

Classical Studies at Wesleyan University



JUNO'S PEACOCK

Or the Eyes have it

Newsletter of the Department of Classical Studies

Academic Year 2012-2013

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)

LETTER FROM THE CHAIR

Greetings from Downey House. As you'll see from the Newsletter, we have had a busy year here in Classics Central. To mention a few activities, Professor Birney led treks to Wesleyan Potters and, more distantly, the MFA in Boston; during WesFest oddly dressed faculty and students popped up at various locations on campus to give a continuous reading of Homer's *Odyssey*; and in the fall we invited a pair of speakers from law schools, whose talks reminded us of the value of classics for the study and practice of law. (Thank you, Brigid, for confirming this from your own experience.) Please, all of you, keep the news coming by email or Facebook, whether of recent changes in your life or just of what you're currently up to. Remember, you are the jewels in the peacock's tail, so display. (For the sharp-eyed among you, no, Hercules is not hitting our Administrative Assistant, Debbie Sierpinski, over the head with his club. He just looks as though he is.)

FACULTY NEWS

KATHLEEN BIRNEY. I had a wonderful year teaching Greek Art and Archaeology, Death and the Afterlife in Egypt and Greece, Greek 101 and the freshman seminar Single Combat in the Ancient world. I enjoyed these courses tremendously both inside the classroom and out, particularly the field trips to Harvard's Giza Pyramids virtual lab and our experimental archaeology workshop in the production of Attic black



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and red figure pottery, conducted together with specialists from Wesleyan Potters. I've been working throughout the year on the analysis of data and artifacts from my ongoing excavations of a Persian-Hellenistic period neighborhood (500-100 B.C.) at the site of Ashkelon, Israel. This past summer five Wesleyan students joined me in research and further excavation at the site as part of the Ashkelon Archaeological Field School program: Jasper Kubasek '14, Alec Jolicoeur '14, Rosie Kelly '15, Emily Shames '15 and Marina Rothberg '16. (Check out their 'Reports from the Field' podcasts on Wesleyan Youtube come September!) Our excavation team has exposed two large buildings separated by a street and have been working to understand how the economic and social dynamics of this port city change over the course of its 400 year occupation. We also encountered, rather shockingly, evidence of a possible Hellenistic period murder victim! I will be presenting the Persian period results at an upcoming fall conference and the story of this Persian period neighborhood will feature in a forthcoming article. I am also continuing work on my book, which treats the Hellenistic period site-wide. This year I attended conferences of the American Schools of Oriental Research and the American Institute of Archaeology, while also serving as institutional representative for the American School of Classical Studies at Athens. I also continued to serve as a board member for SHARE, the Society for Humanitarian Archaeological Research and Exploration. It was an especially exciting year for the SHARE project. SHARE is an organization designed for areas of the world where archaeology is being used for political ends, and seeks to provide citizens with exposure to archaeological methods so that they can make informed judgments about archaeological data. Previous participants have worked at Ashkelon and have included Israeli and Israeli-Arab students; this summer SHARE was able for the first time to bring a student from the West Bank to participate in the site's archaeological field school. In addition, SHARE ran a 2 week community archaeology project at the site of Akko, in which Israeli and Arab teens from the surrounding cities worked together on excavation and conservation of antiquities from their community.

LAUREN CALDWELL. I am looking forward to having my book, *Roman Girlhood and the Fashioning of Femininity*, appear from Cambridge University Press early next year. I am also working on an article on Ovid's *Metamorphoses* and on an entry on legal status in the Roman Empire for the *Oxford Encyclopedia of the Bible and Gender Studies*. With Prof. Molly Swet-



nam-Burland ('95) of the College of William and Mary, I organized a panel on gender and the visual arts in imperial Pompeii for the annual meeting of the Classical Association of the Middle West and South in Iowa City, where I enjoyed presenting a paper on a wall painting in the House of Marcus Lucretius Fronto that has long intrigued me. I was also fortunate to attend a conference on Graeco-Roman medicine and the modern life sciences at Princeton in the spring, which has inspired me to think about starting a new project on Roman medicine. Teaching too was a pleasure: I taught Latin 101 in the fall and our intermediate course on Ovid's *Metamorphoses* along with an advanced course on Latin love poetry in the spring. In the fall I had the chance to teach a new Classical Civilization course, Roman Law, in which students learned to "think like lawyers" through analysis of surviving cases on delict (roughly equivalent to tort in Anglo-American law) from the Empire. The experience was made more delightful by two related events, a presentation on legal writing by Noah Messing of Yale Law School and a lecture on ancient and modern law by Adriaan Lanni of Harvard Law School. Within the department, I continued in my position as coordinator of our volunteering program at Middletown's Macdonough Elementary School, where our majors introduce fifth-grade students to the world of classical mythology.

