

Classical Studies at Wesleyan University



JUNO'S PEACOCK

Or the Eyes have it

Newsletter of the Department of Classical Studies

Issue 17

Academic Year 2011-2012

When Argus, the hundred-eyed guard animal (and also the name of Wesleyan's student newspaper) was killed by Hermes (Jupiter's hit-man, and the name of Wesleyan's alternative campus paper), some part of him survived death. His eyes were saved by Juno and set in the tail of her peacock.

Argus, you lie low; the light you had in so many eyes is extinguished,
And your hundred points of light are now all dark.
But Juno saved the eyes, and set them in the feathers of her peacock:
She filled its tail with jewels as bright as stars. (Ovid, *Metamorphoses* 1,720-23)

NEWS FROM THE FACULTY

KATHLEEN BIRNEY

This year I attended conferences of the *American Institute of Archaeology* and the *American Schools of Oriental Research*, served as institutional representative for the *American School of Classical Studies at Athens*, and as a board member for SHARE, the Society for Humanitarian Archaeological Research and Exploration. This summer was spent at the site of Ashkelon, Israel continuing ongoing excavation of a 5th-4th century B.C. neighborhood. It was a pleasure to have three Wesleyan students (Katherine Cohen '14, Pascal Fiorentino '15, and Natty Durant '12) work with me there. Together we learned more about the city's urban planning (and plumbing!) and continued to illuminate the connections between Ashkelon and the rest of the Greek world. This neighborhood, its organization and its fate during the transition into the Hellenistic period will feature in a forthcoming article. I am also happy to report that the Ashkelon excavation's most recent collaborative volume of *the 604*



B.C. Babylonian destruction levels was awarded the Levi-Sala prize for best archaeological report. Ashkelon also hosted the pilot season of the SHARE project. SHARE is a new organization



Site of Ashkelon (From left to right: Natty Durant, Kate Birney, Katherine Cohen, Pascal Fiorentino)

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designed for areas of the world where archaeology is being used for political ends. Its goal is not to participate in political debate but instead to provide citizens with the basic skills to create informed judgments about archaeological data. This first season a handful of students of Israeli and Palestinian descent excavated with us for part of the summer, and also attended tours of Jerusalem led by both pro-Israeli and pro-Palestinian factions. We were very excited to take the first steps in implementing this program and hope to be able to expand it in coming seasons. In fall '11 I taught CCIV 201: *Art and Archaeology of the Bronze Age Mediterranean* and, in the spring, an FYI entitled CCIV 153: *Single Combat in the Ancient World*. I thoroughly enjoyed my first year of teaching and look forward to teaching more Greek and Egyptian archaeology, and Greek language!

LAUREN CALDWELL In June 2012, thanks



to a faculty development grant from the Undergraduate International Studies and Foreign Languages Program (part of the U.S. Department of Education), I traveled to the Wellcome Library for the History

of Medicine in London. There I studied the transmission of the Greco-Roman medical tradition into the medieval Islamic world, a topic that will inform my next research project. Last fall, on a related note, I spoke about Roman medical perspectives on women's health to Wesleyan arts and humanities faculty; in the spring I gave a lecture at Bowdoin College on Roman myth and rhetoric. On the teaching side, meanwhile, my experience as a faculty fellow in the Teagle Seminar on writing pedagogy was excellent. It motivated me to try new types of assignments in my FYI seminar on the Roman family-- and even in my advanced Latin course on the Roman novel. Putting a twist on the usual classroom experience, Wes Classics students and I started a community outreach program at a local elementary school that uses classical mythology to spur children's interest in reading. (See more about the program on p. 9). Finally, demonstrating that we career classicists are capable of intervening in contemporary political debate, I wrote an op ed for the Hartford Courant juxtaposing Rep. Ted Akin's much-publicized comments on pregnancy and rape with the theories of the Roman imperial physician Soranus of Ephesus, author of the *Gynecology*. Finally, I was pleased to take

on the role of graduate student mentoring coordinator for the Women's Classical Caucus.

