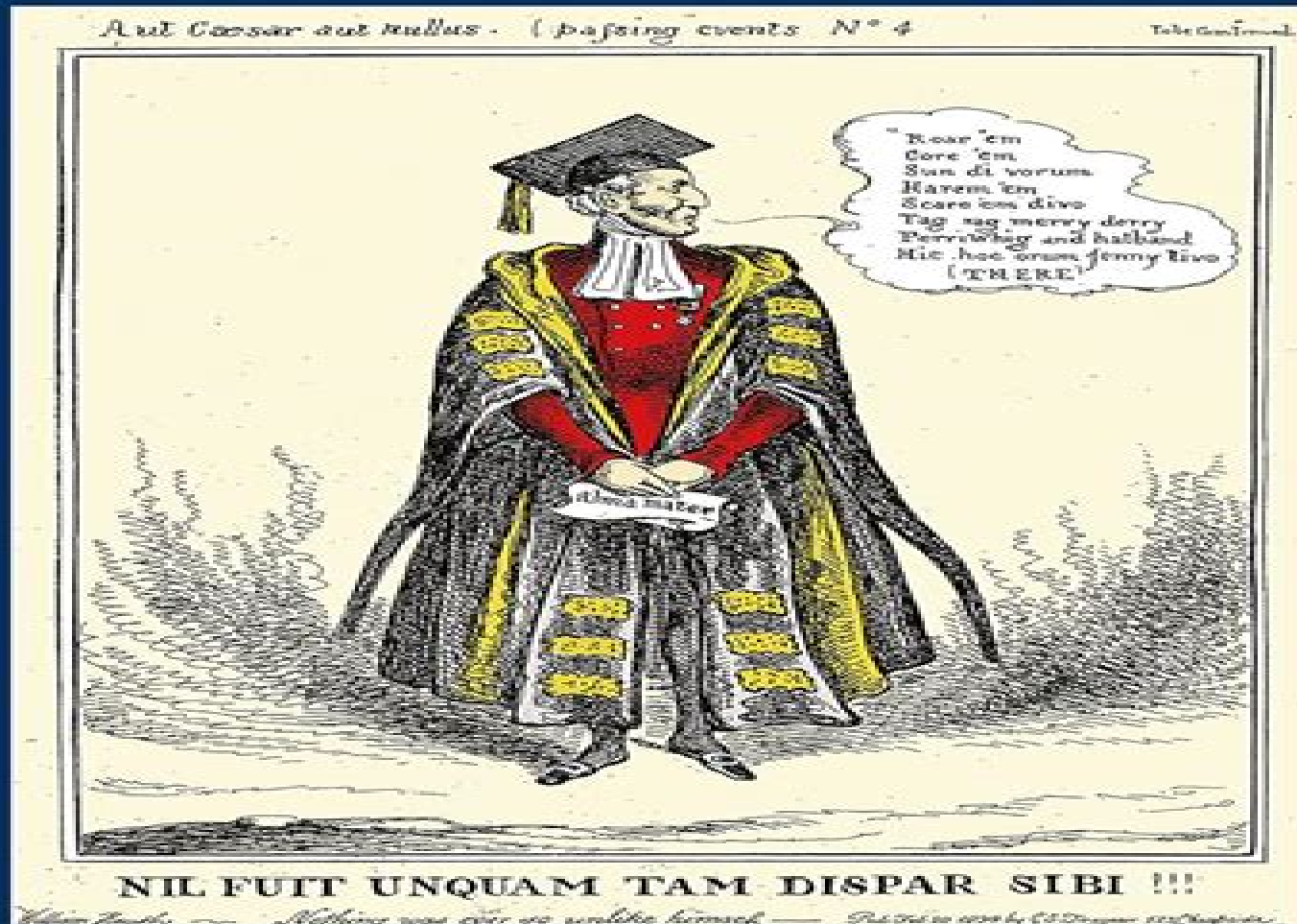


OXFORD CLASSICS

Teaching and Learning 1800-2000



Edited by Christopher Stray

B L O O M S B U R Y

Oxford Classics Teaching And Learning 1800

Floyd E. Schneider



Oxford Classics Teaching And Learning 1800 :