ROBERT CALDWELL. This spring I enjoyed teaching two classes to enthusiastic and sharp students: second-semester Latin and an advanced Greek reading course in which we read selections from the *Odyssey*. The highlight of the term, though, was the Homerathon, an all-day reading of the *Odyssey* across the Wesleyan campus. A lot of students participated and there was eager talk of doing it again next year!

CHRISTOPER PARSLAW. This year I taught Roman History, Latin Prose Letters and my seminar on Pompeii and, as always, was grateful for having had such enthusiastic and dedicated students in all three. I spent a good part of the fall applying for outside funding to help me take a leave of absence next year, to combine with my sabbatical in the spring, and as a result of my efforts have accepted "membership" in the School of Historical Studies at the Institute for Advanced Study in Princeton NJ next fall. I hope to finally complete my book on the Praedia of Julia Felix in Pompeii, which has been the primary focus of my research for longer than I like to admit. But Julia Felix has been very good to me, as evidenced by the publication this year of my study of the paintings from the sacrum (shrine) of the Egyptian

deity Isis in the Praedia's central garden ("The Sacrarium of Isis in the Praedia Iuliae Felicis in Pompeii in its Archaeological and Historical Contexts," in *Rediscovering the Ancient World on the Bay of Naples* [Studies in the History of Art, National Gallery of Art, Washington DC 2013], pages 47-72). This small barrel-vaulted sacrum had been discovered in 1755 and then removed in its entirety by the Bourbon excavators for display in the royal museum. Piranesi made an engraving of its paintings soon after its discovery and this had been the sole documentation of its visual appearance to this day. The sacrum stood in one room or another of the Naples museum until about 1865 then vanished from the historical record. In the course of my study I tracked down two of its three wall paintings in the museum's storerooms. My article not only reconstructs the shrine's archaeological context and its appearance, it also offers the first glimpse of its wall paintings since the nineteenth century.

MICHAEL ROBERTS. It's been an interesting and productive year, split between teaching in the fall and a sabbatical in the spring. Highlight of teaching for me was Reading Latin, Writing Latin, in which a group of talented and enthusiastic Latinists tried their hand at translating all sorts of different texts, from Beatrix to Harry Potter and from Lemony Snicket to Samuel Beckett. We also improved the movie *Monty Python and the Holy Grail* by adding Latin subtitles to the Sir Galahad scene. On the research side I've written a couple of reviews for *Gnomon*, of Oliver Ehlen, *Venantius-Interpretationen: Rhetorische und generische Transgression bei 'neuen Orpheus'* and Carmen Arcidiacono, *Il centone Virgiliano Cristiano 'Versus ad gratiam Domini': Introduzione, edizione critica, traduzione e commento*, and an article on one of the earliest Christian Latin poems, "Lactantius' *Phoenix* and Late Latin Poetics." My main sabbatical project, though, has been my translation of Venantius Fortunatus' poetry for the *Dumbarton Oaks Medieval Library* series. I have now completed all twelve books in first draft and look forward to getting it ready to submit to the publisher. Back to teaching in the fall—and chairing in Professor Parslow's absence.

ANDREW SZEGEDY-MASZAK. Andy Szegedy-Maszak had a fairly busy year. In addition to his regular teaching and advising, he was Vice-chair of the faculty, and he was also Wesleyan's first Distinguished Teaching Fellow. In this latter capacity, he taught a special seminar on "Photography and Social Movements" for the Albritton Center for



the Study of Public Life. During spring break, he did a whirlwind 5-day, 4-city speaking tour for Wesleyan alumni groups on the West Coast, which gave him the welcome opportunity to see some old friends and former students. His other major accomplishment was a MOOC (Massive Open Online Course) called "The Ancient Greeks" for the Coursera consortium; it had an enrollment of some 30,000 students from all over the world, and it will be offered again this fall, starting September 2: <https://www.coursera.org/course/ancientgreeks>. All are welcome!

