

CLASSICAL STUDIES AT WESLEYAN



JUNO'S PEACOCK

Or The Eyes Have It

Newsletter of the Department of Classical Studies

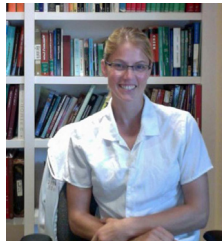
Academic Year 2015-2016

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. This past year in the fall I taught the First Year Seminar "Single Combat in the Ancient World", which uses combat and warfare as a lens through which to grapple (!) with customs and political structure in ancient societies. I also taught a larger course on Death and the Afterlife in



Egypt in Greece, which combines archaeological and mythological study to see how these two great cultures engaged with immortality and managed the care and feeding of the dead. This course was punctuated by a visit to the Egyptian exhibit at the Boston Museum of Fine Arts, and also to Harvard's 3D visualization laboratories where students were given an overview of the Digital Giza project, a virtual model of the pyramids and surrounding tombs that incorporates the most up-to-date archaeological data. Alongside these official courses, a number of students who had participated in the archaeological field school

at Ashkelon with me in the preceding summer continued their archaeological explorations with research projects - in individual tutorials and senior theses - ranging from an archaeological study of religious tolerance in Crusader period Ashkelon to a study of 5th - and 4th century B.C. ancient amulets from the site.

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In the spring, as always I was delighted to introduce students to the challenge and delights of ancient Greek in Greek 101, and also taught the seminar the Greek Vase as Art and Artifact. Students in the Greek Vase Seminar participated in ceramic workshops with a master potter Stephen Rodriguez from New Haven's Creative Arts Workshop to take a stab at producing their own pots, and to better understand the technology - and technique - involved in creating such vases. One student based her senior essay in this class, and mounted online exhibit in Olin Library, "Collecting at Wesleyan", featuring South Italian vases from Wesleyan's own Archaeology and Anthropology Collections. On the research front, we returned to Ashkelon in June for a final season of excavation, this year working on two neighborhoods: the 7th century merchant's neighborhood destroyed by Nebuchadnezzar, and an Iron Age Philistine cemetery. This is the only Philistine cemetery ever excavated and will have a huge impact on our scholarship and understanding of the Philistines, their burial customs and their migration into Israel. Six Wesleyan students participated in the excavation this season, including one recently graduated CCIV and Archaeology major Sarah McCully who returned to Ashkelon as staff member to work in the cemetery. Outside of the field, most of my time has been spent working on my book, "From Ashkelon to Ascalon: the Archaeological History of the Hellenistic period." I presented a paper at the fall meeting of the Annual Schools of Oriental Research on Phoenician bathing in the Hellenistic east, comparing previously unrecognized Phoenician bathing styles with the practices common in mainland Greece. I was also honored to give invited talk for the University of Connecticut Archaeology Program entitled "Wrestling with -ization yet again: Hellenization and Material identity in Persian and Hellenistic period Ashkelon."

LAUREN CALDWELL. I taught two Latin courses on *Metamorphoses* in Spring 2016. The first, a fourth-semester course on Ovid, combined translation with broader discussion of the place of Greek myth in the Roman world and in today's world -- with the hilarious writings of the author/humorist Mallory Ortberg (of the website "The Toast") providing a contemporary case in point. The second Latin course, an advanced



class on Apuleius' *Metamorphoses*, delved into modern scholarship on the ancient novel and on the circulation of texts in the ancient world as students simultaneously read Apuleius' challenging and entertaining Latin text. In both courses, students experimented by creating research posters for their final projects, as part of an effort to make humanities research visible to a wider audience on the Wesleyan campus. (The research poster is a common format in the natural and social sciences.) Students presented their findings at a poster display session in Exley Science Center in May 2016. As part of the research for my new book project, I had the chance to visit the Villa I Tatti (Harvard University Center for Renaissance Studies) in Florence, Italy in March 2016 to consult with the faculty fellows about the reception of classical texts by readers in 15th- and 16th-century Italy and tour the grounds of the beautiful villa. Back on campus, I organized with Sarah McCully '16 the mythology program for volunteers at Macdonough Elementary School and Green Street Teaching and Learning Center. I also helped supervise an internship for three students in the department at Hartford's Wadsworth Atheneum Museum of Art in May-June 2016. The internship involved researching an uncatalogued collection of Hellenistic and Roman imperial gems donated to the museum by J.P. Morgan (see more on the internship elsewhere in this newsletter!). It was supported by the Department of Classical Studies Squire Fund. The partnership between our department's students and the Atheneum is a new venture and one we hope will continue in the future.

CHRISTOPHER PARSLAW. I taught two archaeology classes this year, my *Roman Villa Life* course and the *Survey of Roman Archaeology*, and I returned to teaching the full-year of introductory Latin, which I had not done in several years and enjoyed doing a great deal. The Villa Life class was especially rewarding because the students gave such wonderful seminar presentations on topics relating to the villa we had "excavated." A Wesleyan project grant allowed me to go to Italy again this summer to work on two projects relating to my research in Pompeii and Herculaneum. In Naples I examined the "orologio di prosciutto," a portable sundial in the shape of a ham leg recovered in the famous Villa dei Papiri in

Herculaneum. I'm in the process of creating a working model of it, based on photographs converted into 3D digital model, and will give two papers on it this coming year. I also spent time in Pompeii and the neighboring ancient city of Stabiae, wrapping up some loose ends of my never-ending project on the *Praedia* (Properties) of Julia Felix in Pompeii. There, and subsequently in Rome, I took hundreds of photos of sites and in museums that will help better illustrate my courses.

