

Cultivating a “sociological imagination” in Classics: reconceptualizing difficulty using critical pedagogical approaches



v ness: global pomegranate
@theoctopiehole

...

wait there are classicists who haven't read pedagogy of the oppressed

the fuck are y'all playing at no but seriously this should be your #1 text

#ClassicsTwitter let's make this a thing, this is a concrete step y'all can take

5:37 AM · Mar 6, 2021 · Twitter Web App

(ID: <https://twitter.com/theoctopiehole/status/1368073145664561152>)

- I.
- II. Guiding questions
 - Why haven't many Classicists meaningfully engaged with pedagogical theory?
 - What does Classics have to do with pedagogy? → What *doesn't* Classics have to do with pedagogy?
 - What might a critical Classics pedagogy look like?
- III. “...there is no shame in admitting that the way we have been trained, the skills we have learned to complete projects recognizable within our disciplines, may not empower us to do the work that emancipatory projects demand. We may very well have to unlearn those skills and, instead, learn from those excluded by the framing of our disciplines and the gates of our institutions.” – [Sasha Mae Eccleston](#) (2021)
- IV. Scholarly enclosure (Bilcroft 2019, Padilla 2020) and epistemic arrogance
- V. Moving away from a pedagogy of shame/“pedagogy of fear” (Leonardo & Porter 2019)
- VI. The banking model of education (Freire 1968) and the well-meaning Classics educator
 - Conscientização (“conscientization” in English)
- VII. Manufacturing difficulty: teaching sexual/domestic violence in antiquity (Rabinowitz & McHardy 2014, Khan 2005, Moss 2020) (see **Appendix I**)
- VIII. Toward a critical pedagogy of Classics (see **Appendix II**)
 - Cultivating a “sociological imagination” (Mills 1959)
 - Critical literacy around sexual violence (Anwar 2016)

Appendix I: Resources for teaching sexual violence in antiquity (adapted from Moss 2020)

From Abortion to Pederasty, eds. Rabinowitz, N. and F. McHardy, 2014. Columbus: Ohio State University Press.

Deacy, S., and F. McHardy. "The 'Whole-University Approach' to the Pedagogy of Domestic Violence" 92-106.

James, S. "Talking Rape in the Classics Classroom: Further Thoughts" 171-186.

Thakur, S. "Challenges in Teaching Sexual Violence and Rape: A Male Perspective" 152-170.

A Companion to Roman Love Elegy, ed. Barbara K. Gold, 2012. Malden, MA: Wiley Blackwell.

James, S. "Teaching Rape in Roman Love Elegy, Part II," 541-548.

Lively, G. "Teaching Rape in Roman Love Elegy, Part I," 549-557.

Eidolon (use the 'rape' and 'sexual violence' tags)

Everett B, A. 2016. "Ovid's Afterlife Mythical Rape and Rape Myths."

Lee-Chin, M. 2020. "Achilles' Rage and #MineToo."

Gloyn, E. 2013. "Reading Rape in Ovid's 'Metamorphoses': A Test-Case Lesson," *CW* 106:4, 676-681.

Hong, Y. 2013. "Talking about Rape in the Classics Classroom," *CW* 106:4, 669-675.

James, S. 2008. "Feminist Pedagogy and Teaching Latin Literature," *Cloelia* 38:1, 1-14.

McCarter, S. 2018. "Rape, Lost in Translation," *Electric Literature*, May 1, 2018.

Khan, M. 2005. *Why are we reading Ovid's handbook on rape?: teaching and learning at a women's college*. Paradigm Publishers, Boulder.

Lauriola, R. 2013. "Teaching About the Rape of Lucretia: A Student Project," *CW* 106:4, 682-687.

Moss, C. 2020. "Teaching Lucretia: Addressing Sexual Violence As A Responsible Pedagogy," *Res Difficiles* 1.0, May 2020.

Richlin, A. 1992. "Reading Ovid's Rapes," in: *Pornography and Representation in Greece and Rome*. New York: Oxford University Press, 158-79.

Zuckerberg, D. 2015. "How to Teach an Ancient Rape Joke," *Jezebel*, May 26, 2015.

Appendix II: Critical Pedagogy Resources

<https://criticaltheory.northwestern.edu/mellon-project/critical-theory-in-the-global-south/linked-into-ter-university-teaching-cooperations/critical-pedagogy-resources.html>

- Fantastic bibliography of critical pedagogy rooted in critical race theory and Southern approaches

<https://www.freire.org/>

- All things Freire

<https://writingpedagogyresources.weebly.com/index.html>

- Some topical annotated bibliographies designed specifically for teachers

[Gloria Ladson-Billings's](#) work on critical race pedagogy/education research and practice in general (Google Scholar link)

[Van T. Lac's work on critical race pedagogy](#) (Google Scholar link)

- Great place to start, especially for teacher: Lac, Van T. (2017). "In Real Time: From Theory to Practice in a Critical Race Pedagogy Classroom," *Inquiry in education*: 9:1, Article 3. [Open access version [here.](#)]

[Zeus Leonardo's](#) work on critical social thought in education and pedagogical practice. (Berkeley v-card with list of publications)

(Very) Select Bibliography

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