

CLASSICAL STUDIES AT WESLEYAN



JUNO'S PEACOCK

Or The Eyes Have It

Newsletter of the Department of Classical Studies

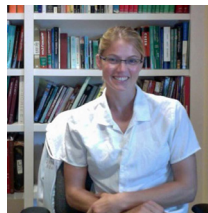
Academic Year 2014-2015

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)

FACULTY NEWS

KATHLEEN BIRNEY. I spent this past year on sabbatical working on my book *Alexander's Ashkelon*, which details the archaeological history of the ancient city of Ashkelon during the Hellenistic period. I was fortunate to spend the fall at the Albright Institute in Jerusalem on a National Endowment for the Humanities fellowship, during which period I worked with Ashkelon's ceramic corpus. While in Jerusalem I gave talks on my research both at the Albright Institute and Hebrew University. I spent the spring semester on a fellowship at Harvard's Center for Hellenic Studies in Washington DC, working to reconstruct the architectural remains of the city. In May I participated in a symposium hosted by the Center, and a section of one of my book chapters, a paper on distribution patterns in stamped Rhodian amphora handles, was recently published in the CHS Research Bulletin (June 2015). In June it was back to Israel for two months to continue archaeological work at Ashkelon, this



year with a bold crew of five Wesleyan students. Our Wesleyan group on the project this summer included three Ashkelon "alums", among whom was a senior who returned as a member of the excavation staff. We had a fantastically successful season uncovering various portions of the ancient city, from rooms of Crusader period buildings to whole neighborhoods destroyed by Nebuchadnezzar. (For details on the excavation

Inside this issue:

Faculty News	1
Student Achievements	4
Study Abroad	6
The Homerathon	8
Classical Studies Lecture Series	9
Alumnae/Alumni News.	10
Recent Faculty Publications.	11
Commencement/Reunion	12

and our results check out the Wesleyan-at-Ashkelon webpage here: <http://ashkelon.site.wesleyan.edu>). After a highly productive year away I am happy to return to the classroom (and to Connecticut!), to my students, friends and colleagues.



LAUREN CALDWELL. In Fall 2014 I redesigned the format of my lecture course, *Medicine and Health in Antiquity*, to make it suitable for a writing-intensive first-year seminar, and taught two sections of this class to some very sharp new Wesleyan students. It was a large and rewarding undertaking, and two sophomores, Ward Archibald and Angelina Massoia, who are veterans of the FYS experience, served as writing tutors and held office hours during the evenings while receiving training in Wesleyan's Writing Program. I also taught Latin 101 with a senior Classics major, Ali Rosenberg, serving as Teaching Apprentice. A hilarious highlight of the class was one student's final project that translated the lyrics of Taylor Swift's 'Blank Space' into Latin, with captions below the music video. Look for it on YouTube. In addition to teaching, I continued to supervise the creative, community-minded Classics students who volunteer weekly to teach Greek mythology to Macdonough Elementary School fifth graders. On the research side, in late 2014 I saw the publication of my book, *Roman Girlhood and the Fashioning of Femininity* (okay, yes, I've looked at its Amazon sales rank a few times), and wrote for the *Blackwell Companion on Ancient Science, Medicine, and Technology*. I received tenure at the university in March 2015. I was on medical leave during the spring semester of 2015 but am making the most of the precious time afforded me during my sabbatical this semester, Fall 2015, to recover ground lost last year in my research.

CHRISTOPHER PARSLAW. I finished up my last term as Chair for the department. In the fall I taught CCIV 232 Roman History and CCIV 250 Ancient Rome: From Hut Village to Imperial Capital which was revised from a first year seminar into a medium-sized lecture/discussion class. In the spring I taught CCIV 234 Ancient Pompeii. I continue to near completion of my monograph on the *Praedia* ("Properties") of Julia Felix in Pompeii. To that end, I traveled to Italy in the summer

where I saw, for the first time, the famous "for rent" inscription from the *Praedia* which was under restoration in the Naples museum and I visited the *Praedia* which was also undergoing restoration work to its mosaics and paintings. I gave an informal presentation on "Reading the writing on the walls in Pompeii" in the series of Arts and Humanities Lunch talks at Wesleyan University in March. Also in March, as an invited speaker for the Archaeological Institute of America (AIA), I gave a reprise of his lecture "Love and Life in the *Praedia* (Properties) of Julia Felix in Pompeii," for the Western New York Society of the AIA in Buffalo, New York. Finally, I served as Chair of the Executive Committee of the Advisory Council to the American Academy in Rome.