Oxford Classics, 2013-12-12 Oxford the home of lost causes the epitome of the world of medieval and renaissance learning in Britain has always fascinated at a variety of levels social institutional cultural Its rival Cambridge was long dominated by mathematics while Oxford s leading study was Classics In this pioneering book 16 leading authorities explore a variety of aspects of Oxford Classics in the last two hundred years curriculum teaching and learning scholarly style publishing gender and social exclusion and the impact of German scholarship Greats Literae Humaniores is the most celebrated classical course in the world here its early days in the mid 19th century and its reform in the late 20th are discussed in the latter case by those intimately involved with the reforms An opening chapter sets the scene by comparing Oxford with Cambridge Classics and several old favourites are revisited including such familiar Oxford products as Liddell and Scott s Greek English Lexicon the Oxford Classical Texts and Zimmern s Greek Commonwealth The book as a whole offers a pioneering wide ranging survey of Classics in Oxford

The Oxford History of Classical Reception in English Literature David Hopkins, Charles Martindale, Norman Vance, Rita Copeland, Patrick Cheney, Jennifer Wallace, Philip R. Hardie, 2012 The Oxford History of Classical Reception OHCREL is designed to offer a comprehensive investigation of the numerous and diverse ways in which literary texts of the classical world have stimulated responses and refashioning by English writers Covering the full range of English literature from the early Middle Ages to the present day OHCREL both synthesizes existing scholarship and presents cutting edge new research employing an international team of expert contributors for each of the five volumes OHCREL endeavours to interrogate rather than inertly reiterate conventional assumptions about literary periods the processes of canon formation and the relations between literary and non literary discourse It conceives of reception as a complex process of dialogic exchange and rather than offering large cultural generalizations it engages in close critical analysis of literary texts It explores in detail the ways in which English writers engagement with classical literature casts as much light on the classical originals as it does on the English writers own cultural context This fourth volume and second to appear in the series covers the years 1790 1880 and explores romantic and Victorian receptions of the classics Noting the changing fortunes of particular classical authors and the influence of developments in archaeology aesthetics and education it traces the interplay between classical and nineteenth century perceptions of gender class religion and the politics of republic and empire in chapters engaging with many of the major writers of this period

Learning Latin and Greek from Antiquity to the Present Elizabeth P. Archibald, William Brockliss, Jonathan Gnoza, 2015-02-26 This volume provides a unique overview of the complete histories of Latin and Greek as second languages

Teaching Classics with Technology, 2019-06-13 The impact of ICT on the teaching of classical languages literature and culture has not until now been extensively described and evaluated Nevertheless educational technology has made a huge difference to the ways in which Classics is taught at junior senior and college level The book

brings together twenty major approaches to the use of technology in the classroom and presents them for a wide international audience. It thus forms a record of current and developing practice, promotes further discussion and use among practitioners, teachers, learners and trainers, and offers suggestions for changes in pedagogical practices in the teaching of Classics for the better. The many examples of practice from both UK and US perspectives are applicable to countries throughout the world where Classics is being taught. The more traditional curricula of high school education in the UK and Europe are drawing more and more on edutech, whereas educational jurisdictions in the US are increasingly expecting high school students to use ICT in all lessons, with some actively dissuading schools from using traditional printed textbooks. This book presents school teachers with a vital resource as they adapt to this use of educational technology in Classics teaching. This is no less pertinent at university level in the UK and US where pedagogy tends to follow traditionalist paradigms; this book offers lecturers frameworks for understanding and assimilating the models of teaching and learning which are prevalent in schools and experienced by their students.