CHRISTOPHER PARSLAW served as department Chair this year and taught three courses: CCIV 223: *Survey of Roman Archaeology & Art*; LAT 201: *Readings in Latin Prose: Roman Letters*; and the seminar CCIV 329: *Roman Urban Life*. In January I attended the annual convention of the Archaeological Institute of America in Philadelphia and read a paper analyzing the grotto-like architecture, the babbling water stair fountain, and the exotic painted frieze of pygmies frolicking among the flora and fauna of the Nile and their role in the function of the central entertainment room (*nymphaeum*) of the *Praedia* of Julia Felix, the topic of my ever-forthcoming book. I spoke in a session honoring my dissertation advisor, Professor *Emeritus* Lawrence Richardson jr of Duke University, who was being awarded the Gold Medal of Achievement by the AIA, the highest honor of our professional society. I also was elected to the Executive Committee of the Advisory Council to the American Academy in Rome for a three-year term. In June, thanks to a Wesleyan Project Grant, I was in Italy and devoted one week to finalizing my architectural drawings and room-by-room descriptions of the *Praedia*, and then spent several days in beautiful Naples combing through archival records at the *Museo Archeologico Nazionale relating to the Praedia*. I ended my trip with a week in Rome, spent in the library of the American Academy and visiting archaeological sites. For anyone traveling to Rome, I can highly recommend the guided tour of the late Roman *domus* under the Palazzo Valentini.

MICHAEL ROBERTS

This year the translation of *The Letters of Symmachus, Book 1*, on which I collaborated with Professor Michele Salzman of the University of California, Riverside, appeared from the Society of Biblical Literature in the Writings of the Greco-Roman World series. I also gave a paper "Elegy and Elegiacs: Venantius Fortunatus and Beyond" at a conference *The Classics Renewed: New Approaches to Late Latin Poetry*, held at Brown University in October, and am currently working on a book chapter, "Venantius Fortunatus and Gregory of Tours: Poetry and Patronage," for *A Companion to Gregory of Tours*, ed. Alexander Callendar Murray, to be published by Brill. As part of my duties as a member of the editorial board of the SBL, Writings of the Greco-Roman World series, I have been volume editor for Carl

Springer's translation of the *Paschale Carmen* of Sedulius, which should be submitted to the press soon. Wearing another hat, Area Adviser for the *Oxford Dictionary of Late Antiquity*, I will be producing about 27 short articles for that publication. On the teaching side I have had an enjoyable year with lively, engaged (and engaging) students. It is a little invidious to pick out any one course but I should mention my appreciation for the small group of students who took my revamped Medieval Latin course, in which we concentrated especially on the themes of love and Venus from the *Cupid Crucified* and *Vigil of Venus* to the *Carmina Burana*. Finally it is with some relief that I report my two-year term on the university's Educational Policy Committee is up. I will be on sabbatical next spring and so have been able to avoid being elected to anything next year.

ANDREW SZEGEDY-MASZAK



was on sabbatical in the fall. During that time I wrote an essay, "Photographing Ina," for a forthcoming book of portraits by the photographer Philip Trager, and I

revamped the syllabus for my large Greek History course. Coming back full-time in the spring, I taught that Greek History class (to 95 students). As an experiment, all the lectures were recorded. Discussions continue as to whether they will be presented on iTunes U or on a more Wesleyan-specific site. I also taught a very small and very enjoyable seminar on the Homeric Hymns, and supervised two senior honors theses, one in Classics and one in American Studies. In February, at the invitation of Brenna Cothran (Wes '01), I gave a lecture at the Nashville Parthenon on 19th-century photographs of the Acropolis. You can read about Brenna's discovery of a rare album in the Nashville Parthenon's archives at <http://blogs.wesleyan.edu/2009/10/27/cothran-01-discovers-rare-1870s-photography-book/>. With seriously mixed feelings, I am assuming the duties of Vice-Chair of the faculty.

EIRENE VISVARDI

In the Fall I taught our Greek prose course (GRK 201) for which we read court speeches by Lysias