MICHAEL ROBERTS. This year I



contributed an article, "Stylistic Variation in the Poetry of Venantius Fortunatus" to a Festschrift in honor of Jean-Louis Charlet, a professor at the Université d'Aix-Marseille, and gave talks on "The Place of Literature in the Study of Late Antiquity" at an international Medieval Studies conference held at Fordham University, and on the important scholar of late Latin poetry, Reinhart Herzog, in Ghent, Belgium. The latter will eventually be published in a volume *The New Late Antiquity: Intellectual Portraits*. I also produced my regular review for the journal *Gnomon*, this year of Anika Lisa Kleinschmidt, *Ich-Entwürfe in spätantiker Dichtung: Ausonius, Paulinus von Nola und Paulinus von Pella*. On the teaching front I particularly enjoyed reading some of Horace's *Odes* and hexameter poetry with a small but intellectually lively group of students (I am an almost embarrassingly effusive Horace fan) and giving my lecture course on late antiquity, the class I teach that most closely corresponds to my research interests. Finally I served this year on the Advisory Committee, the university's tenure committee, important but demanding work. The experience brought back memories—I had first served on the committee over twenty years ago.

ANDY SZEGEDY-MASZAK. Last year I became the faculty mentor for 10 new POSSE veterans, who came to Wesleyan as first-year students. Wesleyan has joined a partnership with The Posse Foundation, which identifies talented veterans and places them at top-tier universities. I also served on the Board for the Center for Prison Education, and the

board of the Friends of the Davison Art Center. In the fall I taught GRK 102 – Introduction to Greek, and Latin 201 – Latin Prose / Roman Letters; in the spring I taught CCIV 112 – Three Great Myths, a First Year Seminar, and LAT 222 –Lucretius. In the spring I also taught a graduate seminar on Greek tragedy for the Yale School of Drama. In the fall of 2014 I gave presentations for Yale University Theater Studies, “Tragedy and the Polis,” and at Columbia, “Homer’s Gods” in the series “Romare Bearden: A Black *Odyssey*.” My MOOC (Massive Open Online Course) on “The Ancient Greeks” has been revised and is now available on-demand from Coursera.org. [Check it out. It’s free.] I reviewed manuscripts for *Amphora* and *Historia* and was on the editorial board for *Amphora* and the Development Committee, Society for Classical Studies (formerly The American Philological Association). I also wrote a brochure essay for an exhibition of photographs by William Johnston and Eiko Otake, “A Body in Fukushima.”

EIRENE VISVARDI. Last year I taught three Greek courses: an Advanced Greek class on the *Odyssey* in the Fall, third semester Greek in the Spring, for which we read Plato’s *Crito*, and Grk 102 also in the Spring. All three groups of students were rigorous, dynamic, and

creative. Experimental translations, engaging presentations, and even stories in Greek were great testament to that. For my advanced seminar *Dangerous Acts: Transgression and Collective Feeling in Greek Drama* I decided to experiment with a new format: in addition to our regular seminar sessions where we examined a wide range of plays and interpretations, our group met with NYC based actor Drew Cortese to work on the final project for the class: a production of Euripides’ *Bacchae*. Our meetings with Cortese became more frequent in the third part of the semester. The process was demanding, engaging, and quite fascinating. It