Literature and Learning Stefan Collini, 2025-03-05

The study and teaching of English literature is generally regarded as one of the central disciplines in the modern university, yet for much of its history it struggled to gain academic legitimacy and was frequently derided as a soft option. Its early professors responded by emphasizing its scholarly character, foregrounding philology and literary history in ways that marked the syllabus far into the twentieth century. Stefan Collini provides here the first full account of the discipline's development from its late eighteenth century beginnings up to the early 1960s. Paying special attention to institutional settings, he challenges numerous assumptions about the character of universities in the nineteenth and early twentieth centuries. From the detailed exploration of syllabuses, exam papers and other institutional records, the impact of literary criticism is revealed to be later and more partial than is commonly assumed. Rather than seeing the early teaching of English literature as a substitute for religion or a means to soften class conflict, Collini emphasizes the role of ideals of learnedness and scholarship, as well as of external factors such as opportunities for employment in the civil service and secondary school teaching. There are full discussions of the parts played by such figures as John Churton Collins, A. C. Bradley, George Saintsbury and Walter Raleigh, together with sceptical analyses of the decisive significance usually attributed to Matthew Arnold, T. S. Eliot, I. A. Richards and F. R. Leavis. Separate chapters are devoted to neglected aspects of the story, such as the role of Classics, the importance of the subject for women's higher education and the connections with English teaching in schools. Drawing on extensive use of institutional archives and records, as well as the writings of contemporary participants, the book offers a vivid and wide-ranging history of English as a discipline and its centrality across academic, literary, cultural and educational life over the past two hundred years, as well as a resounding testament to its continued importance and relevance today.

Expurgating the Classics Bloomsbury Publishing, 2012-12-20

In the first collection devoted to this subject, a distinguished cast of contributors explores expurgation in both Greek and Latin authors in ancient and modern times. The major focus is on the period from the

seventeenth to the twentieth century with chapters ranging from early Greek lyric and Aristophanes through Lucretius Horace Martial and Catullus to the expurgation of schoolboy texts the Loeb Classical Library and the Penguin Classics The contributors draw on evidence from the papers of editors and on material in publishing archives The introduction discusses both the different types of expurgation and how it differs from related phenomena such as censorship

Roman Literature, Gender and Reception Donald Lateiner, Barbara K. Gold, Judith Perkins, 2013-07-04 This cutting edge collection of essays offers provocative studies of ancient history literature gender identifications and roles and subsequent interpretations of the republican and imperial Roman past The prose and poetry of Cicero and Petronius Lucretius Virgil and Ovid receive fresh interpretations pagan and Christian texts are re examined from feminist and imaginative perspectives genres of epic didactic and tragedy are re examined and subsequent uses and re uses of the ancient heritage are probed with new attention Shakespeare Nineteenth Century American theater and contemporary productions involving prisoners and veterans Comprising nineteen essays collectively honoring the feminist Classical scholar Judith Hallett this book will interest the Classical scholar the ancient historian the student of Reception Studies and feminists interested in all periods The authors from the United States Britain France and Switzerland are authorities in one or more of these fields and chapters range from the late Republic to the late Empire to the present

Conservatism and the Quarterly Review Jonathan Cutmore, 2015-10-06 In its time the Quarterly Review was thought to closely reflect government policy however the essays in this volume reveal that it was inconsistent in its support of government positions and reflected disagreement over a broad range of religious economic and political issues

A.E. Housman Christopher Stray, 2013-11-01 A E Housman 1859 1936 was a man of many apparent contradictions most of which remain unresolved 150 years after his birth At once a deeply emotive lyric poet and a precise and dedicated classical scholar he achieved fame in both of these diverse disciplines Although his poetic legacy has received much scholarly analysis and yet more attention has been devoted to reconstructing his private life no previous work has focused on Housman the classical scholar yet it is upon scholarship that Housman most wished to leave his mark This timely collection of papers by leading scholars reassesses the breadth and significance of Housman s contribution to classical scholarship in both his published and unpublished writings and discusses how his mantle has been passed on to later generations of classicists