MICHAEL ROBERTS. It's been a full and entertaining year. It began with my participation in the International Medieval Conference held in Leeds last July, where I was respondent in a session on Venantius Fortunatus. In the fall I taught our upper-level Catullus course for the first time. It gave me a chance to get to grips with two of Catullus' remarkable



longer poems, his *Attis* and *Marriage of Peleus and Thetis*, in the company of a group of energetic and engaged students. The poetry of Catullus was nicely complemented by my other course, in which I taught the letters of Seneca and Pliny to a class of promising Latinists. Spring brought me a sabbatical and a chance to catch up on my scholarship. My article on Venantius Fortunatus and Gregory of Tours finally appeared in the Brill Companion to *Gregory of Tours*. I was pleased, too, to complete final revisions of my text and translation of twelve books of Fortunatus's poetry, which should appear next year in the *Dumbarton Oaks Medieval Library*, published by Harvard U.P. (I have also been appointed a member of the editorial board of that series.) In addition, I wrote an article on the Phaethon myth in late antiquity for an Italian volume marking the 2000th anniversary of Ovid's death, "The Influence of Ovid's *Metamorphoses* in Late Antiquity: Phaethon and the Palace of the Sun," *Studi e testi tardoantichi* (Turnhout); an introduction to a new translation of the sixth-century poet Maximianus, whose elegies look back from the perspective of old age on a series of past erotic misadventures; and a review for *Classical Review* of Dennis Trout, *Damasus of Rome: The Epigraphic Poems*. Currently I'm working on a paper for an Oxford conference

next year on Paulinus of Nola, a review for *Gnomon* of a new edition of the biblical cento of the female poet Proba, and an extended encyclopedia article on Venantius Fortunatus. As to the future, I'm anticipating next year with mixed feelings, as I will be retiring at the end of the academic year. I look forward, though, to having the pleasure one last time of teaching the lively and engaging students we attract to our department.

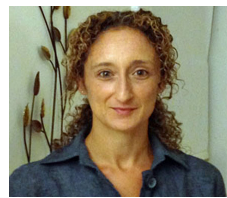
ANDY SZEGEDY-MASZAK. In the fall



I taught the Greek History survey, which is an old stand-by, but this time I used my online Coursera MOOC as a supplementary video textbook. The students seem to have liked it. I also continued as faculty mentor for the first group of 10 Posse veterans, who were sophomores.

In the spring we converted our weekly meetings into a group tutorial on the general subject of leadership. For each session one of the vets had to choose a topic, assign the readings or other material, and lead the discussion. They selected leaders who ranged from Alexander the Great to Hitler to Steve Jobs, and it was a great experience. Working with these folks has been one of the highlights of my now very long career at Wesleyan. I chaired the Department during an active and, I'm happy to say, productive year. We had a full roster of lectures and presentations, which consistently drew good-sized, enthusiastic audiences. We graduated 12 majors, three of whom were elected to Phi Beta Kappa. Onward!

EIRENE VISVARDI. Last Fall I taught my



seminar on gender in classical antiquity to a wonderfully engaged group of students. For my advanced Greek course that semester, we read Euripides' *Bacchae* and delved into fascinating aspects of language, literary criticism,

and performance theory. In the Spring I taught third-semester Greek. Focusing on the *Crito*, we tackled Plato's prose while addressing questions of law and civil disobedience throughout the course. I also taught the lecture course on Greek drama – a survey of Greek plays followed by an examination of adaptations for the modern stage along with the philosophies and theories that underpin

these adaptations. Final projects for this course included drawings based on the plays as well original adaptations by the students themselves, either as new scripts or actual performance. With the support of the department, I also had the opportunity to invite Rush Rehm of Stanford University and Courtney Walsh, to present *Tangled Justice* to the Wesleyan community. This was a powerful one-woman show that dramatized Clytemnestra's perspective on the events of the *Oresteia*. Rehm and Walsh visited my Greek drama class to discuss questions of interpretation that go into theater production and worked with us to enact moments of Aeschylus' *Agamemnon* in small groups – an experience that the students enjoyed and appreciated immensely. Outside the classroom, I had the opportunity to present my book at USC in January for a lecture titled "Resounding Voices: Collective Emotion and Action in 5th c. Athens". Conversing with the faculty and graduate students there was particularly rewarding and gave me new insights into my work. During the same month, I also co-chaired with Pauline LeVen from Yale University the panel *Ancient Music and the Emotions* at the 2016 Society for Classical Studies Annual Meeting, another great opportunity to rethink my own work from new angles and interact with experts in the field. On the research front, I completed a chapter on "Emotion in Euripides", which will appear in a forthcoming *Companion to Euripides* published by Brill. I also submitted an article on the political and literary uses of shame in Euripides' *Alcestis*, which is currently under review.

ELIZABETH BOBRICK. In Spring 2016, Visiting Scholar Elizabeth Bobrick taught *Three Great Myths* at a men's maximum security prison, as part of Wesleyan's Center for Prison Education (CPE). The men read the same texts as those assigned to undergraduates on campus, were graded by the same standards, and received Wesleyan course credits. Readings included Hesiod's *Theogony* and *Works and Days*, Aeschylus' *Prometheus Bound*, the *Homeric Hymn to Demeter* and Euripides' *Bacchae*, as well as scholarly articles. This was the second time she has taught Classical Studies through the CPE. In 2011, she taught *Introduction to Greek Tragedy*. She wrote about her experience in *Amphora*, the American Classical Association's newsletter



(https://classicalstudies.org/sites/default/files/ckfinderfiles/Amphora_Spring2014.pdf). The Center for Prison Education is now entering its sixth year. Professors from History, Earth and Environmental Sciences, American Studies, Philosophy, Neuroscience and other departments have taught or are now teaching in the program. To find out more, go to wesleyan.edu/cpe.

ALLEN WARD. After teaching Latin 202 in



the second semester of the 2014/15 academic year, Allen Ward is happy to be teaching Latin 201 and Greek 367 for the Department this semester. In the meantime, he has been busy tutoring Greek and Latin and keeping active in the Classics profession. In the

Fall of 2015, he worked with the Department to host a very successful meeting of the New England Ancient History Colloquium, where Professor Noel Lenski of Yale offered a major reinterpretation of the evidence for relations between Romans and Germanic invaders in the fifth century A.D. During the 2015/16 academic year, he has been president of the Classical Association of Connecticut (ClassConn), whose board of directors, the Department graciously hosts. They have been organizing a series of events for 2016/17 to celebrate the completion of the organization's first saeculum of 110 years and the start of its second. The series will start with this year's annual meeting on October 22 at Hartford's Classical Magnet School, under the auspices of its Classics Department former head James Pezzulo (M.A., Wesleyan). Two of the featured speakers will be Wesleyan professors Christopher Parslow and Katherine Birney. The celebratory year will end with next year's annual meeting at Norwich Free Academy. Its Slater Museum has one of the largest extant collections of nineteenth-century casts of Classical sculptures. They will be the background for Professor Andrew Szegedy-Maszak's presentation on photography and the Grand Tour, during which wealthy Europeans and Americans admired the art and ruins of Classical Civilization.