and explored techniques of persuasion and legal issues such as homicide and adultery as well a number of Theophrastus' characters. I also taught a seminar (CCIV 277) titled *Training Citizens? Aesthetics and Ideology in Greek Drama* in which seminar we examined the relationship between theater and the politics of the Athenian democracy. I very much enjoyed working with a lively and engaged group of students that remained so during our late evening three-hour long meetings. The Spring Semester offered me a new experience as a member of the Wesleyan community and was particularly inspiring for me. The Center of the Humanities devoted its series of talks and colloquia to "Visceral States: Affect and Civic Life", a theme that Professor Sonali Chakravarti and I had proposed. For this theme, we team taught a course on "Tragedy and Affect" in the context of which we examined a wide range of ancient and modern sources to explore the emotions related to devastation, renewal and justice and how they define social and political roles and expectations. I particularly enjoyed teaching this course as it brought to the fore diverse ways in which ancient and modern aesthetic and political theories address similar questions and, when juxtaposed, offer new ways to envision political participation. My time at the Center for the Humanities was informative and inspiring on the research front as well, as I had the opportunity to interact with the fellows and invited speakers throughout the semester. I concluded my fellowship with a talk titled "Affective Turns on the Athenian Stage? Female Choruses and the Politics of Emotion in Greek Tragedy" and a colloquium on my current book project *Dancing the Emotions: Pity and Fear in the Tragic Chorus*. In the Spring, I was also invited to discuss my research at one of the FGSS salons that are workshops for work in progress. I was very fortunate for the feedback I received in all these occasions. I am also particularly excited that I will have the opportunity to devote my sabbatical next Fall to my book. For this, I have been awarded a research fellowship at Harvard's Center of Hellenic Studies in Washington D.C. Last, throughout last year I served as the Division I Representative to the Academic Council and institutional representative for the American School of Classical Studies at Athens. I also continued to serve as one of the Executive Directors for the series *Greek Studies: Interdisciplinary Approaches* of Lexington Books.

BOSTON FIELD TRIP—A NOTE FROM THE CHAIR

In November 2011 twenty-six students, mostly majors and potential majors and their friends, along with five faculty (Andy unfortunately could not participate) traveled to the Museum of Fine Arts and the Museum of Science to take in two special exhibitions. At the MFA, our principal target was the exhibit *Aphrodite and the Gods of Love*, which featured over 150 works of Greek and Roman art, including particularly spectacular objects on special loan from Rome and Naples, all of which illustrated the goddess in her roles as “adulterous seductress, instigator of sexual desire, mother to mischievous Eros and sexual outliers Hermaphrodite and Priapos, patroness of brides,” and much more, to quote from the museum’s promotional material. We also spent a good deal of time in the MFA’s excellent permanent collection of works from Classical antiquity, at one point engaging in a lively debate on whether one Greek pot was a fake. In the afternoon we went to the Museum of Science to tour the special traveling exhibit *A Day in Pompeii* which included hundreds of objects of daily life recovered in that buried city, including a number of the famous plaster casts of victims of the eruption of Vesuvius in AD 79. All deemed it a highly successful, and fun, educational outing.



Senior Classics major Adam Peck and Professor Kate Birney enjoying the Science Museum gift shop after going through the Pompeii exhibit.



Plastered cast of victim of eruption of Vesuvius at the Pompeii exhibit.



Students and professors studying a vase at the Boston Museum of Fine Arts.



STUDENT ACHIEVEMENTS

GRADUATING CLASS OF 2012

Classical Civilization: Elizabeth Damaskos, Molly Foxworth, Cheryl Walker.

Classics: Nathaniel Durant, Dylan Griffin, Nora Hoover, Linda Kung, Julia Mintz, Adam Peck.

Academic Prizes

Ingraham Prize for Excellence in Greek: Elizabeth Damaskos and Linda Kung.

Sherman Prize for Excellence in Classics: Adam Peck.

Spinney Prize for Excellence in Classics: Nathaniel Durant and Nora Hoover.

End of the Year Celebration Dinner May 3, 2012

Classical Studies majors came together with faculty to celebrate the end of another successful year. Six senior thesis and essay writers gave brief talks on their work. The presentations were excellent, not only in their content and delivery but also in the ways they highlighted the variety of topics on the ancient world with which our majors engage. The department was delighted that a group of majors once again devoted their significant talents and energy to producing the third volume of *Metis*, our Wesleyan Undergraduate Journal of Classical Studies showcasing papers, essays, poems, translations, photographs and works of art by our majors and students of Classical Civilization from across the university.

SENIOR THESIS AND ESSAY PRESENTATIONS

Ellie Damaskos: "Eros, virtue and the male homoerotic: An approach to the speeches of Phaedrus, Pausanias and Aristophanes in Plato's *Symposium*."

Nathaniel Durant: "The Importance of Wind and Air in Book 6 of Lucretius' *De Rerum Natura*."

Nora Hoover: "Translating a Saint: the *Life of Saint Ita* and the Early Irish Christianity."

Linda Kung: "Girl, Your Wounds Are Beautiful: Beauty, Suffering, and Identity in the Ancient Greek Novel."