What Is Ancient History? Walter Scheidel, 2025-04-22 From one of today s most innovative ancient historians a provocative new vision of why ancient history matters and why it needs to be told in a radically different global way It s easy to think that ancient history is well ancient history obsolete irrelevant unjustifiably focused on Greece and Rome and at risk of extinction In *What Is Ancient History* Walter Scheidel presents a compelling case for a new kind of ancient history a global history that captures antiquity s pivotal role as a decisive phase in human development one that provided the shared foundation of our world and continues to shape our lives today For Scheidel ancient history is when the earliest versions of today s ways of life were created and spread from farming mining

and engineering to housing and transportation cities and government writing and belief systems Transforming the planet this process unfolded all over the world in Eurasia Africa and the Americas often at different times sometimes haltingly but ultimately unstoppably Yet it is rarely studied or taught that way Since the eighteenth century Western intellectuals have dismembered the ancient world driven not only by their quest for professional expertise but also by nationalism colonialism racism and the idealization of Greece and Rome Specialized scholarship has fractured into numerous academic niches obscuring broader patterns and dynamics and keeping us from understanding just how much humanity has long had in common The time has come Scheidel argues to put the ancient world back together by moving beyond the limitations of Greco Roman classics by systematically comparing ancient societies and by exploring early exchanges and connections between them The time has come in other words for an ancient history for everyone

Sex Daniel Orrells, 2015-04-30 Sex is fundamental to society We cannot think about politics power identity or culture without also thinking about sexuality Despite this the scientific study of sexual behaviour is a relatively recent phenomenon Doctors legal experts and other intellectuals have all pondered challenging questions in an attempt to stay abreast of the latest sexual research How might we separate talking about sex scientifically from discussing and consuming pornography How do we speak objectively about desire and pleasure And how do the words that we use to talk about sex affect what we are able to say about it Such questions increasingly inform public discourse across a variety of media Showing how ancient words and ideas have left a significant imprint on present day ideas about sex Daniel Orrells offers a bold new narrative of how the scientific study of sexuality came into being Uncovering the intriguing story of how the obscene and erotic verse of Roman epigram and love poetry became the sanitised language of nineteenth century sexual science this divertingly readable book demonstrates how the reception of both Latin and Greek texts was central to the development of modern sexology and psychoanalysis Ranging from Sappho Catullus and Martial to Michel Foucault Richard von Krafft Ebing and Sigmund Freud the author reveals just how profoundly classics has shaped the landscape of sexual identity that we inhabit today

Women Writers and the Dark Side of Late-Victorian Hellenism T. Olverson, 2009-11-19 Examining the appropriation of transgressive violent female figures from ancient Greek literature and myth by late Victorian writers Olverson reveals the extent to which ancient antagonists like the murderous Medea and the sinister Circe were employed as a means to protest against and comment upon contemporary social and political institutions

Stand in the Trench, Achilles Elizabeth Vandiver, 2010-02-18 A study of the ways in which British poets of the First World War used classical literature culture and history as a source of images ideas and even phrases for their own poetry Elizabeth Vandiver offers a new perspective on that poetry and on the history of classics in British culture

Student Revolt, City, and Society in Europe Pieter Dhondt, Elizabethanne Boran, 2017-07-06 This edited collection studies the role of students as a critical mass within their urban context and society through examples of student revolts from the foundation period of universities in the Middle Ages until today covering the whole European continent A