EIRENE VISVARDI was on sabbatical and leave in 2012-2013 during which she completed her book manuscript titled *Emotion in Action: Thucydides and the Tragic Chorus*, currently under review. In the Fall Semester she was a residential fellow at Harvard's Center for Hellenic Studies in Washington DC. Three samples of her work during her time there are to be found on the Center's web-



site (<http://wp.chs.harvard.edu/chs-fellows/author/evisvardi/>) under the titles: "Feeling Together: Collective Emotion and its Discontents"; "Minimizing the Distance? On Pity and Emotional Detachment"; and "On Sublimating the Emotions: Fear in Aeschylus' *Eumenides*". While there, she also presented her recent work on emotion in historiography which was published in the Center's online journal: Visvardi, Eirene. "Collective Emotion in Thucydides." *CHS Research Bulletin* 1, no. 1 (2012). http://nrs.harvard.edu/urn-3:hnc.essay:VisvardiE.Collective_Emotion_in_Thucydides.2012. During last year, Eirene was invited to give two more talks. In December 2012 she visited Bryn Mawr College and presented on "Pity and Fear in the Tragic Chorus: Negotiating the Emotional Politics of Athenian Democracy". In May 2013 she gave a talk titled "Afraid, They Judge. Afraid, They Act: Collective Fear in Greek Tragedy and Democratic Politics" at Texas Tech University. After a productive year in DC, Eirene looks very much forward to being back on the Wesleyan campus and in the classroom.

FACULTY LUNCH TIME TALKS SERIES: Michael Roberts, "Venantius Fortunatus: Poetry in Post-Roman Gaul," December 4, 2012 (*Faculty discuss their current research in front of a group of majors*).

CLASS FIELD TRIPS

On Monday, October 22nd students from Professor Birney's Survey of Greek Art and Archaeology class participated in an experimental workshop with Wesleyan Potters, a co-op ceramic studio on South Main Street in Middletown. The workshop gave students an overview of pottery production as a whole, followed by a discussion of the specific technical processes involved in the production of the most famous types of ancient pottery of the 6th and 5th centuries B.C.: Attic Black Figure, Red Figure and Corinthian pottery. With the help of Professor Birney and ceramic specialist Ryan Bothamley, Wes students then worked on creating their own versions of Black and Red Figure on tiles.



On March 1, 2013 Kate Birney took her class (Greece and Egypt) to the Boston Museum of Fine Arts. After visiting the Egyptian collections, students met with Harvard Egyptologist Petter der Manuelian at the Harvard 3D Visualization Center. Prof. Manuelian took them on a 3D virtual tour of the Giza pyramids and surrounding cemetery, including the new module of the intact tomb of Heterpheres, and discussed his ongoing research and work on the Giza project.



STUDENT ACHIEVEMENTS

GRADUATING CLASS OF 2013

Classical Civilization: **Julia Bond, Jessica Jordan, and Andrea Ruiz-Lopez**

Classics: **Alex Ray**

ACADEMIC PRIZES

Ingraham Prize for excellence in Greek:

Alison Rosenberg

Sherman Prize for excellence in Classics:

Andrea Ruiz-Lopez

Spinney Prize for excellence in best original essay in Classics:

Alex Ray

Jessica Jordan was elected to Gamma Chapter of Phi Beta Kappa, Spring 2013

End of the Year Celebration Dinner May 2, 2013

Classical Studies majors came together with faculty to celebrate the end of another successful year. Two senior thesis 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.