Julia Mintz: "Catullus' Vocabulary of Evaluation: Precise Meaning Through Poetic Context."

Adam Peck: "The Archaeology of Pan-Hellenic Politics: Monumental Dedications at Delphi and Cycladic Political Identity."

Cheryl Walker: "When I was a Noun: The Modern Caribbean Epic."

PRESENTATION OF METIS



Left to right: Elizabeth Damaskos, Nathaniel Durant, Adam Peck, and Portia Lundie.

METIS MISSION STATEMENT

Metis was a Greek titan and the mother of Athena by Zeus. She was the goddess of wisdom and deep thought but was also a trickster. Her name in Greek means "wisdom" and "cunning", highly desirable qualities to the Athenians. The goal of the *Metis* editorial board was to draw on the abilities and creativity of Wesleyan students and showcase their talents and knowledge in classics. In this third edition, the editorial board (Elizabeth Damaskos, Nathaniel Durant, Linda Kung, Portia Lundie, Alexandra Ozols, Adam Peck, and Cheryl Walker) selected seven written works and several photographs that they think best exemplified the spectrum of approaches and passion for classics at Wesleyan.

The following students submitted essays to *Metis*:

Veronica Alvarado ('15): *The Inept Paterfamilias*.

Max Shafer-Landau ('14): *The Apotheosis of Alexander*.

Nathaniel Durant ('12): *Motum Civicum et Bellum*.

Jesse Mangiardi, translator ('15): *The Malleus Maleficarum*.

Adam Peck ('12) *Gatsby, Trimalchio, and the Life of the Party*

Alexandra Ozols ('14): *Imagines Animalium: Libellus Carminum Catullum*.

Molly Foxworth ('12): *Pagan Imagery and Influence in the Wall Paintings of the Christian Catacombs in Rome*.



Introductory Greek Students after successful completion of a campus-wide scavenger hunt, with all clues written in ancient Greek.

REFLECTIONS ON THE TEACHING APPRENTICE EXPERIENCE: **Beginning Latin**

By Nora Hoover ('12)



I never realized how rusty my Latin skills were getting until I was a Teaching Apprentice for the introductory language courses, Latin 101 and 102, last year. Throughout the two semesters I was working on a senior thesis that included a lengthy translation of a medieval Latin text, but it was my time with beginning students, especially in leading class on Fridays, that reminded me of all of the intricacies and delightful patterns of the ancient Romans' language. In explaining periphrastics and uses of the subjunctive, I sharpened skills and shed a layer of complacency. In addition to language skills, I was able to gain confidence in presenting myself in front of a group of peers--or just in front of a group of people. I have never been a particularly confident public speaker, but in leading class and then interacting with the same students in smaller settings, such as evening study sessions or tutoring, I was able to find a more sure voice. It was especially beneficial that I was explaining a subject I know and enjoy. In fact, this inspired in me a new eagerness to participate in other class settings, an eagerness which has carried over and, hopefully, will carry over into conversations and interviews with potential employers and into future graduate coursework. The most exciting aspect of this experience was learning how to channel my enthusiasm and sense of humor in a way that engaged my listeners and still inspired attentiveness and respect. Hopefully at the end of the year the students were as excited about Latin and prepared to learn more!

MAJORS' COMMITTEE ACTIVITIES

The Majors' Committee organized several group activities for the Classical Studies majors and interested students. There were showings of two movies, "Troy" and "Gladiator," which tied into Kate Birney's courses: CCIV 201: Art and Archaeology of Bronze Age Mediterranean; and CCIV 153: Single Combat in the Ancient World. They participated in the 20th Annual Student Groups Fair and the WesFest Open House, preparing a display board and Power Point presentation advertising the Classical Studies department.



The majors' committee designed a tee-shirt for faculty and majors to advertise the Classical Studies Department at the Open House.

Two of the senior majors, Ellie Damaskos and Molly Foxworth also worked in the department office as work study students and will be sorely missed. Molly was also a TA for Greek History.



From Left to Right: Ellie Damaskos ('12), Debbie Sierpinski, Administrative Assistant, and Molly Foxworth ('12).

SENIOR MAJORS' FUTURE PLANS

Molly Foxworth will be returning to Chicago after graduation, where she will be working as the new Executive Assistant at Esperanza Community Services, a nonprofit organization that provides services for children and adults with developmental disabilities. Within the next few years she plans on going to graduate school to pursue either a Masters in Public Policy or a Masters in Public Health.