was impressive to see how the students came to inhabit the play by testing some of the ideas of our earlier seminar work and by interrogating its relevance for us today as well as how they came to rely on each other and feel free to take creative risks. The final production in December – replete with costumes, make up, props, and live music – was a powerful experience for everyone involved. For me it was also revealing how this experience translated in turn into more rigorous academic writing, as we continued to work on other plays and papers till the end of the semester. I also gave two talks last year. In September 2014 I presented my forthcoming book at the 10th meeting of the Epichoreia-group at NYU. This group invites presentations of forthcoming or developing work on ancient choruses and music. In April I gave a talk on “Utopia” here at Wesleyan as part of the ‘In Theory’ lecture series. I was excited to present on this topic that is going to be the focus of my next book. On the research front, I was also happy to see my first book in print in January. Last, in the Spring I started to serve as a member of the University Major Committee.

ALLEN WARD. As professor Emeritus of Ancient History and Classics at the University of Connecticut, I enjoyed being an adjunct in the Classical Studies Department at Wesleyan during the Spring Semester of 2015. I taught Latin 202 covering Book One and selections from other books of Ovid’s *Metamorphoses*. It was delightful to have the opportunity to teach a whole course on the *Metamorphoses*, which was made even more pleasant by a class of engaged and enthusiastic students and the excellent supplementary notes and vocabularies prepared for the students by Professor Michael Roberts. Enhancing the overall experience was the friendly collegiality of the Classical Studies faculty and the gracious administrative assistance of Deborah Sierpinski.



Melissa Carr ('15) and Allen Ward at the Classical Studies Symposium: “Painting the Ideal City in Plato’s *Republic*”

STUDENT ACHIEVEMENTS

GRADUATING CLASS OF 2015

Classical Civilization: Lily Baggott, Melissa Carr, David Mollendor, Max Shafer-Landau

Classics: Hannah Bernard, Catherine Chase, Rosie Kelly, Ali Rosenberg, Borworn Satayopas, Dominic Sieminski, Julian Woo

ACADEMIC PRIZES

Ingraham Prize for excellence in Greek: Catherine Chase

Sherman Prize for excellence in classics: Lily Baggott, Ali Rosenberg

Lily Baggott, Ali Rosenberg, and Borworn Satayopas, were elected to the Gamma Chapter of Phi Beta Kappa, Spring 2015

End of the Year Celebration April 30, 2015

Classical Studies majors came together with faculty to celebrate the end of another successful year. Two senior essay writers, Hannah Bernard and Rosie Kelley, 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 ESSAY PRESENTATIONS

Hannah Bernard: "Connecting the Threads of Emotion, Action, and Responsibility in Aeschylus' *Libation Bearers*."

Rosie Kelly: "Rumor Has It: Conspiracy and Paranoia in the Roman Empire"



The following students submitted essays to *Metis*, a Wesleyan Undergraduate Journal of Classical Studies, Volume 5 (2014-2015):

Holt Akers-Campbell ('16) and **Beth Alexion** ('16), "A Contemporary Adaptation: *The Odyssey* X.337-344"

Lily Baggott ('15), "Dual Rigidity in Euripides' *Bacchae*"

Hannah Bernard ('15), "Horace, Ode 1.9: A Metaphrase"

Catherine Chase ('15), "The Active Inactive Chorus in Euripides' *Medea*"

Brendan Cole ('15), "Martyrological Literature: Inventing the Past to Justify the Future"

Jesse Mangiardi ('15), "A Translation: William Shakespeare, *A Midsummer Night's Dream* 1.1.128-201"

Ali Rosenberg ('15), "Procreation as Power: Women and Gods in Hesiod"

Ruchi Sheth ('16), "A Thematic Comparison Between Homeric Epic and *Watch The Throne*"

MAJORS' COMMITTEE ACTIVITIES

The Majors' Committee organized several group activities for the Classical Studies majors and interested students. There was a showing of "Hercules" in November 2014 and "Quo Vadis" in February 2015. The Committee participated in the 23rd 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 sweatshirt that faculty and majors were able to model at Classical Studies Department Open Houses.

