also Senior Associate Dean for Faculty Affairs in the School of Arts and Sciences. Earlier, he was a faculty member at the University of Texas at San Antonio (2007–2016). He received his BA and MA from Brandeis ('01) in Classics and English and his PhD in Classics from New York University (2007) where he also received an Advanced Certificate in Poetics and Theory. Joel has been a Fellow at the *Center for Hellenic Studies* (2013) and has received the Society for Classical Studies' Award for Excellence in Teaching at the Collegiate Level (2013). In addition to articles on language, myth and literature in the Homeric epics, he has published a *Beginner's Guide to Homer* (One World, 2013) and also a *Homer's Thebes* (CHS, 2019) with Elton T. E. Barker as well as *A Commentary on the Homeric Battle of Frogs and Mice* (Bloomsbury, 2018) with Erik Robinson. In 2020, He published *The Many-Minded Man: the Odyssey, Psychology, and the Therapy of Epic* with Cornell University Press.

Giacomo Fedeli - University of Exeter

Giacomo Fedeli is Lecturer in Classics & Ancient History at the University of Exeter (UK). He is a Latinist, working primarily on Roman literature of late Republican and early Imperial era. Before joining the University of Exeter, he studied in Italy and the UK and held teaching and research positions at universities in London (King's College and Courtauld Institute) and Dublin (Trinity College). His specialist research focuses on ancient ideas of literature and literary history, though he has also worked and published on Greek tragedy, Roman love poetry, ancient satire and Neo-Latin literature. He is a Fellow of the Higher Education Academy in the UK and has recently been co-principal investigator of a project about dyslexia and the pedagogy of Latin language teaching at Exeter.

Fabio Stok - University of Rome “Tor Vergata”

Fabio Stok is professor of Latin Literature and Classical Tradition at the University of Rome “Tor Vergata”. He has both a classical formation, which led him to study Latin authors of Republican and Imperial ages and also various problems concerning the history of Greek and Roman culture, and a solid experience in the field of medieval and humanistic philology. He published critical editions of Latin texts (*Vitae Vergilianae*, Perotti’s *Cornu copiae*, Jacopo D’Angelo’s translation of Plutarch’s *De fortuna Romanorum* and others), annotated Italian translations of Cicero’s *Somnium Scipionis*, Ovid’s *Fasti* and Seneca’s *Troades*, books and articles on Cicero, Virgil, Ovid, Propertius and other Latin authors. He published also articles on ancient medicine, physiognomics, and Renaissance lexicography. His more recent field of interest is the Virgilian exegesis, from antiquity to modern age, particularly the commentary by Servius on the *Bucolics*, of which he published a preliminary study on the manuscript tradition (2021) and a critical edition (forthcoming). His book *I classici dal papiro a internet* (2012), an outline of the classical tradition, was translated in German (*Von Papyrus zu Internet*, 2017) and reworked in English with J. Hunt and A. Smith (*Classics from papyrus to the internet*, 2017).

Sara Fascione - Université de Liège

Sara Fascione is *Chargée de cours* in Latin Language and Literature in the Department of Ancient Studies. After defending her PhD thesis on Sidonius Apollinaris’ Letters at the University of Naples and at the University Lyon 3, she has conducted her research in Germany, in the UK, in Italy and in Belgium, working on the history and culture of fourth- and fifth-century Gaul as well as on the dynamics of interactions between pagans and Christians in fourth-century Rome. She is author of a book on the literary representation of ‘otherness’ in Sidonius Apollinaris’ Letters (*Gli ‘altri’ al potere. Romani e barbari nella Gallia di Sidonio Apollinare*, 2019) and of a number of articles investigating the dynamics of transmission of texts and knowledge in Late Antiquity.