Adam Peck will be moving to Boston to work as an Intellectual Property Assistant at a major law firm. He plans on staying there for two years before heading off to law school. At this point in time his dream is to do international litigation and work on cases involving repatriation of ancient artifacts.

Cheryl Walker will be spending a year in New York City and then applying to law school for the fall of 2013.



Seniors (from left to right: Nora Hoover, Nathaniel Durant, Molly Foxworth, Cheryl Walker, Linda Kung, Adam Peck, Elizabeth Damaskos, and Julia Mintz).

Squire Fund Recipients

Pascal Fiorentino, summer excavations at Ashkelon; **Jessica Jordan**, Intercollegiate Center for Classical Studies in Rome; **Andrea Ruiz-Lopez**, College Year in Athens and summer excavations



INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME

By Jessica Jordan ('13)

For the Spring 2012 semester, I studied abroad in Rome at the Intercollegiate Center for Classical Studies. Only those who have experienced it can understand how exciting it is to be in the Eternal City after studying it for so long. When I started translating stories about Caesar and Augustus back in the eighth grade, I never imagined I would actually get to stand in the Forum itself! It was the experience of a lifetime. Days at the Centro were very busy – most days we were out in the city itself for several hours, listening to lectures about concrete facings, conspicuous consumption, and imperial monuments. It was both exhausting and exhilarating, and certainly effective! By the end of the term, I could fill in a blank “map of Rome – I might not even have applied to the program if I

ICCS in Rome continued

had realized that was part of the final exam! Studying at ICCS also gave me the exciting opportunity to take part in an internship at the American Academy of Rome. Along with several other students, I helped update an online database archiving a number of the Academy's artifacts. Not only did this give me the chance to spend time on the Academy's lovely grounds as well as meet some of the fellows, I actually got to hold ancient objects! One of my favorite memories of Rome happened during the second week, when we visited Ceveteri, the site of many Etruscan grave sites. I knew when I signed up for the program that I would be studying emperors and amphitheaters, but I had no idea I would get to climb inside ancient tombs! I had so much fun that day, exploring the massive tumuli with my little flashlight—I ended up being late back to the bus! Of course, I saw countless other amazing sites during my time abroad, but I feel that this day was most indicative of the overall experience: full of surprise and wonder, the simple joy of exploring the past and embarking on new adventures. As much as I love Wesleyan, I wouldn't trade my semester in Rome for anything.



Jessica Jordan standing with the famous Capitoline Wolf inside the Capitoline Museum



Jessica Jordan and her friend, Megan, inside a tumulus at the Banditaccia burial ground in Cerveteri

COLLEGE YEAR IN ATHENS

By Andrea Ruiz-Lopez ('13)

Nerdy as it may be, studying abroad in Athens as a Classical Civilizations major in Spring 2012 made me feel like a kid in a candy shop. College Year in Athens was everything I wanted from my semester abroad and more. Not only did I gain all the fantastic travelling experiences and life skills that go along with studying abroad in general, but being in Athens I felt like I was getting the best of everything. Having class three times a week on the Acropolis was heaven. There aren't many people who can claim that they've stood atop the Propylea itself, or climbed the scaffolding currently surrounding the Parthenon; and the professors who teach these classes are some of the most qualified and respected names in the field. I had a whole semester of nothing but Classics with these professors; I took classes on ancient Macedonia, Archaeological Drawing, Myth and Religion, Athenian Architecture, and Modern Greek. Not only did I learn from them in the classroom, but I've also had dinner with my classmates in their homes, and the relationships I developed have led me to even more exciting opportunities such as an archaeological excavation at a Roman fort in Romania. These are a few of many once-in-a-lifetime experiences that I will cherish forever. Studying abroad with CYA was more than just living abroad and taking on-site classes; it was the perfect opportunity to travel the world and learn a new worldview from strangers and friends from all over. The CYA program included two week-long field trips, one in the Peloponnese and one in Northern Greece, which were some of the greatest highlights of the semester. But even though I can die happy now that I've seen Delphi, Mycenae, Knossos, Thessaloniki, Meteora, and Epidauros, what made those experiences incredible was sharing it with my four roommates, who quickly became my best friends. The bond that we share and knowing that they will always be in my life is the best souvenir I could have gotten.



