

NOTES ON CONTRIBUTORS

Dan Curley is Associate Professor of Classics at Skidmore College (USA). His teaching and research interests include Latin poetry, ancient dramaturgy, classical mythology, the city of Rome, and the ancient world on screen. He has written articles and essays on classical motifs in modern media, and he is the Vice-President of Antiquity in Media Studies (AIMS), an interdisciplinary organization of teacher-scholars dedicated to the discipline of classical reception. Curley is the author of *Tragedy in Ovid: Theater, Metatheater, and the Transformation of a Genre* (Cambridge University Press, 2013). His current project is *Screening Classical Myth*, a critical guide for teaching mythology in screen media (under contract with Wiley-Blackwell).

Elena Ermolaeva is a Classics scholar, Associate Professor at the Department of Classics at Saint Petersburg State University, a teacher of Ancient Greek at the Classical Gymnasium of Saint Petersburg (School No. 610) and Russia's representative in Euroclassica (Vice-President in 2012–2015). Her research focuses on the Ancient Greek language, epic and lyric poetry, ancient scholarship, neo-Hellenic poetry, and the reception of Classics in Russia.

Anna Foka is Associate Professor of History and Information Technology, and Lecturer in Digital Museum Studies at Uppsala University in Sweden. Since August 2018, she has been the scientific leader of the Digital Humanities Uppsala Initiative, at the Department of Archives, Museums, Libraries and Cultural Heritage, and a Lecturer in Digital Heritage. Her current research interests include, but are not limited to, digital art and heritage studies, especially content management systems, data standards, digital aesthetics, and media for scientific visualization. Her current project, *The Digital Periegesis* (<https://www.periegesis.org/>), funded by the Marcus and Amalia Wallenberg Foundation, focuses on digital manuscript studies and the application of geographic information systems for the study and teaching of Classics, history, and archaeology. She conducts her research in very

close collaboration with the public sector, connecting to the heritage and the entertainment industry. She has published over forty articles in international journals, refereed conference proceedings, books, and scientific reports, and has presented her work in more than thirty countries worldwide.

Claudia C.J. Fratini is a Lecturer in the Department of English Studies at the University of South Africa (UNISA), where she teaches both literature and language. Her teaching practice adopts a holistic approach, where the learner's pre-existing knowledge forms the basis of the learning experience – making the local global. Her interests and research areas range from classical reception to historical enquiry into how patterns of reception evolve and recur through time. As a poet, she has published in *Scrutiny2* and has presented a series of *Soul Poetry* workshops, exploring the mythic and spiritual essence of language. She is currently completing her PhD, which explores how the classical tradition and reception of the Classics in Fascist Italy affected actions of Italian prisoners of war in South Africa from 1941 to 1947.

Ricardo Gancz recently received his PhD in Classics at Bar-Ilan University. His thesis analyses the relationship between Aristotle's theory of *phantasia* and his *Rhetoric*. He has presented papers at more than ten international venues about rhetoric, ethics, and other topics in ancient philosophy. He teaches at Bar-Ilan University and writes a biweekly column for a leading Brazilian newspaper, where he uses ancient rhetoric to analyse the events of the day.

Valentina Garulli is Associate Professor of Greek Language and Literature at the University of Bologna. Her main research interests include Greek and Latin epigraphic poetry, Greek and Latin epigram, Posidippus, and Hellenistic poetry. Her other research themes are Callimachus, ancient biography, history of classical scholarship, and the didactics of Ancient Greek. She is an elected member of Associazione Italiana di Cultura Classica (AICC) and is actively involved in the following research groups and projects: *DISPEL: Didattica Speciale per le Lingue di scolarizzazione: italiano e lingue classiche*, directed by Matteo Viale (University of Bologna); *Die Fragmente der griechischen Historiker (Continued)*, directed by Stefan Schorn (KU Leuven) and *Our Mythical Childhood*, directed by Katarzyna Marciniak (University of Warsaw).

Emily Gunter graduated from Skidmore College (USA) in 2019 with a BA and honours in Classics and Dance. While at Skidmore, she completed a capstone project entitled *Translation & Transformation: Mythology in Choreography*, which involved a thesis on Ovid's myth of Pygmalion and Martha Graham's Greek phase, and a dance with original choreography. The dance was performed at Skidmore's Tang Teaching Museum alongside a curated selection of sculptures from the Tang's permanent collections. Gunter continues to pursue connections between Classics and dance, and is currently Operations Assistant at the National Museum of Dance (Saratoga Springs, NY, USA), where she assists with collections, exhibitions, and development.