Juan Fancisco Mesa Sanz - University of Alicante

Professor of Latin Philology at the University of Alicante, specializing in Latin linguistics. His work spans various areas, including the analysis of optative speech acts in the Latin language, classical tradition, and the

influence of classical elements on the development of German thought in the first half of the twentieth century. Over the past decade, his primary research focus has been on medieval Latin lexicography within ISIC-IVITRA (Prometeo/2009/042, ISIC/2012/022, and PrometeoII/2014/018 projects) as the principal investigator of the Corpus Documentale Latinum Valencie (CODOLVA). His group, part of ISIC-IVITRA, has gained recognition within the Corpus Documentale Latinum Hispaniarum Excellence Network (CODOLHISP) (FFI2016-81889-REDT). He is known for his pioneering translation of Macrobio's "Saturnales" into Spanish (Akal, 2009) and has also contributed to projects related to the Roman heritage of Caesaraugusta (Museums of the Forum, the Thermal Baths, the River Port, and the Theater). Currently, he serves as the subdirector of the "Heroes and Ladies of La Alcudia" project. These projects have led to the publication of numerous scientific and educational works, including the paleochristian sarcophagus of Santa Engracia in Zaragoza, inscriptions and sounds in the Forum of Caesaraugusta, and the significant Bronze of La Alcudia, as well as educational manuals for museum utilization, among others.

Victor Udwin - The University of Tulsa

Victor Udwin teaches Ancient Greek Literature in the Honors Program at The University of Tulsa. He has developed a research procedure that maps predictable problem-solving prompted by the interpretive challenges characteristic of literary works. *Between Two Armies: the Place of the Duel in Epic Culture* presents findings from application of the approach to Homer and other epics. He is currently mapping response to 1,048 prompts found in Sophocles' *Oedipus Tyrannus*. *The Electra Project* (in preparation) showcases first-semester honors students' mappings of the three related tragedies by Aeschylus, Sophocles, and Euripides. Udwin also teaches classical and medieval languages and gangster films.

Arlene Holmes-Henderson - Durham University

Arlene Holmes-Henderson is Professor of Classics Education and Public Policy at Durham University where she is the founding Director of the Durham Centre for Classics Education Research and EngagementS (CERES). After studying Classics at Oxford, Harvard and Cambridge, Arlene qualified as a schoolteacher and taught in high schools for more than a decade before returning to academia. Arlene has conducted international comparative

research in the USA as a Fulbright Scholar, in Australia as a Churchill Fellow and in New Zealand as an Erskine Fellow. Her current project investigates the relationship between oracy, rhetoric and critical skills. She was awarded an MBE for Services for Education by King Charles III in the Birthday Honours 2023. In 2024 she was elected a member of Academia Europea in recognition of her outstanding publication record in Classics Education (7 books and 50+ articles). Arlene is the recipient of the 2026 Classical Association Prize, a national honour presented to the person who has most improved public understanding of Classics and Ancient History.

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

Alberto Regagliolo – UKSW University

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 Interlingua 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 4

Teaching and Learning Classics at the University Level Vol. 4 focuses on digital tools, literature, research, and employability. This volume contains fourteen chapters.

The first chapter, *Teaching and Learning Digital Humanities* (Paolo Costa), examines the pedagogical challenges of Digital Humanities across various approaches. It explores innovative teaching methods and supporting tools, while also considering future perspectives to maintain their relevance and effectiveness.

The second chapter, *Teaching and Learning Antiquity through Digital Tools* (Andrea Balbo), explores how digital technologies are applied in ancient studies. It highlights useful tools for university teaching and discusses their use in Latin language and culture, offering practical examples.

The third chapter, *Teaching and Learning Academic Research in Ancient History* (Matteo Barbato), is designed for students of ancient history who analyze texts and inscriptions from the Greco-Roman world. The resource introduces both traditional and digital research tools, providing practical examples to tackle methodological challenges. Additionally, it includes guidelines for accurately preparing bibliographic references.

The fourth chapter, *Teaching and Learning How to Teach Ancient Philosophy* (Anna Motta), emphasizes teaching the history of ancient philosophy in a more engaging and contemporary manner, highlighting both the practices of ancient philosophers and the integration of new technologies.

The fifth chapter, *Teaching and Learning Greco-Roman Rhetoric* (Humeau Marie), focuses on teaching rhetoric as a means for personal and social development, recommending a revisit to classical exercises to enhance students' writing, eloquence, and persuasive skills.

The sixth chapter, *Teaching and Learning Latin Paleography and Codicology* (Kayla Jutzi & Simon Whedbee), suggests incorporating medieval and Renaissance manuscripts into Latin studies to provide a more authentic and engaging understanding of the language beyond modern versions.

The seventh chapter, *Teaching and Learning Papyrology* (Raffaele Luiselli), focuses on teaching methods in papyrology, outlining objectives, criteria for selecting texts, and emphasizing the importance of a progressive, hands-on approach.