SENIOR THESIS AND ESSAY PRESENTATIONS

Andrea Ruiz-Lopez: "Hellenistic or Roman? A Case Study of a Mosaic in Tel Dor, Israel, in Its Regional Context"



Alex Ray: "Declamation and Storytelling: First Person Speech in Apuleius' *Metamorphoses*"



The most recent issue of *Metis*, a Wesleyan Undergraduate Journal of Classical Studies (2012-2013), is on-line: <http://metis.site.wesleyan.edu>. The following students submitted essays to *Metis*:

"A Tribute to Effigy: The Story of Pygmalion," by Ali Rosenberg, '15

"Fabula de Cinderella," by Lili Borland, '16

"Georgius Curiosus," by Beth Alexion, '16

"Primum," by Dominic Sieminski, '15

"Venus Statues of Roman Matrons: Context and Understanding," by Jessica Jordan, '13

"You Can't Put the Law Before Your Feelings," by Tong Satayopas, '15

Study Abroad in Rome, photos by Beth Alexion, '16

Two of the senior majors, Andrea Ruiz-Lopez and Alex Ray, along with Catherine Chase ('15), worked in the department office as work study students and will be sorely missed.



From left to right: Andrea Ruiz-Lopez, '13, Debbie Sierpinski, Administrative Assistant, and Catherine Chase, '15

SENIOR MAJORS' FUTURE PLANS

Julia Bond ('13) plans on attending the Columbia Publishing Course this summer at the Columbia University Graduate School of Journalism. She will be moving to Boston in the fall.

Alex Ray ('13) was accepted at the Boston Philharmonic Orchestra doing community outreach. He will be working on the music programming that the BPO offers to schools in Boston.

Andrea Ruiz-Lopez ('13) has landed a coveted spot at Teach for America in NYC and will be teaching kindergarten classes.

MAJORS' COMMITTEE ACTIVITIES

The Majors' Committee organized several group activities for the Classical Studies majors and interested students. There was a showing of "Gladiator," which tied into Kate Birney's course: CCIV 153: Single Combat in the Ancient World. They participated in the 21st Annual Student Groups Fair and the WesFest Open House, preparing a display board and Power Point presentation advertising the Classical Studies department. The Committee also got together to design a tee-shirt that faculty and majors were able to model at Classical Studies Department Open Houses.

Squire Fund Recipients

Catherine Chase -- Study at the Paideia Institute in Rome

Yi Ding and Jeesue Lee-- Elementary Greek Summer Program

Sarah Harper -- College Year in Athens

Alec Jolicoeur, Rosie Kelly, Jasper Kubasek, Ali Rosenberg, Marina Rothberg, Emily Shames -- Summer excavations at Ashkelon



Wes '13 Ashkelon Group standing on-site in the ruins of a 5th c. B.C. Building

"The study of Ancient Greek or Latin is a requisite to majoring in Classical Civilization. Having recently decided to add Classical Civilization to my major of Archaeology so that I could specialize in the area of Classical Archaeology, I needed to get started on the language requirements. The Squire Fund allowed me to enroll in an intensive Ancient Greek language class at UCLA during the summer of 2012. This class gave me a head start on the language requirement. The Squire Fund is a great resource for aspiring Classical scholars. I recommend other students take advantage of this great resource to further their summer studies in the Classics."

By Alec Jolicoeur '14

STUDY ABROAD

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME

By Jasper Kubasek

In the very first meeting of my semester abroad in Rome Franco Sgariglia, the director of the Intercollegiate Center for Classical Studies, warned his 36 new students that once you became *centristi*, you would be *centristi* for life.

In the moment I must admit that I did not appreciate the sincerity or the accuracy of the comment and probably would not have even remembered it had he not reminded us of it at our final dinner. The second time around however, his words struck a much deeper meaning, as I was able to look back and reflect upon what I can confidently label four of the best months of my life. The Intercollegiate Center for Classical Studies offers an abroad experience that is unique, challenging, and engaging in almost all aspects of student life. I lived with 35 other classics majors from all over the United States crammed onto two floors of the small four story building affectionately called the *Centro* by all its former inhabitants. Three times a day a bell would ring from the basement, calling students and faculty to come down to dine family style in the *Centro's* two dining rooms. The food was always authentic Italian food, cooked daily by the *Centro's* kind and friendly maid staff. The *Centro* itself is located in Trastevere, a quaint area of Rome riddled with coffee shops by day, restaurants by evening, and bars by night. To have lived in such close quarters, in such an incredible location, and with a peer group whose academic ambitions and interests were so similar to your own was pretty extraordinary.