STUDENT ACHIEVEMENTS

GRADUATING CLASS OF 2016

Classical Civilization: Sarah McCully, Emerson Obus, Charlotte Sarraille, Mackenzie Schlosser, and Ruchi Sheth

Classics: Holt Akers-Campbell, Elizabeth (Beth) Alexion, Sarah Harper, Sarah Hoynes, Susan Pardo, Jonathan (Jack) Spira, and Catherine Walsh

ACADEMIC PRIZES

Ingraham Prize for excellence in Greek: Elizabeth Alexion

Sherman Prize for excellence in classics: Holt Akers-Campbell

Spinney Prize for excellence in essay: Sarah Harper

Holt Akers-Campbell, Elizabeth Alexion, and Sarah Harper, were elected to the Gamma Chapter of Phi Beta Kappa, Spring 2016

End of the Year Celebration April 28, 2016

Classical Studies majors came together with faculty to celebrate the end of another successful year. Five senior thesis writers (Holt Akers-Campbell, Elizabeth Alexion, Sarah Harper, Sarah McCully, and Jack Spira) and one senior essay writer, Sarah Hoynes, 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.

Sarah Harper: "Under No Enchantment: Magical Realism in Apuleus's *Metamorphoses*"

Sarah McCully: "Sacred Shields: The Material, Religious and Cultural Significance of Persian Ashkelon's Egyptianizing Amulets"



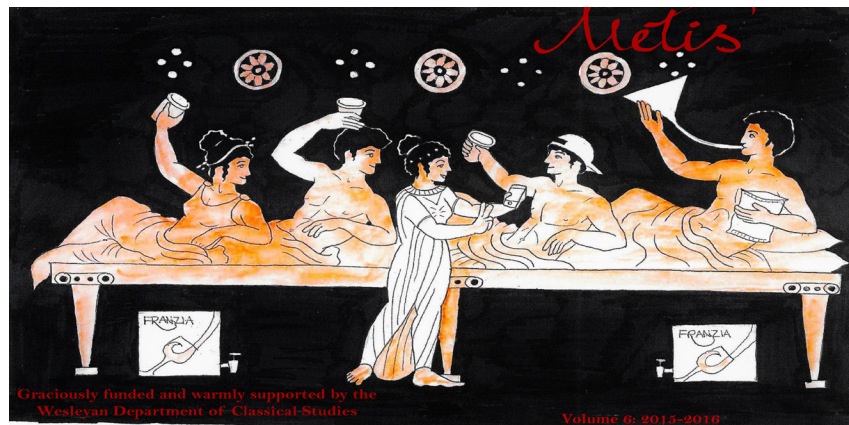
Elizabeth (Beth) Alexion: "The Judge Will be Your Neighbor': Transitional Justice in Ancient Athens and Post-Genocide Rwanda"



Holt-Akers Campbell: "Farm Like a Roman: Livestock in Ancient Italy"



Jonathan (Jack) Spira: "Homer, or Another Poet of the Same Name: Four Translations of the Iliad"



Cover Art by
Arianna Tamaddon
"Naked Party/Symposium"

The following students submitted essays to *Metis*, a Wesleyan Undergraduate Journal of Classical Studies, Volume 6 (2015-2016):

Ward Archibald '17: Excerpt from "Translating Obscenities in Catullus"

Jackson Barnett '18: Excerpt from "Embodiments of Masculinity in Euripides' Cyclops"

Sarah Hoynes '16: Collecting at Wesleyan

Sarah McCully '17: Roman Wine Making, from the Villas and Vines of Southern Gaul

Jack Spira '16: Translation of Homeric Hymn to Apollo

Arianna Tamaddon '18: "Gender Bender"

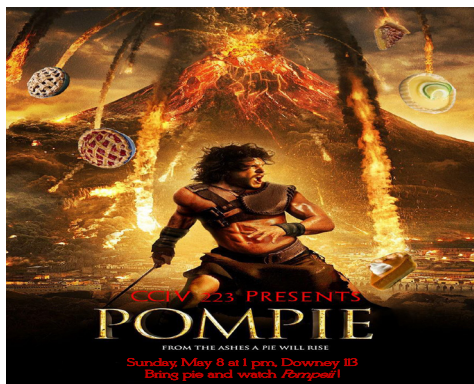
Thank you to the *Metis* Editorial Board and the Department of Classical Studies Major's Committee.

Editor: Sarah McCully

Major's Committee: Beth Alexion, Ward Archibald, Jackson Barnett, Sarah Harper, Sarah Hoynes, Mackenzie Schlosser, Ruchi Sheth, and Jack Spira.

MAJORS' COMMITTEE ACTIVITIES

The Majors' Committee organized several group activities for the Classical Studies majors and interested students. There was a campus wide showing of "300" in October 2015 sponsored by the Classics Majors Committee and the Film Series. "Pray The Devil Back to Hell: Lysistrata in Liberia", was shown on November 9. In the spring "Pompeii" was shown on May 2016, creatively retitled "Pompie: From the Ashes a



Pie Will Rise" (the showing was accompanied by pies).

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. They also designed a sweatshirt that faculty and majors were able to model at Classical Studies Department Open Houses.

SENIOR PLANS AFTER GRADUATION

Beth Alexion: "I will be leaving in June to start 27 months as a Peace Corps volunteer in Ethiopia, teaching English in a secondary school. I am hoping that my knowledge of Latin and ancient Greek will help me master Amharic!"

Sarah Harper: "I am currently looking for jobs related to foreign policy and humanitarian law in the D.C. Area."

Sarah Hoynes: "After graduation, I am driving cross-country with fellow majors, Beth Alexion and Sarah Harper. We plan on making our way through Nashville, New Orleans, Austin, through the canyonlands and on to LA. There we'll be meeting up with Jack Spira and traveling up the coast of California together. After that, I'll be looking for jobs (primarily in museums) and enjoying being home on the West Coast!"

Sarah McCully: "Soon after graduation, I will be traveling to Israel for a summer job as an assistant square supervisor on an archaeological site, the Leon Levy Expedition to Ashkelon. It will be my third and final summer at the site, which closes this year after more than 30 years of excavation. After the season is over, I will move back to the Washington, DC area and look for work in government archaeology projects and museums."

