

Monastic Education in Late Antiquity

In re-examining the Christianization of the Roman Empire and subsequent transformation of Graeco-Roman Classical culture, this volume challenges conventional ways of understanding both the history of Christian monasticism and the history of education. The chapters interrogate assumptions that have framed monastic practice as pedagogically unprecedented, with few obvious precursors and/or parallels. A number explore how both teaching and practice merge Classical pedagogical structures with Christian sources and traditions. Others resituate monasticism within a longer trajectory of educational and institutional frameworks, elucidating models that remain central to the preservation of both Greek and Latin literary culture, and the skills of reading and writing. Through re-examination of archaeological evidence and critical rereading of signature monastic texts, each chapter documents the degree to which monastic structures emerged in close alignment with urban, literate society, and retained established affinity with Classical rhetorical and philosophical school traditions.

LILLIAN I. LARSEN is Professor of Early Christianity in the Department of Religious Studies at the University of Redlands, California. Her foundational rereading of the desert fathers and mothers in light of ancient pedagogy grounds the work of the Monasticism and Classical Paideia project (MOPAI) research initiative.

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The Transformation of Classical *Paideia*

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In the process of organizing and structuring this content, the assistance of the MOPAI research team was invaluable. In the final stages of assembling the bibliography and cross-checking references, Sebastian Ekberg and Stephen Lars Klein’s close attention to detail was equally vital to timely submission of the collected essays.

Because this volume brings together scholarship that draws on a variety of methodologies and subfields (papyrology, material culture, literature), in a range of languages (Greek, Latin, Coptic, Syriac, Arabic), with respect to citation, we have sought to maintain internal consistency in the format of each contribution. Beyond this, we have, implicitly, deferred to each author’s respective expertise in applying conventions appropriate to a given discipline.

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