Elizabeth Hale is Associate Professor of English at the University of New England, Australia, where she teaches children's literature and fantasy literature. She has published on topics in children's literature, including edited volumes *Marvellous Codes: The Fiction of Margaret Mahy* (Victoria University Press, 2005) and *Maurice Gee: A Literary Companion: The Fiction for Young Readers* (Otago University Press, 2014). She currently leads the Australian wing of the *Our Mythical Childhood* project, which surveys the reception of Classical Antiquity in global children's culture. With Miriam Riverlea, she is writing *Classical Mythology and Children's Literature: An Alphabetical Odyssey* (forthcoming, Warsaw University Press). She is also General Editor of the forthcoming six-volume set of Routledge *Historical Resources in Children's Literature, 1789–1914*.

Arlene Holmes-Henderson is a Research Fellow in the Faculty of Classics at the University of Oxford, where she specializes in Classics Education. After studying Classics at Oxford, Harvard, and Cambridge, Arlene qualified as a schoolteacher. She taught for more than a decade in a range of schools in the UK and internationally, leading departments and assuming school-wide responsibilities. She holds a doctorate in Classics Education and is an expert in educational research, policy, and practice. Together with Steven Hunt and Mai Musié she edited a pioneering collection of studies, *Forward with Classics: Classical Languages in Schools and Communities* (Bloomsbury, 2018).

Markus Janka is Professor of Classical Philology/Didactics of Ancient Languages at the Ludwig Maximilian University of Munich. In his research, he focuses, in addition to and in combination with the didactics of ancient languages, on ancient drama, Ovid, mythology, rhetoric and eroticism of antiquity, and the historical influence of ancient literature. He is the author

of schoolbooks and translations, co-editor of the periodical *Gymnasium* and (co-)editor of ten volumes, including *Verjüngte Antike. Griechisch-römische Mythologie und Historie in zeitgenössischen Kinder- und Jugendmedien* (Universitätsverlag Winter, 2017), edited together with Michael Stierstorfer.

Ariadne Konstantinou is a Teaching Fellow in the Department of Classical Studies at Bar-Ilan University. Her research focuses on Ancient Greek myth and women in antiquity, with particular emphasis on Homer and Greek tragedy. She has published a number of articles on these topics as well as a monograph, *Female Mobility and Gendered Space in Ancient Greek Myth* (Bloomsbury, 2018). Her work on classical reception is primarily centred on Modern Greece. She is also a guest presenter on the popular Israeli radio show *Kol Shishi with Yaron Enosh*, where she narrates an Ancient Greek myth, chooses a song in Modern Greek related to the story, and translates the song into Hebrew.

Alex McAuley is Lecturer in Hellenistic History in the School of History, Archaeology and Religion at Cardiff University in Wales. He has written widely on the royal ideology of the Hellenistic dynasties, as well as the political history of the Greek mainland in the Hellenistic period. In addition to this, he has published several articles and contributions on the reception of antiquity in contemporary film and television, with a particular focus on how the War on Terror has impacted popular perceptions of antiquity.

Katarzyna Marciniak is Professor, Director of the Centre for Studies on the Classical Tradition (OBTA), and Vice-Dean for International Cooperation at the Faculty of "Artes Liberales", University of Warsaw. Her doctoral thesis, under supervision of Prof. Jerzy Axer, focused on Cicero's translations from Greek into Latin. In 2011, she established the international team programme, *Our Mythical Childhood*, bringing together scholars from various continents with the aim of studying the reception of Classical Antiquity in children's and young adults' culture. She is a laureate of the Loeb Classical Library Foundation Grant for the project *Our Mythical Childhood... The Classics and Children's Literature between East and West* (2012–2013), the Alexander von Humboldt Foundation Alumni Award for Innovative Networking Initiatives for the project *Chasing Mythical Beasts... The Reception of Creatures from Graeco-Roman Mythology in Children's and Young Adults' Culture as a Transformation Marker* (2014–2017), and the European

Research Council Consolidator Grant for the project *Our Mythical Childhood... The Reception of Classical Antiquity in Children's and Young Adults' Culture in Response to Regional and Global Challenges* (2016–2021). She also writes for children and has published two volumes of myths for young readers. Her poems about a cat that surfs the Internet and a lion visiting a hairdresser received a nomination for the Book of the Year 2016 award of the Polish Section of the International Board on Books for Young People (IBBY).