Macdonough Elementary School students and Wesleyan Classical majors teamed up during the 2014-2015 school year to study the exciting world of classical mythology.

SENIOR PLANS AFTER GRADUATION

Hannah Bernard will be working at a non-profit organization in New York City called the Association to Benefit Children. She has a one year fellowship

in its development office. She will also be studying for the LSAT and applying for entry to law school in the fall of 2016.

Melissa Carr will be working as a legal assistant starting June 29th at a boutique immigration law firm called Gordon Law Group PC in San Francisco.

Ali Rosenberg will be starting an M.A. program in History and Museum Studies at Tufts University in Medford, MA. She is also hoping to find part-time work in a museum or gallery in the Boston area.



From Left to Right: Lily Baggott ('15), Ali Rosenberg ('15), Deborah Sierpinski (Administrative Assistant), Catherine Chase ('15), and Melissa Carr ('15). Thank you to Catherine Chase, Rosie Kelly, and Ali Rosenberg who worked as work study students for the Classical Studies Department.

SQUIRE FUND RECIPIENTS

The department makes small grants to students from the Squire Fund which help cover part of the cost of study abroad or of classics-related projects, of summer language courses, and of programs such as those offered by the American School in Athens. This year the following students received grants:

Ward Archibald, **Sarah McCully**, and **Marina Rothberg** (Summer excavations at Ashkelon)

Sarah Harper and **Ruchi Sheth** (College Year in Athens)

STUDY ABROAD

This summer I spent two weeks chaperoning a high school Latin program in Rome with Calder Classics. Between sessions translating Ovid, Cicero and Lucretius, we visited ancient sites with an awesome classical archaeologist, making plenty of gelato runs to keep cool in the brutal July heat. Along with the Roman Forum and the Colosseum, we also saw the catacombs along the Via Appia Antica, the Baths of Caracalla (my personal favorite), and the ancient site at Ostia Antica. One of the highlights of the trip was cooking from Apicius' recipes and enjoying a delicious meal as the Romans would have in the fourth century AD. Another night, we walked along the Passetto di Borgo, an above ground passageway that runs from the Vatican to the Castel Sant' Angelo as an emergency escape route for the Pope (it is the same passage that plays a big role in Dan Brown's *Angels and Demons*). It was an exciting trip filled with lots of Latin and pasta, and even a random (but fun) Kooks concert! (To find out more about Calder Classics summer programs in Italy and Greece, and to read students' blog posts from previous summers, visit www.calderclassics.com/.)

Beth Alexion ('16)

Reflection on Athens, Greece

I am now back on the Wesleyan campus after spending my last spring semester abroad in Athens, Greece. It was perhaps the most obvious choice for me, being an archaeology and classical civilization double major, but my awesome experience with the city went way beyond the purely academic advantages it provided. For a city so steeped in its ancient history, it has a very vibrant and relaxed sense of the present. I didn't have a lot of experience with traveling internationally, so the language barrier was definitely intimidating, and much more so than I expected. I found myself tracing familiar routines and places before I felt confident in stepping outside of those comfort zones. I couldn't speak well to the people here in their language, and that constantly makes me feel guilty.

But here's the thing: it really shouldn't. Americans have the unique luxury of hearing their language when they travel. Odds are people will speak English wherever you go, but that isn't the case with the languages spoken by the majority of the world. Becoming fluent in another tongue is extremely hard and extremely humbling, and it's something I believe everyone should have to do. And I'm not talking about taking Spanish in high school: I'm talking about needing to learn and speak a language in order to survive in a different place. Luckily for me, Greece was the friendliest place I've ever been. It was always very obvious to anyone looking at me that I'm not Greek, but people I've never met were genuinely curious about who I am and why I was in Athens.

Here's a typical example of the wonders of Greek hospitality: my flatmates and I were walking back from a souvlaki place when we saw a woman who works for our program in a random bar. She immediately recognized us and, despite not knowing our names or speaking any English, pulled us in to join her and her group of friends. It turns out that they had collectively been meeting at this place for over 20 years, and they bought us drinks and asked us questions—about Greece, about ourselves, about everything. We struggled to speak the same language but not to communicate, and I think that's the most important thing I learned there. It's normal to feel uncomfortable, as long as that feeling doesn't prevent you from having a life.