dominant theme is the large degree of continuity visible in student revolts across space and time especially concerning the rebellious attitudes of and criticisms directed towards students *Herodotus in the Long Nineteenth Century* Thomas Harrison, Joseph Skinner, 2020-03-26 Explores the many different ways in which Herodotus Histories were read and understood during a momentous period of world history *Sparta* Stephen Hodkinson, Anton Powell, 2008-12-31 This is the 7th volume from the International Sparta Seminar in the series begun in 1989 by Anton Powell with Stephen Hodkinson The volume is both thematic and eclectic Ephraim David and Yoann Le Tallec treat respectively the politics of nudity at Sparta and the role of athletes in forming the Spartan state Nicolas Richer examines the significance of animals depicted in Lakonian art Andrew Scott asks what Lakonian figured pottery reveals of local consumerism Nino Luraghi and Paul Christesen deal respectively with the way in which Sparta was viewed by Messenians and by Ephorus Jean Ducat treats the ghost of the Lakedaimonian state a major study of formal relations between Spartiate and perioikic communities Thomas Figueira considers how Spartan women policed masculine behaviour Anton Powell traces the development of Spartan reactions to political divination in the classical period **African Americans and the Classics** Margaret Malamud, 2019-01-24 A new wave of research in black classicism has emerged in the 21st century that explores the role played by the classics in the larger cultural traditions of black America Africa and the Caribbean Addressing a gap in this scholarship Margaret Malamud investigates why and how advocates for abolition and black civil rights both black and white deployed their knowledge of classical literature and history in their struggle for black liberty and equality in the United States African Americans boldly staked their own claims to the classical world they deployed texts ideas and images of ancient Greece Rome and Egypt in order to establish their authority in debates about slavery race politics and education A central argument of this book is that knowledge and deployment of Classics was a powerful weapon and tool for resistance as improbable as that might seem now when wielded by black and white activists committed to the abolition of slavery and the end of the social and economic oppression of free blacks The book significantly expands our understanding of both black history and classical reception in the United States **History of Universities** Mordechai Feingold, 2009-10-29 Volume XXIV of History of Universities contains the customary mix of learned articles book reviews and bibliographical information which makes this publication such an indispensable tool for the historian of higher education Its contributions range widely geographically chronologically and in subject matter *Classical Scholarship and Its History* Stephen Harrison, Christopher Pelling, 2021-04-06 It is unusual for a single scholar practically to reorient an entire sub field of study but this is what Chris Stray has done for the history of UK classical scholarship His remarkable combination of interests in the sociology of scholars and scholarship in the history of the book and of publishing and especially in the detailed intellectual contextualisation of classical scholarship as a form of classical reception has fundamentally changed the way the history of British classics and its study is viewed A generation ago the history of classical scholarship still consisted largely of accounts of particular scholars

and groups of scholars written by other scholars from a broadly biographical and heroic individual perspective In these works scholars often sought to find their own place in the great tradition choosing to praise or blame those whose work they admired or deprecated and to identify with particular schools or trends and there were few attempts to provide a broader and less prosopographical perspective Almost all the chapters in the volume originated as papers at a conference in honour of the honorand and have been improved both by discussion there and by the rigorous peer review process conducted by the two experienced editors It covers various aspects of classical reception with a particular focus on the history of scholars their institutions and their writings the main focus is on the UK but there are also substantial engagements with continental Europe and especially the USA the period covered runs from the Renaissance to the present The cast contains a number of world famous names Unusually the volume also contains an essay by the honorand but we are very keen to include this especially as it focusses on the topic of scholarly collaboration Mark Challenges the Aeneid Floyd E.

Schneider, 2019-12-13 Most scholars believe that Mark wrote his Gospel to the Romans True but in addition to presenting the Gospel to the Romans Mark actually contextualized his Gospel by challenging the leading propaganda of his day Virgil's Aeneid The Roman poet Virgil wrote his masterpiece epic poem the Aeneid to promote the myth that Caesar Augustus was the son of god The Aeneid went viral almost immediately upon publication in 19 BC becoming Rome's premier piece of propaganda that promoted Augustus as the emperor who would bring peace to the world Within the first century the Aeneid reached from Masada to northern Britain and became a foundational piece of Roman education Mark's mother Mary and his uncle Joseph Barnabas raised him in wealth and educated him in the four languages of Hebrew Aramaic Greek and Latin They drew him to Jesus and Barnabas took Mark on the first missionary journey Mark spent time with Peter in Rome where Mark wrote his Gospel in Greek Mark most certainly had direct access to the most influential piece of Latin literature the Aeneid and he wrote his masterpiece Gospel comparing Augustus with Jesus the true Son of God

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