Lisa Maurice is Associate Professor and Chair of the Department of Classical Studies at Bar-Ilan University, and her research focuses on the reception of the classical world in modern popular culture. She is the author of *The Teacher in Ancient Rome* (Lexington, 2013) and of *Screening Divinity* (Edinburgh University Press, 2019), as well as the editor of three volumes on the reception of the ancient world in popular culture: *The Reception of Ancient Greece and Rome in Children's Literature: Heroes and Eagles* (Brill, 2015), *Rewriting the Ancient World: Greeks, Romans, Jews and Christians in Modern Popular Fiction* (Brill, 2017), and *The Reception of Ancient Virtues and Vices in Modern Popular Culture* (co-edited with Eran Almagor; Brill, 2017). She has also written many articles on Roman comedy and on classical reception. She leads the Israeli section of the *Our Mythical Childhood* project, within which she has created an Open Access database of educational mythological materials for teachers and researchers and has also developed programmes for autistic youth in Israel.

Divine Che Neba is Associate Professor of African and Comparative Literature at the École Normale Supérieure at the University of Yaoundé 1. He has taught at the University of Burundi and the Protestant University of Central Africa, and has promoted African literature through lectures, publications, and ethno-anthropological surveys. He has published in renowned national and international journals, and his research has propelled him into other kindred disciplines, such as world mythology and minority and subversive literatures. He is also involved in the *Our Mythical Childhood* project and is a contributor to its global database of children and young adults' literature and culture.

Daniel A. Nkemleke is Professor of English Language and Linguistics at the École Normale Supérieure at the University of Yaoundé 1. He is an Alexander von Humboldt (Germany) and William J. Fulbright (USA) fellow, and he currently runs an academic mentorship network involving scholars and

junior scientists from across Africa and Germany (www.academicwriting-network4africa.org). He is also leading the African component of the *Our Mythical Childhood* project. His major research interests concentrate on the compilation of linguistics databases and the analysis and comparison of texts for teaching academic writing at the tertiary level. He has published widely in the fields of linguistics, academic writing, English-language teaching, and African culture and literature.

Hanna Paulouskaya is a researcher in neo-Latin and reception studies at the Faculty of "Artes Liberales", University of Warsaw, and is the author of *Grodzieńskie kroniki klasztorne. Formy gatunkowe i aspekty komunikacyjne* [Hrodna Monastery Chronicles: Genre Forms and Aspects of Communication; Wydawnictwo DiG and Wydział "Artes Liberales" UW, 2016]. Within the *Our Mythical Childhood* project she specializes in the reception of Classical Antiquity in juvenile culture in the Soviet Union, with particular emphasis on animation and cinema for children, and in this context is at present working on a study entitled *Comrade Prometheus and Co.: Classical Mythology in Soviet Animations for Children and Young Adults*.

Ayelet Peer is a member of the Department of Classical Studies at Bar-Ilan University. She is the author of the monograph *Julius Caesar's "Bellum Civile" and the Composition of a New Reality* (Ashgate, 2015). She has written articles on Julius Caesar's commentaries and on classical reception and is a member of the *Our Mythical Childhood* project, in conjunction with which she has developed and run mythological programmes for autistic children.

Babette Puetz is Senior Lecturer in Classics at Victoria University of Wellington in New Zealand. Before moving to New Zealand, she taught at universities in the UK and USA. Her research interests are in classical reception, especially in contemporary children's literature, Greek comedy, animals in ancient literature and Ancient Greek drinking parties. She is the author of *The Symposium and Komos in Aristophanes* (Aris & Phillips, 2nd ed., 2007) and has published on classical reception in a number of works of children's literature, such as the *Harry Potter* series, books by Cornelia Funke, and New Zealand authors Margaret Mahy and Bernard Beckett.

Lev Pushel is twenty years old. He began studying at the Classical Gymnasium of Saint Petersburg (School No. 610) at the age of eleven in 2012

and graduated from the school with a high grade point average. Today, he is a first-year student at Connecticut College, where he is majoring in History, Global Islamic Studies, and Education.

