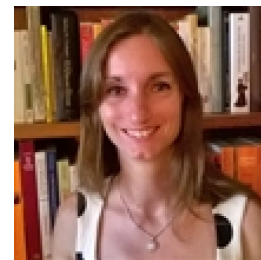


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CV

After a training in classics at the University of Florence, I earned my PhD at the University of Milan. Before joining the Centre for Medieval Literature in 2015 and later the Danish Institute for Advanced Study in 2018, I held a series of international fellowships at the Ecole Pratique des Haute Etudes in Paris (2005), at the University of Milan (2007-2011), at Dumbarton Oaks Research Library and Collection (2010-2011), at Durham University (Newton International Fellow 2011-2012) and at the University of Geneva (2013-2014). I have been visiting scholar at the University of Uppsala and in 2015 I have been awarded a Summer Fellowship at the Seeger Center for Hellenic Studies in Princeton. My research has been supported through grants awarded by a wide range of funding bodies (Swiss National Fund, Schweizerische Akademie der Geistes- und Sozialwissenschaften, Société Académique de Genève; Leverhulme Trust, British Academy; Italian Ministry of Education and University; Independent Research Fund Denmark, Carlsberg Foundation, Joint Committee for Nordic research councils in the Humanities and Social; European Commission).

Research

I am a Byzantinist with a focus on the history of the ideas in Middle Byzantine period (843-1204). I have a strong interest in theories of authorship and I have investigated authorial identity in Byzantium against the background of modern-day theoretical debates, calling attention on the existence of self-commentaries in 12th century Byzantium. Within this framework I investigate strategies to ensure and preserve intellectual property in pre-modern textual cultures. I also work on the history of the emotions in Byzantium. I am currently co-leader with Christian Høgel of the CML research strand "Imperial Languages" as well as PI in the FKK-funded project "Medieval Self-Commentaries Beyond Europe: A Transcultural Perspective". Within this project I have discovered autograph notes of the 12th-century intellectual John Tzetzes in the Leiden ms. Voss. Gr. Q1.

Areas of interest

I welcome students interested in writing BA or MA dissertations in the areas of reception studies, narratology and the ancient texts (both Greek and Latin, prose and poetry), history of the emotions, philology and Byzantine literature.

Formal Pedagogical Training

2021-2022 Digital Curriculum 2.0
2019-2021 Lecturer Training Program (120 h), University of Southern Denmark
2019 Collaborative Learning (University of Southern Denmark, instructor Donna Hurford)
2012 Peer to peer training Classics Department, University of Durham

Teaching Experience

- Teaching

I have taught and held seminars in the fields of classical studies broadly intended in different academic cultures and at different levels, from BA to PhD students. I have experience of both traditional, teacher-centred lectures (Italy, Switzerland) and more interactive teaching and learning settings (UK, Denmark). I have taught in (Italian, French, English) and on (Latin and Greek) different languages, working with texts both in the original and in translation. I have taught Ancient Greek at advanced and beginners' level, Latin at advanced level to both BA and MA cohorts.

Course topics have ranged from The Ancient Novel to City and Society in Antiquity, from Reception Studies to Roman Poetry and Silver Latin.

I have held voluntary seminars on Greek meters (BA) and palaeography (postgraduate students).

In the most recent years I have engaged with critical reception studies, with the aim to create stronger links with the societal challenges that the students will have to face after leaving the classroom.

- Supervision

In my years at SDU I have supervised two PhD students and four post-doctoral researchers.

- Citizenship/Service to sector

Besides my regular undergraduate and postgraduate teaching, in the most recent years I have also held lectures on grant-writing, both at SDU and in Italy.

- Tools, methodologies

Already before the onset of the pandemics, I have experimented with and implemented blended learning methodologies, re-designing Gilly Salmon's e-tivities so as to adapt them to the reading of ancient, and more broadly literary texts.

Teaching philosophy

If I had to pick two words to describe my teaching, those would be flexibility and diversity. Since the subject of my research (Byzantine Literature) is taught as such only in very few institutions across Europe, my teaching has been mostly disconnected from my research. Far from considering it a limitation, I always regarded it as an opportunity, one that allowed me to focus more on my students, their needs, and their learning processes as well as one that pushed me to engage with and explore a wide array of different subjects in the field of classical studies. The need of covering diverse subjects and to adapt in a flexible way to students having a very varied degree of background knowledge lead me to develop inductive teaching methods, especially inquiry-based teaching.