Andrea Ruiz-Lopez '13 (center) with roommates, doing as the ancients did.

MACDONOUGH ELEMENTARY SCHOOL MYTHOLOGY GROUP



2011-2012 Macdonough volunteers (left to right) Stacy Chi, Linda Kung, Julia Bond, Natty Durant, and Melissa Carr. Also participating in the program but not pictured are Roxanne Capron, Duane Chen, Sydney Edelist, Alex Ray, Andrea Ruiz-Lopez, and Julian Woo.

In 2011-2012 the department inaugurated a mythology program in the fifth grade classrooms at Macdonough Elementary, a few blocks from campus. About ten Wesleyan volunteers--some Classical Studies majors, some first-year students, and some non-majors with a general interest in mythology--partnered with the three fifth-grade teachers at Macdonough to provide weekly lessons in classical mythology to small groups of fifth graders. The Wesleyan students used an array of instructional materials, including the perennially popular D'Aulaire's Book of Greek Myths, the new elementary-level Classics magazine *Ascanius*, and creative craft projects designed by our own Andrea Ruiz-Lopez (see photos of fifth-graders with their Greek masks). According to the teachers, the program's success can be measured by the large number of mythology books the students continue to check out from the school library! We are grateful for our volunteers' enthusiasm in taking the study of antiquity into the Middletown community. In the following piece, Melissa Carr '15 relates her own experience as a volunteer:

My experience teaching myths at Macdonough Elementary School

When I first heard about this program, I was elated. Since I was a child, I have adored myths and I was excited to have the opportunity to share my love with other chil-

dren. Every week I would go to the Macdonough Elementary School and teach three groups of three children for twenty minutes. In the fall semester, we started with the basics of Greek Mythology such as the origin, names, hierarchy and stories of the principal Gods. We also introduced them to the Greek alphabet - they thoroughly enjoyed writing their names! In the spring, we focused more on the myths themselves, attempting to teach at least two each week - usually a short one that tied into a longer tale, for example Selene and Pan. Every time we visited the school we would ask each group whether they remembered what we had taught them the previous week (and even the previous semester) and most of the time they did - which was rewarding! Towards the end of the second semester, we hosted an activity where the children were able to make Greek masks - this was so much fun and it was great to see the children enjoying themselves while also learning about the fundamentals of Greek theatre. I had a fantastic time teaching Greek myths at Macdonough and I strongly believe the children loved it as well.



Fifth-graders with their Greek masks

CLASSICAL STUDIES LECTURE SERIES

Margaret Imber, Bates College, October 20, 2011, "Daughters, Whores and Anxious Fathers: The Function of Women in Roman Declamation."

Marcus Folch, Columbia University, November 3, 2011, "How to Kill a Prisoner: The Poetics of Bondage in Ancient Greece."

James Uden, Boston University, November 17, 2011, "The Images and Ideology of Childhood Education in Statius' *Achilleid*"

Andreas Thomas Zanker, Harvard University, April 12, 2012, "Why Did the Romans Talk About Decline? Why Do We?"

After the lecture and a reception, the speaker and a group of faculty and students got together for dinner and informal conversation at a restaurant in Middletown.



*Margaret
Imber*



Marcus Folch

The following is a summary of the Margaret Imber lecture, "Daughters, Whores and Anxious Fathers: The Function of Women in Roman Declamation" written by Natty Durant ('12):

Male students in the early Roman Empire would go through increasingly harder classes in school dealing with rhetoric and legal principles before finally studying the art of declamation, or speechmaking, which served as a final test of their rhetorical ability. All declamations began with a short snappy title and mentioned the law that was to be argued about. The student had to compose a speech to explain the behavior written up in the scenario, called the *controversia* or "controversy." His speech usually began with an opening hook aimed at defending his client, for the boy was supposed to take on the role of the accused's lawyer. The women portrayed in these performances served only minor roles that were submerged beneath the male-dominated scene. Indeed, the role

of women in declamation was to teach boys that speech was their business; the women of declamation did not represent true Roman women. Prostitutes and slaves girls in declamation are structurally opposed to wife and daughter, although these roles can and even tend to collapse into each other. The definite role of the girls/women in question is based only on the opinion of a man, usually the father in the household. Therefore, women cannot vouch for their own chastity in declamation. Silence also characterizes the ideal woman in declamation for a woman's speech usually only precedes disaster. The one exception to this role is when women speak in declamation to benefit a father, husband or other masculine character. However, fathers themselves in declamation do not always act kindly or even fairly, for they may even take on the role of a tyrant, abusing their power and the control that they have over their wife and children.