An important defining characteristic of *Centro* life is demonstrated in its incredibly unique curriculum. There are two classrooms in the building, but a majority of the lectures are done on site, while giving students an opportunity to actually explore the ancient terrain. Instead of waking up to go to takes notes from a desk, I found myself more likely to have been given directions to take public transport down to the Roman Forum, hop on a bus to Hadrian's Villa, or to meet my professors at the gate of the Vatican Museum. We spent a week together in Campania, exploring Pompeii, Herculaneum, and many other beautiful sites in the region. My favorite week of the semester was undoubtedly our trip to Sicily, where we enjoyed countless Doric temples, ancient theatres, the Sicilian cuisine, and each others company before taking an overnight boat back to the mainland from Palermo.

Having the opportunity to so fully emerge myself in classical studies alongside friends so eager to do the same, with the wealth of Rome's ancient history just outside our door made for an unforgettable semester. I now understand exactly what Franco meant when he hugged each of us goodbye at our last dinner

together and told as that the *Centro* was a place you would never really leave behind.



Jasper looking out over the Roman Forum

Living Latin in Rome Review By Catherine Chase

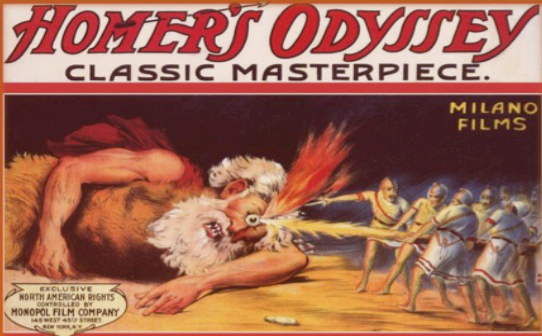
In the summer of 2013 I joined thirty-four graduate and undergraduate students for five weeks in the Living Latin in Rome program (LLIR) run by the Paideia Institute for Humanistic Study, Inc. Through LLIR, I explored various sites inside and outside of Rome, such as the Roman Forum, the Sibyl's cave in Cumae, and the Vatican, all connected to Latin literature. As a Classics major, this was a dream come true! What was even better was the opportunity to exercise conversational Latin, a rare happening today. I found conversing in *lingua Latina* very difficult, but the eagerness of the people I met and the enthusiasm of our five instructors made this a rewarding challenge. One of my greatest struggles was navigating Pompeii one weekend with my new friends using only Latin to communicate. There were frequent pauses as we stumbled over words, often accompanied by hand motions as we attempted to direct each other throughout the city. Yet no matter how much we struggled, we soon started to use Latin to discuss anything we could. One of my favorite memories was using Latin to describe Bernini's craftsmanship in his Apollo and Daphne at the Borghese Gallery and connecting the piece to Ovid's telling of the myth in his *Metamorphoses*. Besides these site visits, we also attended classes and lectures in order to brush up on grammar, practice speaking in the styles of the authors we were reading, and trace the development and use of the Latin language over time. There were even Latin conversation hours that often continued during dinner and nightly strolls in the Eternal City before grabbing gelatos. Living Latin in Rome was an unforgettable experience. I developed new friendships and spoke the language I did not realize I could possibly love more. My adventure in Rome did no less than solidify my passion for Latin and allow me to recognize that this language is very much alive and flourishing.

THE HOMERATHON

The Majors Committee, with special thanks to Andrea Ruiz-Lopez, helped plan a campus-wide reading of Homer's *Odyssey* during WesFest, April 18, 2013. It was directed by Professors Kate Birney, and Bob and Lauren Caldwell and connected with Bob's class GRK 275 Homeric Epic. There were tales of bloody battles, vicious monsters, a sexy Circe, and the adventures of Odysseus as he found his way back to Ithaka. The Homerathon ended with a banquet at Downey House.

WesFest Homerathon!

Join students and faculty in reading Homer's *Odyssey* on Thursday, April 18, all around Wesleyan!

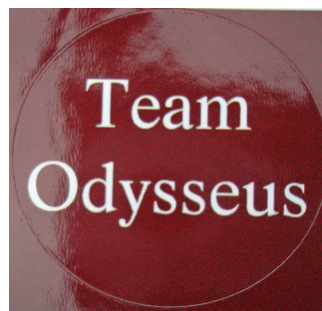


Stop by and listen, or read if you wish- no experience necessary!