OTHER STUDENT ACHIEVEMENTS

Sarah Harper ('16) received the 2016 Winkler Memorial Prize

About the John J. Winkler Memorial Trust:

The trust invites all undergraduate and graduate students in North America to enter the competition. The Prize is intended to honor the memory of John J ("Jack") Winkler, a classical scholar, teacher, and political activist for radical causes both within and outside the academy, who died of AIDS in 1990 at the age of 46. Jack believed that the profession as a whole discourages young scholars from exploring neglected or disreputable topics, and from applying unconventional or innovative methods to their scholarship. He wished to be remembered by means of an annual Prize that would encourage such efforts. In accordance with his wishes, the John J Winkler Memorial trust awards a cash prize each year to the author of the best undergraduate or graduate essay in any risky or marginal field of classical studies. Topics include (but are not limited to) those that Jack himself explored: the ancient novel, the sex/gender systems of antiquity, the social meanings of Greek drama, and ancient Mediterranean culture and society. Approaches include (but are not limited to) those that Jack's own work exemplified: feminism, anthropology, narratology, semiotics, cultural studies, ethnic studies, and lesbian/gay studies.

Article in "WESLEYAN," the University Magazine, Issue 1, 2016

Su Pardo '16, pitcher for the Wesleyan softball team, is majoring in classical studies and economics. "I have taken four years of Latin in high school," she explains. "Economics, however, was a foreign concept, but I really liked how applicable it is in the world today. I'm also very math oriented, so I like synthesizing data and qualitative research to create my own thesis." Recently she's written papers on gender inequality and HIV-prevalence trends in Africa and South America. In March, she was getting ready for both her senior season on the mound--and her post-Commencement career: an equity trader for Trillium Trading. "I'll definitely be translating skills that I learned in sports into my career," she notes. It's a performance-based job finding original strategies to create value in a volatile market. But we'll also be working in teams." "My athletic career hasn't been all successes, which teaches persistence." In her first year at Wesleyan, she was one of the best pitchers in the NESCAC, garnering Rookie of the Year, first team all-NESCAC, and third team all New England titles. Then, suffering an arm injury, she had to work her way back. Last year, her NESCAC ranking was third in strikeouts per game (7.44) and fifth in opposing batting average (.226). "As an athlete, I have that competitive spirit, so I keep pushing myself. The desire to win is always there; you can't fake that. And when you have your teammates pushing themselves, it makes it that much easier to push yourself--in athletics and academics."



The Classical Studies Department would like to thank Sarah McCully for a great job working for the department. We will sorely miss her. We would also like to welcome Jackson Barnett who will be the new work student in the fall 2016.

SQUIRE FUND RECIPIENTS

The department makes small grants from the Squire Fund to students 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 (Yale Research); Emma Graham, Margot Metz, and Maria Ma (Wadsworth Antheneum internships); Samantha Ong (Intensive Latin course); Ryan Poulter (Language Study at Berkeley); and Joy Feinberg, Maria Ma, and Jaime Marvin (Ashkelon excavation in Israel).

ASHKELON

Wesleyan Group Helps Discover First Philistine Cemetery (by Olivia Drake, July 11, 2016 11, 2016, News @ Wesleyan blog).



Professor Kate Birney and Joy Feinberg '19, along with others, unearth skeletons and artifacts buried in a Philistine cemetery

Two Wesleyan students, one recent alumna and a faculty member contributed to a groundbreaking discovery of the first Philistine cemetery, a crowning achievement of more than 30 years of excavation in Ashkelon, Israel. Archaeologists and scholars have long searched for the origin of the Philistines, and the discovery of the cemetery is poised to offer the key to this mystery. Findings from the cemetery, dated to the 11th-8th centuries BCE, may well support the claim--long inferred

and recorded in the Bible--that the Philistines were migrants to the shores of ancient Israel who arrived from lands to the West around the 12th century BCE. Kate Birney, assistant professor of classical studies and archaeology, is the assistant director of the Leon Levy Expedition to Ashkelon and has been bringing Wesleyan students to the site since 2011 to participate in the research and excavation. The 3,000-year-old site located in the southern district of Israel on the Mediterranean coast, offers clues to the Philistines' way of life. Little is known about their origins. This summer, Joy Feinberg '19, Jaimie Marvin '19 and Sarah McCully '16 worked on the Philistine cemetery. McCully



Sarah McCully '16 has worked for the Leon Levy Expedition in Ashkelon for three years

'16, who came to Ashkelon with Birney years ago, is now a staff member for the Leon Levy Expedition. In addition, Sam Ingbar '16, Hannah Thompson '17, Maria Ma '17 and Sabrina Rueber '18 are also in Ashkelon this summer working on the excavation of a 7th century merchants' neighborhood. "It's impossible to imagine working with bodies that are over 2,000 years old, and these are people who had lived and had lives and had families," Feinberg said. "We get to now learn from them and look at a moment of history that hasn't ever been seen before and it's absolutely incredible." Excavation at the site of the newly discovered Philistine cemetery, particularly in areas where the burials were undisturbed (not reused or looted in antiquity), allows archaeologists and scholars to begin constructing a picture of the typical grave goods buried with the Philistines. Decorated juglets filled with what is assumed to have been perfumed oil, storage jars and small bowls make up the bulk of the grave goods. A few individuals were found wearing bracelets and

earrings and some were accompanied by their weapons, but the majority of the individuals were not buried with personal items, Birney said. The Philistines buried their dead primarily in pits that were excavated for each individual: male or female, adult or child. Later, additional individuals were sometimes placed in the same pit, which was dug again along roughly the same lines, but the new individuals were interred with their own grave goods. Cremations, pit interments and multi-chambered tombs were also found in the cemetery. The Philistines are best known as the archenemy of ancient Israel from the Hebrew Bible, and excavations at the multiple sites, including Ashkelon, have demonstrated how culturally distinct they were from the Israelites of that period. Artifacts uncovered at the site, including ceramics, jewelry and weapons, as well as the bones themselves, hold the promise of being able to connect the Philistines to related populations across the Mediterranean. To this end, bone samples taken from the site are currently undergoing three types of testing--DNA, radiocarbon and biological distance studies--in order to help ascertain the Philistines' origin. Ashkelon was a key Mediterranean port and center for maritime trade from the Bronze Age to the Crusades when it was destroyed and left uninhabited until modern times. Sporadic excavations began in the 19th century, but the bulk of Ashkelon's history was only revealed beginning in 1985 with the work of the Leon Levy Expedition. Several Biblical passages link the Philistines to ancient Crete. At the same time archaeologists have long noted dramatic cultural changes in the Ashkelon region in the early 12th century BCE, roughly at the time when ancient Egyptian texts mention "Sea Peoples" moving in the Eastern Mediterranean. Using these clues, scholars have argued that the Philistines emigrated from the Aegean in the early Iron Age, bringing the cultural practices of their homeland, which appear to have been pointedly different from those prevailing at the time in the area. The Leon Levy Expedition has been conducting large-scale excavations on the tell of ancient Ashkelon since 1985. The summer of 2016 is the final excavation season of the Leon Levy Expedition. News regarding the Philistine cemetery discovery has already been featured in July's *National Geographic*, a July 10 *BBC broadcast*, and the July 10 issue of *The New York Times*.