Marie Højlund Roesgaard is Associate Professor of Japanese Studies, in the Department of Cross-Cultural and Regional Studies at the University of Copenhagen. Her research interests are Japanese education and education policies, global citizenship education, educational values, food and education, and Japanese popular culture. Her major publications include *Japanese Education and the Cram School Business: Functions, Challenges and Perspectives of the Juku* (NIAS Press, 2006) and *Moral Education in Japan: Values in a Global Context* (Routledge, 2017). She is currently working on comparative research into global citizenship education in Denmark, Japan, and China.

Janusz Ryba is Assistant Professor at the Institute of Classical Philology of the Jagiellonian University. He also works as a Latin and Ancient Greek teacher at Bartłomiej Nowodworski High School (Kraków). His main research interests are the history of Classics in Polish formal education, educational law, glottodidactics, foreign language acquisition, and methods of classical languages teaching. He is the co-author (with Aleksandra Klęczar and Elżbieta Wolanin) of the Latin Language and Ancient Culture textbook *Homo Romanus* for high school students (two volumes published in 2017–2018) and (with Aleksandra Klęczar) of *Cognoscite* – the first textbook that follows the high school core curriculum as approved by the Polish Ministry of Education on 24 June 2020. His current book project focuses on the b-learning and hybrid teaching model and explores possibilities of using information and communications technology in the teaching of Latin and ancient culture.

Pablo Silva Machado Bispo dos Santos is Associate Professor at Universidade Federal Fluminense (UFF) and Permanent Professor of Post-Graduate Studies in Education. He is the leader of the POLIS research group and has published six books and many academic papers. He has also made a career in educational counselling and currently serves as the Education Counselor of Niterói, which is a model city of education in Brazil.

Michael Stierstorfer received his doctorate in Classics and the Science of Education from the University of Regensburg in 2016. His dissertation thesis investigated the transformations of Graeco-Roman mythological motifs

in current children's media with an interdisciplinary approach. He has also authored chapters in German schoolbooks for Latin and German languages, and, since September 2016, has worked as a teacher in the Bavarian high school system. He is a member of the Cluster "The Past for the Present" and a project partner of a research centre on ancient history and mythology in children's media. His research interests focus on fantasy, motivation for reading, literary literacy, and children's media in school contexts.

Barbara Strycharczyk is a teacher of Latin and Classics. She graduated from the University of Warsaw. She taught for many years at Mikołaj Rej High School No. XI in Warsaw and took part in the educational experiment of setting up and developing the "Classics profile" there. She developed her own syllabi for teaching classical languages as well as a study trip to Rome for the "Classics profile" class. At present, she works as a teacher of Classical Languages and Ancient Civilizations at "Strumienie" High School in Józefów and at the Private High School of the Congregation of the Sisters of the Immaculate Conception of the Blessed Virgin Mary in Szymanów. She collaborates with the Faculty of "Artes Liberales" of the University of Warsaw within the interdisciplinary programme *Our Mythical Childhood* and is the coordinator of the school projects carried out as part of this collaboration. In February 2020 she presented its results at the conference *Mythology and Education: Theory and Practice* at the Faculty of Education, University of Cambridge. She also works with the Central Examination Board in Warsaw.

Luis Unceta Gómez teaches Latin Philology at the Autonomous University of Madrid. Along with Latin semantics and pragmatics, one of his main research interests is classical reception in contemporary popular culture, especially in science fiction, comic books, and films, topics about which he has authored articles such as "Odiseas del espacio. Reescrituras de la *Odisea* en la ciencia ficción" (*Maia. Rivista di Letterature Classiche*, 2020); "From Hero to Superhero: The Update of an Archetype" (in Rosario López Gregoris and Cristóbal Macías Villalobos, eds., *The Hero Reloaded: The Reinvention of the Classical Hero in Contemporary Mass Media*, John Benjamins, 2020); and "Sexy Gory Rome: Juxtapositions of Sex and Violence in Comic Book Representations of Ancient Rome" (in Irene Berti, Maria G. Castello, and Carla Scilabra, eds., *Ancient Violence in Modern Imagination: The Fear and the Fury*, Bloomsbury, 2020).