I went there to study archaeology and classics, and I knew it would be the best place in the world to do that. But I hadn't anticipated relating to the modern vibrancy of the city as much as I did. Greece held significant elections during my first month there, and being in the middle of such a politically significant time was eye opening. There is no political apathy there, no voter registration campaigns. I've seen carnival floats covered in parliament caricatures, old friends screaming at each other about the new prime minister in bars, and more demonstrations and rallies than I can count. Everyone there cares about the future of the country and its politics, and I know I'm going to miss that passion in our own future elections.

It was also refreshing to have a drastic change of pace. Wesleyan is, after all, a small place, and having a new set of faces, customs, weather, and scenery was invigorating. In Greece, it's normal

for people to sit at cafés for hours on end, drinking coffee and talking with friends. It's the most relaxing atmosphere. Sometimes I have to step back and soak it all in, in case I forget how lucky I was to have been there.

Sarah McCully '16



The seat of the Oracle in Delphi



A view of the sunset from Oia, Santorini



Our last day in Athens, and one final visit to the Parthenon!

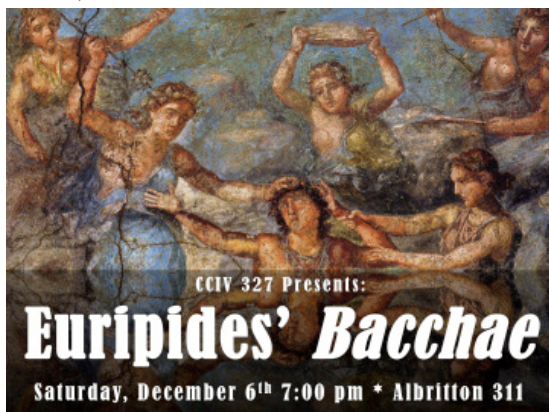
THE HOMERATHON

The Majors Committee planned a campus-wide reading of Homer's *Odyssey* during WesFest, April 16, 2015. 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.



CCIV 327 Dangerous Acts, Transgression and Collective Feeling in Greek Drama Presented the play Euripides' *Bacchae*, a Greek tragedy on Saturday, December 6.

The play was directed by Drew Cortese, an actor and drama instructor from NYC. The students learned to stage a production and in the words of Lily Baggott who played Dionysus, "the nuances of Euripides' *Bacchae* filled the room: the struggles between mortal and immortal, order and flexibility, reason and emotion, male and female."



CLASSICAL STUDIES LECTURE SERIES

Seth Schein, University of California, Davis, "War, What is it good for in Homer's *Iliad* and Four Receptions?" October 9, 2014

Jessica Clark, (Wesleyan Classics and Archaeology 2002, Florida State University), "Winning Isn't Everything: The Moral Power of Defeat at Rome," February 26, 2015.

Zacharoula Petraki, University of Crete, "Painting the Ideal City in Plato's *Republic*," May 6, 2015.

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.


Jessica Clark, '02, now an Assistant Professor of Classics at Florida State University, returned to campus in February to give a talk entitled "Winning isn't everything: The moral power of defeat at Rome." A self-described lifelong Red Sox fan, Clark explained that she is no stranger to holding on to optimism even in the midst of defeat. While researching this phenomenon in the Roman Republic, she discovered three things: first, the Romans were often defeated in battle; second, historians wrote about these defeats obsessively; and therefore, third, the Romans seem to have been intensely interested in preserving the memory of these military defeats. In an effort to explain why, Clark looked at many battles ranging from conflict with the Italian tribes to the infamous upset at Cannae. What she discovered was an alternating pattern of wins and losses; what truly mattered, she posited, was not how many battles the Romans won in any given campaign, but rather the order of events. Citing Livy, Clark explained that a martial victory had the power to blot out previous losses. In other words, the Romans might claim that a war ended after a particularly triumphant victory, even if the sides were more or less evenly matched in their win/loss tallies. She then went on to elucidate the Roman notions of heroism, and how they changed over time. She cited the stories of Horatius' defense of the bridge and Aeneas' defeat of Turnus in contrast to the story of a young centurion who was recognized for saving his fellow comrades by killing his commanding officer. Clark suggested that these stories represent a change in morality and the concept of heroism that coincided with the rise of Marius. The audience's interest in the lecture was demonstrated by the lengthy question-and-answer session that followed; the conversation even continued into the reception, where Clark and members of the Classics Department discussed learning Latin and Greek, Wesleyan architecture, and childhood stories (all over a plate of cookies).