STUDENT INTERNSHIPS

Students Catalog Roman Gems during Museum Internship (by Olivia Drake, July 6, 2016, News @ Wesleyan blog) During the Roman Empire, the art of gem carving or *intaglio* provided a way to characterize one's self, family or acquaintances. This summer, three Wesleyan students with an interest in classical studies worked with a Roman *intaglio* collection previously owned by J Pierpont Morgan (father of J.P. Morgan) at the *Wadsworth Atheneum Museum of Art* in Hartford. As interns, Maria Ma '17, Margot Metz '18, and Emma Graham



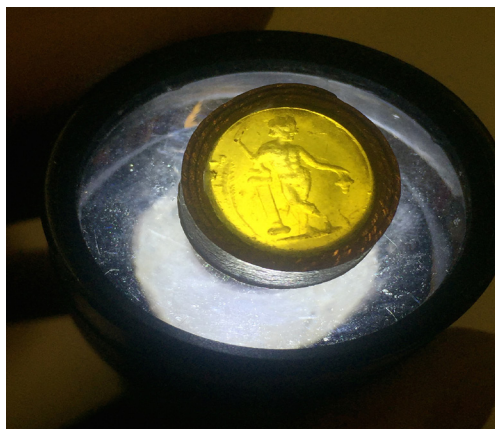
The student researchers determined this Roman *intaglio* pictured Ajax carrying Achilles over his shoulder. An arrow is sticking out from the top of Achilles' foot. By using *The Handbook of Engraved Gems* by C.W.King, the students were able to find an illustration of a similar gem. "This is how we came to the conclusion that it is Ajax carrying Achilles," Margot Metz said.

'19 collaborated on documenting and cataloging about 200 *intaglio* gems, which made the collection accessible to a wider audience of scholars and museum visitors. The gems were hidden from public view for decades. "It's so exciting that our students had the opportunity to work in the local community and to employ what they know about Greek and Roman antiquity in a partnership with a wonderful museum like the Wadsworth Atheneum," said Lauren Caldwell, associate professor of classical studies. Graham, a College of Letters major, felt the internship perfectly combined her two intellectual passions: classics and art history. "I have always been interested in how these two areas of study overlap and influence each other," Graham said. "Also,

I have always been a great lover of museums and I was interested in what goes on behind the scenes at a museum." The students would frequent the museum three days a week for about six hours a day. During their time, they documented the gems' measurements, material and imagery. "The subject matter of the gem determined how long we spent on each one. For example, we were able to identify animals very quickly but other gems, such as badly weathered gems or gems with more complex imagery, took much more time," Graham said. In order to determine the symbolic meaning of each gem, the students worked together and consulted *intaglio* collections online owned by the *Museum of Fine Arts, Boston* and the *British Museum*, as well as a huge collection of imprints of *intaglio* gems housed at Cornell University. "We were able to personally work with every gem in the collection, which was truly an amazing experience," Graham said. Metz was interested in the internship because she wanted to explore another area of ancient civilization. "It was fascinating being able to apply what I had learned in the classroom at Wesleyan in a practical manner at the museum. We were able to identify generic figures as gods and goddesses such as Neptune and Ceres by using the objects they were pictured with in gems and comparing them to stories in mythology," she said. The internship, which concluded June 23, was jointly supervised and organized by Wesleyan faculty and Atheneum staff including Caldwell; Clare Rogan, curator of the Davison Art Center; Linda Roth, the Charles C. and Eleanor Lamont Cunningham Curator of European Decorative Arts; and Johanna Miller, school and teacher programs specialist at the Wadsworth Atheneum. The Watson Squire Fund in the Department of Classical Studies supported the students' room and board expenses. Students applied and interviewed for the internship through the Atheneum. "The interns did a great job and their work will be entered into our database and made available to the public through our website," Roth said. "There already is a small selection on view now in a gallery devoted to Art and Curiosity Cabinets."

Jiaqi (Maria) Ma Summer 2016

It would not be an exaggeration to say that the summer of 2016 has been miraculous for me. Through the Squire Fund, I was able to do an internship at the Wadsworth Atheneum and participate in the Leon Levy Expedition to Ashkelon. For the first month of the summer, Margot, Emma and I studied and catalogued a collection of Roman *intaglios* at the Wadsworth Atheneum Museum of Art. The majority of the more than 250 gems at the museum have never been on display since their donation in 1916 by J. Pierpont Morgan, and very limited information accompanied them. Like most people with the respect for ancient artefacts drilled into their heads, I was quite appalled when I realised that we would be handling these delicate items with bare hands. My heart would leap every time I picked a gem up initially, but soon curiosity overcame fear. We recorded the dimensions, identified the subject matter, and did our best with the materials of the gems. As we did more detailed research on Greek and Roman *intaglio*, many of our first impressions were overthrown. We discovered that instead of being real precious stones, many of the *intaglios* are made from glass, cast with popular motifs on them. Cupids



Margot Metz '18 examines a tiny *intaglio* gem from the early Roman Empire that appears to be made of carnelian or sard, and depicts an athlete holding a strigil (a tool for scraping oil and sweat from the skin during exercise). Metz, Maria Ma '17 and Emma Graham '19 spent four weeks this summer cataloging about 200 gems during an internship at the Wadsworth Atheneum Museum of Art in Hartford. An *intaglio* is made by grinding material below the surface of the gem, leaving an inverse image.