ALUMNAE/ALUMNI NEWS

Warren Smith ('62) is returning in September to teach the fall term at Bishop Hannington Institute (Bible and Greek classes). He retired in 2010 after 38 years of teaching at the University of New Mexico. He is still publishing on Apuleius and has a forthcoming piece in *Ancient Narrative* on his connection with early Christianity.

Deborah Lyons ('76) has just published a book *Dangerous Gifts: Gender and Exchange in Ancient Greece* that will appear June 2012 with University of Texas Press. She spent spring break in Egypt (insha'allah) and is looking forward to seeing the pyramids.

Curtis Nelson ('95). "Thank you Curtis, Krystal, and your daughter, Carter Nelson, for your yearly holiday cards from Anchorage, Alaska. We enjoy receiving them."

Joshua Arthurs ('97) is an assistant professor at West Virginia University. His first book, which started life as his Wes BA thesis, is *Excavating Modernity: The Roman Past in Fascist Italy*, forthcoming from Cornell University Press in August 2012. More information is available at www.jarthurs.net.

Joshua Borenstein ('97). The Hartford Courant reports "that Joshua Borenstein has been named the Long Wharf Theatre's managing director after a national search. He will oversee a \$5 million budget and a staff of 64



full-time employees. Borenstein held the job of interim managing director for the past six months and previously worked at the theater from 2003-2007 in several positions, most

recently as associate managing director. For the last two years, he was project manager with the arts research firm, ASM in Fairfield. Before joining Long Wharf, he worked at Boston's Huntington Theatre Company through Theatre Communications Groups' New Generations: Mentoring the Leaders of Tomorrow's program. Borenstein has a master's of fine arts in theater management from the Yale school of Drama and a bachelor of arts with honors in classical

civilization from Wesleyan. He is married to Katherine Hsu Hagmann '98, an attorney with Bershstein, Volfe and McKeon."

Katherine Harkins ('06) is presently in Washington D.C. working on health reform for the federal government, and volunteering as an EMT. She says that it was great seeing everyone at the reunion.

Allison Zoromski ('07) is studying Clinical Psychology at Ohio University in Athens, OH. She says: "It was great stopping by the Classics Department at the reunion. It made me remember all the great times I had in the department."

Christi Richardson ('10) has come to the end of her position as a research assistant in the Wesleyan psychology department. She plans to return home to New Mexico to take some time off before applying to graduate programs in clinical psychology. During her year off, she intends to volunteer, work on becoming fluent in Spanish, and plan her wedding.



Chad Trask and
Christi Richardson

A special thank you to Mary Liz Williamson ('98) who has generously donated funds to the Classical Studies gift account through University Relations since she graduated from Wesleyan. The department is very appreciative of her continual support of the Classical Studies department. The funds are put to good use towards the majors' activities and we thank her wholeheartedly.

We have had a great response from alumni for the past issues so keep the news coming, to (dsierpinski@wesleyan.edu). Please let us know what else you would like to see in Juno's Peacock, and thanks to all of you who sent in information for this issue.

COMMENCEMENT/REUNION, MAY 2012



WESCLASSICS

Juno's Peacock is on-line and can be accessed through the Classical Studies home page on the World-Wide Web (check out our new web page). Information is also available on faculty, current course offerings and requirements for the Classics and Classical Civilization major, summer programs and study abroad. There are also links to other Wes pages, and to our Resources for Archaeology, Medieval Studies, and Classical Studies on the WWW, which has been named a "Recommended Website" by the History Channel. The www address is <http://www.wesleyan.edu/classics/>; if you lose this info you can just go to www.wesleyan.edu and poke around. Also look for the home page for the Archaeology Program at <http://www.wesleyan.edu/archprog/>. All of the Wes faculty and staff are on electronic mail as well: for most, the address is the first initial plus last name with no spaces, followed by @wesleyan.edu; this holds for kbirney (Kate Birney), lcaldwell (Lauren Caldwell), cparslow (Christopher Parslow), mroberts (Michael Roberts), evisvardi (Eirene Visvardi) and dsierpinski (Deborah Sierpinski). The exception to the rule is aszegedymasz (Andrew Szegedy-Maszak).