The eighth chapter, *Teaching and Learning Homer* (Joel Christensen), offers an overview of the challenges involved in teaching the Homeric poems and explores potential solutions. It discusses their origins and transmission methods, while proposing teaching strategies and thematic pathways to help students connect with the language and values of epic poetry.

The ninth chapter, *Teaching and Learning Roman Epic Poetry* (Giacomo Fedeli), emphasizes the significance of students' existing knowledge in Latin epic studies. Educators are advised to use this as a foundation to examine the texts' complexity and to introduce various critical analysis methods.

The tenth chapter, *Teaching and Learning Ecdotics / Textual Criticism* (Fabio Stok), suggests a method for teaching textual criticism to students without specialization, combining it with classical language studies. It covers the historical and terminological basics of the field, guides how to interpret the critical apparatus, and explains how conjecture relates to manuscript traditions and other knowledge areas.

The eleventh chapter, *Teaching and Learning Late Antique Latin Literature* (Sara Fascione), examines the complexities involved in studying Late Antiquity. It details various approaches and methods for analyzing Latin texts from that era, emphasizing the field's ongoing significance today.

The twelfth chapter, *Teaching and Learning Medieval and Modern Latin Drama* (Juan Francisco Mesa Sanz), emphasizes the importance of medieval and modern Latin theater in university education, serving to enhance linguistic abilities and trace the development of dramatic styles up to the Baroque era. It also explores links with vernacular theater and suggests pedagogical methods that leverage students' existing linguistic knowledge.

The thirteenth chapter, *Teaching and Learning Classical Literature through Mapping* (Victor Udwin), emphasizes balancing straightforward reading with reconstructing cultural contexts, recommending mapping as a way to visualize links between works, themes, and historical backgrounds.

Finally, the fourteenth chapter, *Classics and Employability* (Arlene Holmes-Henderson), illustrates the transferable skills gained from studying Classics, outlines key career opportunities and guidance resources. It provides data to show how employable Classics graduates are, and it identifies the sectors within which classicists have successfully built careers.

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In my opinion, these volumes constitute an essential reference work for all those engaged in the instruction of Classics, as they address the most pertinent topics from a variety of methodologies, and they offer extremely useful materials and resources.

Dr. Rosa M^a Marina Sáez
Professor of Latin Philology
Department of Ancient Studies
University of Zaragoza, Spain

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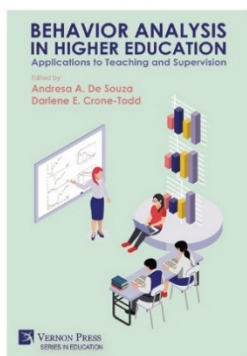
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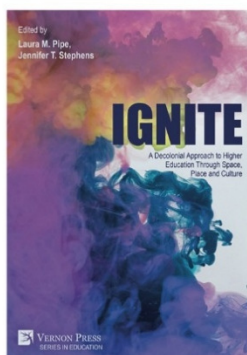
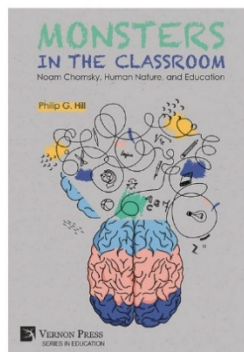
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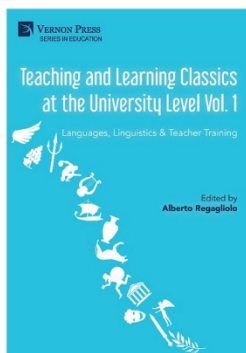
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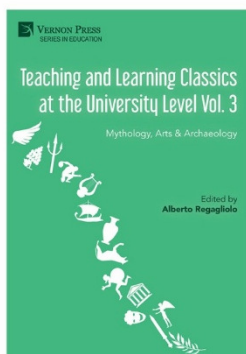
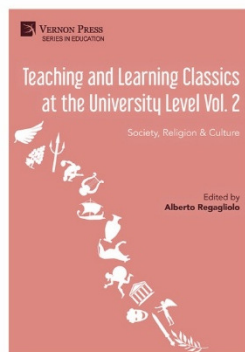
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