were easily one of the most favoured images, as were Hercules and many patron deities. The intaglios, together with Pliny's rather snarky comment on the "distasteful" phenomenon of people wearing a dozen rings on their hands, painted a vivid picture of the Roman society then. It was immensely satisfying when we solved many of the questions that puzzled us during the first week, and the internship has been an amazing hands-on journey of rediscovering a piece of the Roman world. Immediately after the intaglio internship, I set out for Israel. After much trouble caused by Brexit, I arrived in Ashkelon, a seaside city that's been on many maps for thousands of years. On my first day of the dig, I (characteristically) got lost in the morning mist on the way to our grid, and spent an hour navigating the national park that houses our dig site. I am thankful to that worrying hour when I wandered through the park, tailed by some small animal, for I then understood how the city was situated, and how rich its past was. I was kicking up pottery sherds every step I take, and remains of architecture would appear whenever I turn a corner. As I joined in the middle of the season when everything was already happening, I had a steep learning curve for the first two days. Thankfully my Grid and Square supervisors were extremely knowledgeable and helpful, and I was patiche-ing my way to the layer of floor we're tracing in the dirt by the end of the second day. Everyday we had a question to answer through excavating, and new questions about the layers, floating walls, and material would come up as we dig as well and change our current hypothesis. It was fascinating to see how our supervisors would come up with vastly different ideas in solving these problems, from fine sifting a gufa of dirt for clues, to creating a section to look for markers of layers, and even taking an entire wall down in fifteen minutes. I never realised that there could be so many creative solutions to fieldwork. In the afternoons we would clean the buckets of pottery we found everyday, and attend a lecture presented by one of the staff members to learn about the history of the site and other archaeology related topics. Every time I found a piece of pottery or a knucklebone that corresponded with what the lectures mentioned, I did a little victory dance in my head. Our findings helped us piece together the happenings in this part of the city right before 604 BC when King Nebuchadnezzar burnt it down: it seems to have been a residential and market

area bustling with production and commerce, rich with foods and precious items. Towards the end of the season, we were invited to an exhibition opening at the Rockefeller Museum celebrating the commencement of the thirty-year excavation, and it was amazing to see how the finds together told the story of the ancient city. Besides the activities at Ashkelon, we also went on weekend trips to historical sites around Israel, floating in the Dead Sea and following the winding steps in the old city of Jerusalem. I've never had three weeks of my life so filled with adventure. In addition to gem handling techniques and archaeological methods, I also gained experience in making up terrible puns through bonding with my peers at Ashkelon. I shall end my story with a terrible yet educational pun. What did the archaeologist say to the student when they broke an ancient pot?

You sherd have known better!



Maria Ma ('17) with Professor Kate Birney and fellow students at Ashkelon

New York City Field Trip, April 2, 2016

Students and Faculty visited the renowned antiquities collection at the Metropolitan Museum of Art. They then divided into two groups. One group went to the Onassis Center to see an exhibition of ancient mosaics and the other group went to a matinee performance at Columbia University's Sophocles' *Women of Trachis*.



New York City Trip-Play By Sarah McCully

We went with Professors Visvardi and Caldwell to Columbia University to see a production of Sophocles' *Women of Trachis* performed entirely in ancient Greek. This performance seems to be something of a tradition for the Classics departments of Columbia and Barnard; every year, they stage a Greek play in its original language. While supertitles allowed the audience to comprehend the action on stage, the sound and cadence of that language was mesmerizing. I haven't studied ancient Greek since my junior year, but even in those classes we never focused on vocal fluency; after all, what is the point of learning to speak a dead language? As a result, I was completely unfamiliar with the sound of ancient Greek, despite being familiar with its forms, and experiencing the text of the tragedy in this was fascinating. The play itself was also excellent, with gorgeous costumes and compelling actors. A question-and-answer period following the show allowed the audience to ask the cast and crew questions about the project. Since most of the people involved both on and off stage were graduate and undergraduate Classics students, the discussion quickly turned to issues surrounding staging an ancient play in the modern world.



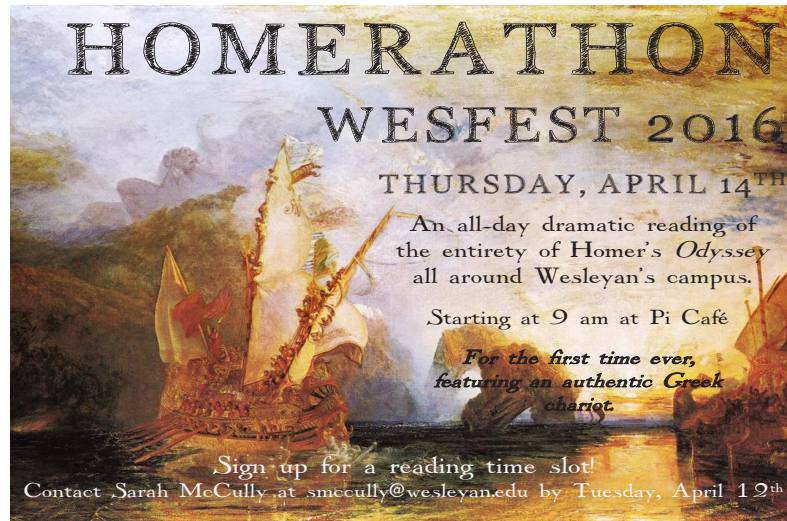
5th Graders Learn about Greek Mythology through Student-Led WesMyth Program



MacDonough Elementary School students Norma, Aiden and Marrisanna proudly display their Greek gods and goddesses during the WesMyth program, taught by Wesleyan student volunteers Sarah McCully '16 and Jack Spira '16. (Photos by Olivia Drake)



Jack Spira '16 speaks to fifth grader Meadow about her mythical creature "Powerball," who is the goddess of fire.

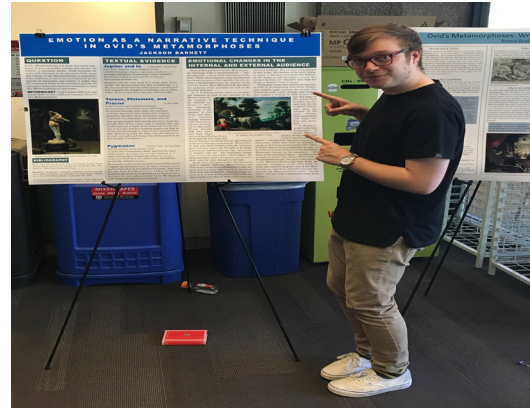
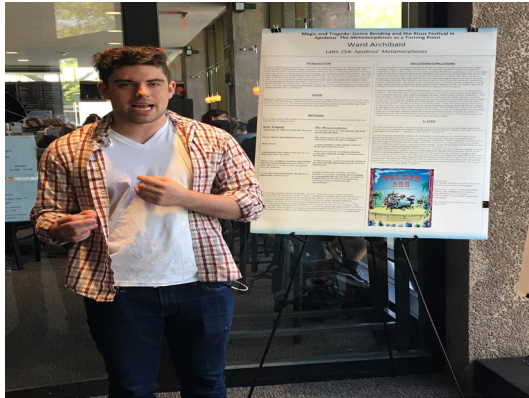


The Majors Committee planned a campus-wide reading of Homer's *Odyssey* during WesFest, April 14, 2016. There were tales of bloody battles, vicious monsters, a sexy Circe, and the adventures of Odysseus as he found his way back to Ithaka. The Homerathon ended with a banquet at Downey House.