Thursday April 18th:	
9:00-10:30	SHAN 107
10:30-12:00	College Row
12:00-2:00	Usdan
2:00-4:00	Olin Library
4:00-6:00	Andrus Field
6:00-8:00	End and Party! Downey Lounge & Terrace

Find us on facebook to track our progress and get updates throughout the day!

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CLASSICAL STUDIES LECTURE SERIES

Noah Messing, Yale Law School, November 1, 2012, "How Lawyers Write." (Co-sponsored by Writing at Wesleyan)

Adriaan Lanni, Harvard Law School, February 20, 2013, "What Can Ancient Greece Teach Us About Contemporary Institutional Design?" (Co-sponsored by the Allbritton Center for Public Life).

Jeremy Hartnett, Wabash College, April 9, 2013, "Listening to Pompeii: Hearing History in the Roman City" (Co-sponsored by the Department of Art and Art History Samuel Silipo '85 Distinguished Visitor Fund and the Archaeology Program).

Peter Struck, University of Pennsylvania, April 25, 2013, "Divination in the Ancient World: A Cognitive Approach."

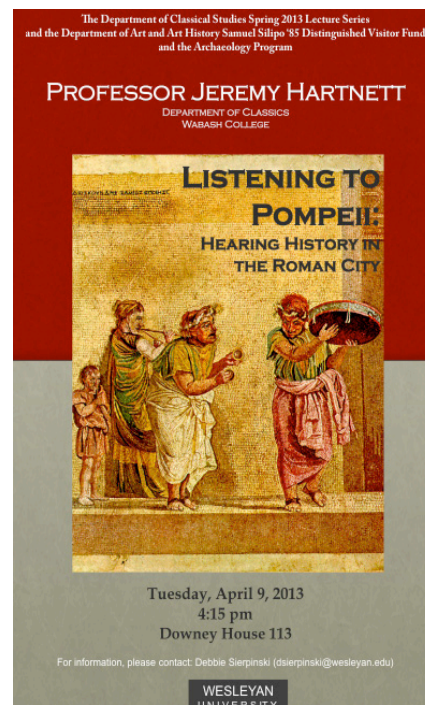
After the lectures and a reception, the speaker and a group of faculty and students got together for dinner and informational conversation at a restaurant in Middletown.

The following is a summary of the Jeremy Hartnett lecture, "Listening to Pompeii: Hearing History in the Roman City" by Alex Ray ('13):

Professor Hartnett's talk was concerned with the fact that classicists traditionally have privileged visual evidence over that of the other senses. Writers including Seneca, Vitruvius, Martial, Juvenal, Livy, and Cicero have all discussed the remarkable presence of sound in the Roman city. The "sonic backdrop" was varied, and included street vendors each with their own unique and identifiable sounds. Inscriptions also depict musical accompaniment at gladiatorial games. And as with any other aspect of society, sound acted as a divider between different social classes.

Members of the lower class used sound in protest against dishonest patrons, and would project sound both over the walls of the house and throughout the neighborhood to publicly shame someone who had committed an injustice. Sound also came out of the houses, and could have been used as an indication of wealth. People walking by a large house could overhear fountains flowing or extravagant banquets happening within the walls. Professor Hartnett's talk showed that sound played

an important role in the neighborhood identity of a Roman city, and is a newly emerging area of inquiry into daily life in the Roman city.



MACDONOUGH ELEMENTARY SCHOOL MYTHOLOGY GROUP



Macdonough Elementary students and Wesleyan Classical majors teamed up during the 2012-2013 school year to study the exciting world of classical mythology.

ALUMNAE/ALUMNI NEWS

Cathy Keane ('92). Cathy continues in her position at Washington University in St. Louis, but she spent 2012-13 on a wonderful long-awaited sabbatical. She was a fellow at Washington University's Center for the Humanities in the fall, and a Tytus Fellow at the University of Cincinnati in the spring. This got her closer to finishing her new book on Juvenal's *Satires*. She is happy to be spending the summer back home in St. Louis with her husband and cats, gearing up for a busy year in her department.