Ali Rosenberg ('15)



The Department of Classical Studies Spring 2015 Lecture Series

PROFESSOR JESSICA CLARK
(Wesleyan Classics and Archaeology 2002)
Florida State University



"Winning Isn't Everything: The Moral Power of Defeat at Rome"

Thursday, February 26, 2015
4:15 PM
Downey House 113

For information, please contact: Debbie Sierpinski (dsierpinski@wesleyan.edu)

Wesleyan University

ALUMNAE/ALUMNI NEWS

Andrew Goldman ('88) continues to teach at Gonzaga University in Spokane, WA, where he has just completed his 13th year working in the History and Classical Civilizations Departments. In Spring 2015 he received promotion to full professor, and was awarded the Arnold Distinguished Professorship for the next three years. He has continued to publish on his excavations at ancient Gordion, most recently in *Anatolian Studies* (64 (2014) 163-97), where he examines the intriguing phenomenon of octagonal gemstones, symbolic imagery on intaglios and Late Roman patronage. In terms of new projects, he became field director of the Sinop Region Archaeological Project (SRAP), which is beginning its first dig season in July and August, 2015, in the heart of this ancient city on the Black Sea coast of Turkey. Part of the project includes a field school, and interested students (and faculty and alumni) are welcome to inquire about participation in future seasons. Meanwhile, he and his wife Amy, with their pair of Bernese Mt. dogs (Finn and Pistol) and a rather rotund Maine Coone cat (Atticus), are enjoying life in the Northwest. If you pass through or near Spokane, please let him know.

Robin Silverman ('89) is at the Bancroft School in Worcester, MA teaching two Latin classes in high school, serving as the Dean for the 9th and 10th grades, and directing an International Program. She taught there for five years in the 90's, took a 15 year "maternity leave" to raise her three children, and is now entering her 6th year back. Her daughter just finished her freshman year at Haverford. Robin's older son is a senior at Bancroft and looking to apply early to either Wesleyan or Bowdoin. Her younger son is going into the 6th grade.

Josh Arthurs ('97) is an Associate Professor of modern Italian history at West Virginia University. He recently received the exciting news that he has been selected as a Rome Prize Fellow at the American Academy in Rome for 2015-2016 -- just down the road from the Intercollegiate Center for Classical Studies!

MaryLiz Williamson ('98) MaryLiz has taught Latin for 17 years at Choate Rosemary Hall in Connecticut, but also enjoys teaching Greek to a small, but very dedicated group. Last summer MaryLiz and her husband hiked along Hadrian's Wall and had a fun tour.



From Left to Right: Curtis Nelson ('95), MaryLiz Williamson ('98), and Andy Szegedy-Maszak at the Classical Studies Commencement/Reunion Gathering.

Lauren Argila ('05) Lauren earned a Master of Science in School of Mental Health Counseling. She is working with mostly children and adolescents with anxiety and/or depression. Lauren got married in 2014. She says: "I enjoyed coming back for my 10 year reunion."

Madeline Caldwell ('10) is an Assistant Editor at Grand Central Publishing in New York. She attended the Classical Studies Commencement/Reunion Gathering on May 23.