HOMERATHON WesFest 2016 April 14th
 An all-day dramatic reading of the entirety of Homer's *Odyssey*
 all around Wesleyan's campus.
 For the first time ever, featuring an authentic Greek chariot.

LAT 254 Apuleius: THE GOLDEN ASS Final Project Poster Session



CCIV 283, The Greek Vase Seminar, hands-on session with 4th c. B.C. South Italian vases from Wesleyan's Archaeology Collections



CLASSICAL STUDIES LECTURE SERIES

Madeline Goh, Center for Hellenic Studies, Harvard University, "Chariot Warfare in Homer," October 30, 2015

Joanna Kenty ('08), University of New Hampshire, "Lysistrata in Liberia: Reading Aristophanes with Leymah Gbowee's 'Mighty Be Our Powers'," November 12, 2015.

Courtney Walsh and Rush Rehm, Stanford University, "Clytemnestra: Tangled Justice," February 22, 2016

Britta Ager, Hobart and William Smith Colleges, "Magic and Divine Visitations in Apuleius' *Cupid and Psyche*," March 24, 2016.

Konstantinos Poulis, Athens, Greece, "Literature and Writers in Times of Crisis," April 18, 2016

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.



**CLYTEMNESTRA:
TANGLED JUSTICE**

A ONE WOMAN SHOW WITH
COURTNEY WALSH

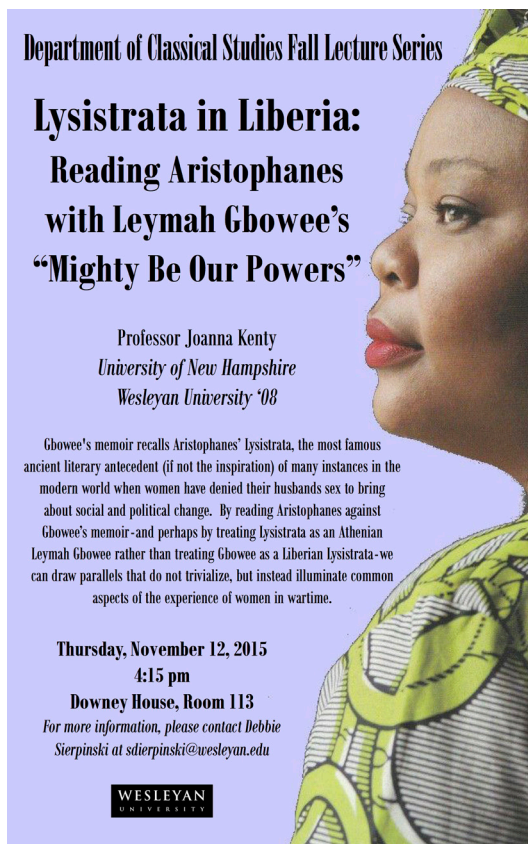
This intense 40-minute performance featuring Michael Keck's dynamic score focuses on the dramatic figure of Clytemnestra in Aeschylus' *Oresteia*. The character dazzles us with her verbal power and theatrical daring, raising questions about political justice, gender parity, sexual jealousy, blood loyalty, and the compulsions of war.

Following the performance, a discussion with Walsh and translator/director Rush Rehm of Stanford University invites the audience to engage with this powerful character and the intractable issues she raises.

Monday, February 22nd,
4:30 PM
Ring Family Performing
Arts Hall, CFA

For more information, please
contact Debbie Sierpinski at
dsierpinski@wesleyan.edu

Presented by the Wesleyan
Department of Classical Studies



Department of Classical Studies Fall Lecture Series

**Lysistrata in Liberia:
Reading Aristophanes
with Leymah Gbowee's
"Mighty Be Our Powers"**

Professor Joanna Kenty
University of New Hampshire
Wesleyan University '08

Gbowee's memoir recalls Aristophanes' Lysistrata, the most famous ancient literary antecedent (if not the inspiration) of many instances in the modern world when women have denied their husbands sex to bring about social and political change. By reading Aristophanes against Gbowee's memoir - and perhaps by treating Lysistrata as an Athenian Leymah Gbowee rather than treating Gbowee as a Liberian Lysistrata - we can draw parallels that do not trivialize, but instead illuminate common aspects of the experience of women in wartime.

Thursday, November 12, 2015
4:15 pm
Downey House, Room 113

For more information, please contact Debbie
Sierpinski at dsierpinski@wesleyan.edu

WESLEYAN
UNIVERSITY

ALUMNAE/ALUMNI NEWS

In November 2015 Sarah McCully ('16) sent the alumni of Wesleyan's Classical Studies Department the following email: "As we continue to promote the department and recruit new students, we love having updates on your activities and how you use your classics degree outside of Wes. Current majors who are thinking about post-grad applications of classics are always eager to hear of your experiences, and prospective students will be more inclined to join the department if they can see examples of career success and the many ways a degree in Classical Studies can be applied. If you have an experience, story, or piece of advice to share about your degree in Classics and career path after graduation, please let me know." (Thank you for all of your wonderful input to our inquiry.)

Borworn (Tong) Satayopas ('15) is moving to New York, NY, to study Actuarial Science.

Olivia Alperstein ('14) was recently hired as a Communications and Policy Associate for Progressive Congress, the 501(c)3 foundation of the Congressional Progressive Caucus. She works closely with both Progressive Congress and the Members of the CPC. Previously, she worked at the Institute for Policy Studies in D.C. Olivia says: "I have absolutely no prior experience on Capitol Hill. I would encourage anyone else who might be thinking of applying to a position like this to just go for it; I had relevant work experience but no Hill connections, and I applied anyway. The people who interviewed me saw my Classics degree as an asset. They were also very pleased to see my alma mater. I have found time and time again as I've applied for jobs and networked, that those who have heard of Wesleyan really do believe that Wes students are of a special caliber. And a Classics degree can prove a useful asset for almost any job/field; the skill set and knowledge we possess are wide-reaching, and the crucial ability to write and think critically is automatically associated with our major."