Josh Arthurs ('97) is an assistant professor of modern European history at West Virginia University. His book *Excavating Modernity: The Roman Past in Fascist Italy* was published by Cornell University Press in the summer of 2012.

Mary Liz Williamson ('98). Mary Liz is a Latin teacher at Choate in Wallingford, CT, teaching a full course load and coaching field hockey.

Johanna Russ ('03) and wife Rebecca Cohen '03 (not a Classics major) welcomed their daughter,

Iris Ruth Cohen-Russ on August 13, 2012.

Brigid Dwyer ('05). After graduating from the University of Texas law school, Brigid joined as



an attorney in the real estate group of Nathan Sommers Jacobs in Houston, Texas. Her practice focuses on the representation of developers/borrowers in real estate acquisitions, financing and development for retail, multi-family, office, and industrial projects. "I found my background in Classics to be quite valuable as a law school student and even more so once I began practicing," Brigid observed. "Classics provided a great foundation in reading and writing. As a transactional attorney, writing clearly and avoiding ambiguity are critical. Latin and Greek instill an attention to detail and mindfulness of alternate interpretations which help in spotting potential ambiguities in contracts." In her spare time,

Brigid continues to enjoy playing squash with the small, but devoted, group of squash players in Houston.

Daniel Matzkin ('06) recently landed a federal clerkship. He graduated with honors from Classical Studies and COL departments, and wrote his thesis on "Sight and Foresight: Blindness in Classical Antiquity." Visually impaired since birth, Dan never let his disability get in his way. After graduating from Wesleyan he attended law school at the University of Michigan. He then worked as a litigation associate at Squire Sanders. Dan comments: "It's so competitive you have to be surprised when you get a federal clerkship..."

Rebecca (Bex) Allen ('08). Bex just got her MPH doing non-profit development work for an educational organization.

Frances "Francie" Jones ('08). Frances is back living in the city where she grew up -- Berkeley, CA. She is working as a freelance book editor. She says: "I draw on my Classical training constantly. I'm also a 'sometimes' musician, and volunteer as a peer counselor at the Berkeley Free Clinic."

Cory Satow (Savereid) ('08) started her Masters in Counseling at Boston University this fall after teaching Latin at the Eaglebrook School in Deerfield, MA, for four years after graduation. She got married this summer as well.

Paul Gerdes ('09). After teaching one year at the International School in Bangkok, Thailand, he has been teaching at a public school in Japan for one and a half years. Paul attended the Alumni Reunion this year.

Anna Pachner ('09) earned her Masters degree in modern and contemporary art history from Christie's Education in 2010. She is currently in her second year at Temple Beasley School of Law in Philadelphia. This summer she worked as Legal Services Coordinator at Philadelphia Volunteer Lawyers for the Arts.

Sam Decock ('10) has been living in Lakeville, CT. He has been working for Indian Mountain School which is a junior boarding school in the northwest corner with about 260 students. Sam is the Associate Director of Admissions, Latin teacher, hockey coach, soccer coach, student academic advisor, and 9th grade dorm parent. He says: "I am happily married to my high school sweetheart, Tracy Decock, and we now have a 3 month old boy, Tyler."



Nathaniel (Natty) Durant ('12) After digging again at the Roman fort Halmyris in Romania this summer, he will be heading off to the University of Durham for their one year masters program in Archaeology.

Molly (Foxworth) Jenkins ('12) Molly married Patrick Jenkins on October 12, 2012. In August, Molly landed a job at a very prominent non-profit organization in Chicago. She is now the Executive Assistant at Esperanza Community Services which provides services for children and adults with developmental disabilities.

Linda Kung ('12) is in Washington DC working as a paralegal for lawyers who specialize in aircraft finance law. She says: "No Latin or Greek involved - which I miss terribly. Still planning where to proceed from here - it's been a whole year!"

Adam Peck ('12) is still living in Boston and working as a paralegal at Greenberg Traurig LLP. He is currently in the process of applying to law school.

Cheryl Walker ('12) is currently an urban education fellow of a Tutor Corps at Great Oaks Charter School in NYC. She hopes to attend law school in the near future.

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 2013



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).