Susie Howe ('11) has been working as a Latin teacher at an independent school outside Chicago in Evanston, IL. She teaches middle school children from 6th grade to 8th grade. She has also been simultaneously working on getting her teaching certificate and Master's degree in secondary education. In April, she put together a classroom archaeology dig and says: "Prof. Parslow will be pleased to know that I've got all the kids interested in Pompeii!" Over the summer she will be running a horseback riding summer camp for kids.

Kyle Shin ('11) started at the UConn School of Medicine in August.

Alex Ray ('13) After living in the U.S. Virgin Islands for the past year, Alex will be moving back to the United States this summer to pursue a master's degree in historic preservation at Columbia University.

Katherine Cohen ('14) is a Staff Writer at Afropop Worldwide, in NYC.

ALUMNAE/ALUMNI RECENT PUBLICATIONS

Catherine Keane ('92), Associate Professor of Classics, Washington University, St. Louis. *Juvenal and the Satiric Emotions*. (Oxford, 2015)

Kristina Milnor ('92), Associate Professor, Department of Classics, Barnard College. *Graffiti and the Literary Landscape in Roman Pompeii*. (Oxford, 2014)

Molly Swetnam-Burland ('95), Associate Professor, Department of Classical Studies, College of William and Mary. *Egypt in Italy: Visions of Egypt in Roman Imperial Culture*. (Cambridge, 2015)

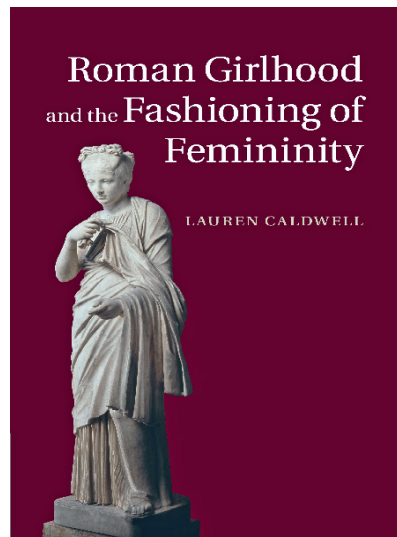
Josh Arthurs ('97), Associate Professor of History, West Virginia University. *Excavating Modernity: The Roman Past in Fascist Italy*. (Ithaca, NY, 2012)

Kris Fletcher ('98), Associate Professor of Classics, Louisiana State University. *Finding Italy: Travel, Nation, and Colonization in Vergil's Aeneid*. (Ann Arbor, MI, 2015)

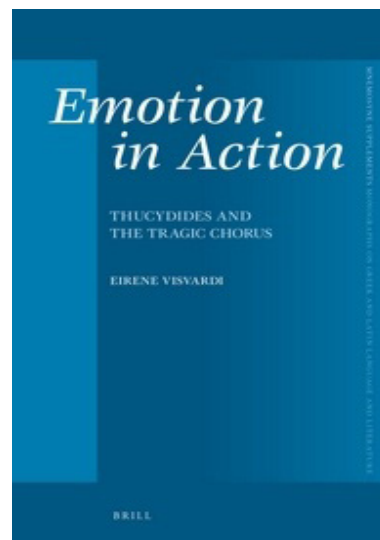
Jessica Clark (Classics and Archaeology, '02), Assistant Professor, Department of Classics, Florida State University. *Triumph in Defeat: Military Loss and the Roman Republic*. (Oxford, 2014)

CLASSICAL STUDIES FACULTY RECENT PUBLICATIONS

Lauren Caldwell, *Roman Girlhood and the Fashioning of Femininity*, Cambridge University Press, December 2014



Eirene Visvardi, *Emotion in Action: Thucydides and the Tragic Chorus*, Brill, January 2015



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. If you have recently been published, we would love to hear from you with news of your work. Thank you to all of you who sent in information for this issue.

COMMENCEMENT/REUNION, MAY 2015



WESCLASSICS

Juno's Peacock is on-line and can be accessed through the Classical Studies home 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 our homepage, which has been named a "Recommended Website" by the History Channel. The 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 accessible by email 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).