Susie Howe ('11) will be starting as the Latin teacher at Elgin Academy in the fall 2016. Elgin Academy is a private pre-K through 12 school in Elgin, IL. She will be teaching Latin from 7th grade through seniors. Previously, she has been teaching Latin at Loyola Academy, a private prep school outside Chicago. Susie says: "Professor Roberts might be pleased to hear that the Latin 3 students will soon be translating the Lettuce Devil passage that he gave to my second year Latin class years ago and that it brought much mirth to my Latin teacher colleagues here." It was great seeing Susie and Chris Kaltsas at the Commencement/

Reunion Classical Studies gathering in May. They were part of a group that created the first issue of *Metis* and painted a beautiful mural on one of the walls of the Classical Studies department..



Tomb of the Leopards 480-470 BCE. Tarquinia, Monterozzi Negropolis. An example of the celebratory style of Etruscan funeral art. Photo taken 2011. (From left to right, Christina Burkot '11 and Susie Howe '11).



Susie Howe ('11) and Chris Kaltsas at the Commencement/Reunion gathering May 2016

Eric Weiskott ('09) is Assistant Professor of English at Boston College. Academic year 2015-2016 is Eric's second year at BC. His research and teaching are in the field of medieval English literature, but Eric used his knowledge of Homeric meter to make a cross-period comparison in a recent essay, "Phantom Syllables in the English Alliterative Tradition", (*Modern Philology*).

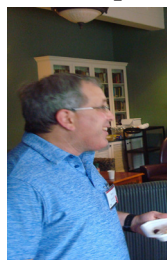
Burke Giordano ('06) has been living in Taiwan, studying Chinese and teaching English.

Katherine Harkins ('06) is working at the US Department of Health and Human Services in Washington, DC and attended the 10th year reunion in May 2016.

Ku Yoo ('00) says: "It looks like we are moving to Philadelphia, PA likely at the end of June. Amanda has found a wonderful opportunity with UPenn Hospitals as a nephrologist. We are very excited about the move and new opportunities that come with it. Of course, it was a very difficult decision, considering all that we are leaving behind in Boston. I will continue my law practice in Boston, but we are hoping to add lawyers and expand our practice into NY and PA as well in a short time."

Joshua Borenstein ('97) is in his fourth season as managing director of the Long Wharf Theatre in New Haven, Connecticut. He is married to Kate Hagmann-Borenstein '98, and they have two beautiful girls, ages 9 and 2. The whole family has an upcoming trip to Rome, which is especially exciting since Josh has not been back there since attending the Centro 20 years ago. He is hoping that Giolitti's by the Pantheon is still open.

Steven Spinner ('91) started RevUp Software, a revolutionary data analytics technology for non-profit, and political fundraising. Steven has been living in Atherton, CA, the heart of Silicon Valley for nearly 20 years. Steven says: "I have a wonderful wife (Allison) and two awesome boys (Peyton, eleven, and Logan, seven)."



Beth Calamia ('90). Beth's career has been in education although she has worked at many different jobs: museum education director, Latin teacher, and, for the past seven years International Student and Scholar Advisor at Montclair State University. She has also been an adjunct in the

Classics Department at Montclair State for the past 10 years. Beth says: "Last spring I had one of my career highlights: leading a spring break study abroad program to Greece. I have kind of figured out how to have Classics in my life without being a full time Classicist. I have two pieces of advice: get a master's degree in something (only if you can get an assistantship-- don't pay full price) and do what you love. OK, 3 pieces of advice: use your university's career services center while you are a student and then also as an alum. I did, even many years after I graduated. In fact, they advised me right before I got my current job."

Alfredo Viegas ('90) says: "My daughter, Alessandra has been accepted to Wesleyan and will be a member of the class of 2020. We are very excited about her attending Wes and she is interested in Classics too! Not sure if she will major in it, but I am certain she will take some classes in the department and who knows, maybe she will become a Centrist alum too!"

John Philips ('87) John says: "I greatly enjoyed my classics training.

- It greatly helps me understand terms and creating neologisms. I published an anatomical classification of the toes in the *New England Journal of Medicine* soon after college (2/14/1992) of which I'm still proud.
- Mythology in life. Just today, in counseling a patient about cancer screening tests, I invoked the image of Damocles' sword, which I know was mentioned in my Greek Drama class with Andy Szegedy-Maszak.
- Hippocratic Oath. What's not to love about this guy? I went into urology because in the oath it says "never cut for stone...unless specifically trained to do so."
- I could go on..."

Robert Menard, MD ('85) is currently a Clinical



Associate Professor of Plastic Surgery at Stanford. Robert says: "I use my free time dragging my family to antiquity sites around the world."

This past Christmas and New Years we made it to Turkey and toured Hierapolis and Ephesus and were amazed at the quality of the ruins. I hope to tour Wesleyan with my daughter Madison, currently a high school sophomore."

Mary Ann Masarech '82. Mary Ann says: "The fact that I majored in Classical Greek and Latin is fodder for great cocktail party conversation. ("What did you think you would do with that?")

My response typically touches on the following:

- In the spirit of liberal education, I was not on a professional career track in college. I was there to learn how to think and learn **how to learn.**
- I chose my major because there were 300 English majors. I wanted an intimate learning community (which occasionally backfired when I did not do my translation homework since you can't hide in a class of 4).
- My major is just one piece of who I am.
- My major helped me in my first job out of college: Editorial assistant for a reference book company. It made me a better writer. I understood grammar. I developed an eye for detail.
- My major impressed others. It stood out. I was always asked questions about it in interviews. It was seen as rigorous, and that translated into potential employers believing that I would be rigorous and thoughtful in the work they needed me to do.

A few years after graduation, I got a job at a corporate training company as an associate editor. I had no clue what they did. But I've spent the rest of my career in this industry. After editorial work, I worked as a consultant who created custom learning experiences, then as a product manager responsible for larger market solutions, then marketing, where I was the 'voice of the company,' then research (employee engagement, career development, and leadership), and now back as the lead consultant for employee engagement. I co-wrote a book, which was published in 2012. I give speeches. I work with clients. Everything that I do I learned on the job.

Careers are rarely straight paths. There are so many jobs that exist today that didn't when I attended Wesleyan!

Maybe companies aren't thinking, 'hey we need a classics major.' They are thinking, 'hey, we need really smart people who can learn what we need them to learn..and work really hard... and innovate...' Seems to me, a Wes grad with a classics degree might be a good fit."

Steve Duncan ('76) is a retired computer scientist living in Chapel Hill, North Carolina.

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 2016



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).