The sociologist Benjamin Barber once wrote: "I don't divide the world into the weak and the strong, or the successes and the failures, those who make it or those who don't. I divide the world into learners and nonlearners." The goal in my teaching is to take non-learners out of the equation, by turning all my students into learners not afraid of walking into uncharted territories. Teaching subjects outside of my more direct area of expertise allows me to side with them, showing that I am myself a learner and the knowledge I rely on is a on-going construction, fed by my very teaching and by the work we do together. To turn all my students into learners, peer-to-peer instruction – through individual and group work as well as presentations - is crucial and constitutes the backbone of my inquiry-based teaching. In the courses I convene within my study program (Ancient Culture) we tackle authors that have the status of undisputed classics (Homer or Virgil for instance) and less read genres and texts. In both cases I first invite my students to challenge their assumptions and perceptions by questioning their own cultural bias. Such a critical process, which involve also a fair amount of self-knowledge, paves the way to an equally critical engagement with scholarly and non-scholarly responses to the material studied in our courses, not rarely unlocking new knowledge and perspectives.

In 2019 SDU decided to make the 17 UN sustainability goals into its own goals as an institution. This initiative was the trigger that pushed me to have my students (especially from the class of Reception Studies and Major Works of Antiquity) engage with critical approaches to classics and to make them discover how the history of classical reception is tightly intertwined with issues of inequality and gender representations, which are at the heart of SDGs 10 and 6. I thus had the chance to introduce novel and topical elements in the study curriculum with a bottom-up approach, that is to say by reshaping existing courses without introducing any new one, from which we are usually discouraged.

Integration of research and teaching is reserved to the supervision of post-graduate and post-doctoral students. Even though instruction is in this case research-led rather than research-based, the co-construction of knowledge is still the core of my supervision methods and finds instantiation in co-authored papers as well as co-organized events. I see my current participation in the digital curriculum project promoted by SDU (Humanities and Social Sciences) as another avenue for future developments, bringing my teaching closer to my research. Digital humanities are among my current interests and I am in the process of developing a proposal for a doctoral network to train professionals in the use of conservation methodologies – such as multi- and hyperspectral imaging on manuscripts – not only to preserve but also to discover and analyze the material at hand. My goal is to design a training that might bridge the gap between the material and the immaterial to create new high profile professional figures potentially fit to work and do research not only in academia but also in museums, archives and libraries.

Undervisning og vejledning

PhD dissertation Ugo Valori

Pizzone, A.
01/09/2023 → 31/08/2025

PhD dissertation Alexander Hammar

Pizzone, A.
01/09/2023 → 31/08/2026

Silver Latin

Pizzone, A.
01/02/2023 → 15/05/2023

MA thesis Line Enghoff

Pizzone, A.
01/09/2022 → 17/04/2023

Reception Studies

Pizzone, A.
01/02/2022 → 13/05/2022

Reception Studies

Forrai, R. E., Pizzone, A. & Yolles, J.
01/09/2021 → 15/12/2021

Summer School: Medieval Literature across Languages

Yolles, J., Høgel, C., Forrai, R. E., Pizzone, A. & Nikolaishvili, S.
17/05/2021 → 28/05/2021

Silver Latin

Forrai, R. E., Mortensen, L. B. & Pizzone, A.
04/02/2021 → 20/05/2021

Major Literary Works of Antiquity

Pizzone, A., Høgel, C. & Barili, E.
04/02/2021 → 20/05/2021

Supervisor and host of Marie Curie Fellow Sandro Passavanti

Pizzone, A.
01/10/2020 → 30/09/2023

Reception Studies

Pizzone, A. & Barili, E.
10/09/2020 → 10/12/2020

Reception Studies

Forrai, R. E., Mortensen, L. B. & Pizzone, A.
06/02/2020 → 21/05/2020

Major Literary Works of Antiquity - Individual study activity

Pizzone, A.
01/02/2020 → 15/05/2020

Roman Poetry - Individual Study activity

Pizzone, A.
02/09/2019 → 16/12/2019

Supervisor of PhD candidate Elisabetta Barili

Pizzone, A.
01/09/2019 → 31/08/2022

Supervisor and Host of Marie Curie Fellow Maria Dell'Isola

Pizzone, A.
01/09/2019 → 31/08/2021

Reception Studies

Pizzone, A.
01/09/2019 → 18/12/2019

Supervisor of post-doc Valeria Lovato, project "Isaak Porphyrogenitus: Walking the Line in 12th Century Byzantium and Beyond", grant awarded by the Swiss National Fond

Pizzone, A.
01/01/2019 → 31/12/2020

Antikreception – Reception Studies

Mortensen, L. B. & Pizzone, A.
03/09/2018 → 11/12/2018

Co-supervisor of PhD candidate Chiara D'Agostini, thesis "Mapping the Empire: Ptolemy's Geography and Byzantine cartography from the 12th to the 15th century"

Pizzone, A.
01/02/2018 → 31/01/2021

By og samfund i antikken - City and Society in Antiquity

Pizzone, A.
04/09/2017 → 15/12/2017