



JUNO'S PEACOCK

Or the Eyes have it

Newsletter of the Wesleyan University Department of Classical Studies

Issue 16

Summer 2011

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)

We have had a great response from alumni for the past issues so keep the news coming, to the address listed below or to email (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. Logo by Cindie Cagenello ('88).

NEW FACULTY

KATHLEEN BIRNEY I am tremendously excited to be joining the faculty of the Classical Studies department. I did my graduate work in Near Eastern and Mediterranean Archaeology at Harvard, after finishing an undergraduate degree in Greek from Yale University and a Master's in comparative ancient mythology at the Harvard Divinity School. This year I will be teaching Introduction to Greek, an archaeological survey of the Mediterranean Bronze Age, and an FYI seminar treating single combat in the ancient world.



Andrea Ruiz-Lopez ('13) joined Kate Birney in an archaeological field program at the site of Ashkelon this summer. She is excavating a Byzantine wine vat.

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Most of my summer was spent overseeing excavation at the site of Ashkelon, an ancient port city on the southern coast of Israel, and teaching in the archaeological field school offered on-site there. The bulk of our excavation this season was focused on a Hellenistic period neighborhood of two large buildings separated by a street. These were generally residences, with small shops lining the street side. We also excavated a beautifully preserved Byzantine mosaic-tiled wine vat (7th c. A.D.), and dropped an exploratory probe down to the levels of the 604 B.C. destruction of the city by Nebuchadnezzar. Wesleyan student Andrea Ruiz-Lopez ('13) bravely joined me in the archaeological field program there for a summer of sweat and toil, punctuated by general silliness. Two of my articles finally came to print this summer: one on an 11th century B.C. infant burial jar inscribed with Egyptian hieroglyphs (appearing in *Israel Exploration Journal*), and a short article on Phoenician inscribed cuboid and balance weights recovered from the 7th c. B.C. destruction levels at Ashkelon (appearing in Stager, Schloen and Master (eds.) *Ashkelon III: The Seventh Century*). I am also working on the larger collection of subfloor infant burials from Ashkelon as part of a collaborative project, and continuing research into the archaeological evidence for the Mopsus legend as part of a larger work. In August, I competed in the Shotokan Karate-Do World Cup in Bangkok, Thailand as a member of the U.S. National Team. This was my third and final World Cup; I am now retired from fighting and look forward to more peaceful intellectual pursuits.

FACULTY DOINGS

JORGE BRAVO I have thoroughly enjoyed my year at Wesleyan in the company of great colleagues and bright students. One of the most rewarding experiences for me as a teacher is seeing students engage excitedly with the subjects that I find so interesting. One highlight from my courses, for instance, was taking my Plato class to see a copy of the 16th century Stephanus edition of Plato's works, as well as other early printed editions, in Wesleyan's Special Collections. The students were thrilled to look at various pages and read aloud from them the text of Plato's *Euthyphro*, the very text we were reading

in class. Another highlight was the department trip to New York City to see Greek and Roman antiquities in three different collections. In addition to teaching courses on Greek language and Greek archaeology for the department this year, I also served as a tutor in the Archaeology Program for an honors thesis on the korai statues from the Athenian Acropolis, and in the fall I worked with junior major Adam Peck on an independent study of panhellenism and panhellenic sanctuaries. On the scholarship front I was able to complete a book review, to be published this year in *Classical Review*, of C. P. Jones's *New Heroes in Antiquity: from Achilles to Antinoos*. I also gave an informal lunchtime talk to students and colleagues on some erotic curse tablets from the hero shrine of Opheltes at Nemea. Finally, I was invited to speak at Wellesley College in the fall on the cult and myth of Opheltes. This summer I look forward to returning to my research with the hope of completing my manuscript on the Nemea hero shrine, which is to be published as part of the *Excavations at Nemea* series. Next year I am happy to be headed to the Classics Department of Bowdoin College, but I will always carry with me many fond memories of Wesleyan.

LAUREN CALDWELL was on sabbatical during the 2010-2011 academic year. She used the time to work on research tasks, the largest of which was the completion of her book manuscript, *Roman Girlhood and the Fashioning of Femininity*. In the fall she gave a lecture, "Ovid's Myrrha and the Incestuous Undertones of Roman Marriage," at Boston College, and in the winter spoke at the annual meeting of the American Philological Association in San Antonio. In December 2010, with Prof. Visvardi and Prof. Bravo, she co-hosted a research workshop for junior faculty in Classics. An impressive number of faculty from colleges and universities in New England participated in the day-long event, presenting work in progress and sustaining a lively and productive discussion. This fall, Prof. Caldwell looks forward to her return to teaching and to the start of a new community outreach program at Macdonough Elementary in Middletown, in which Wesleyan Classics students will introduce fifth-grade students to the world of Greek and Roman culture and mythology.

LAUREN DONOVAN was a visiting instructor during the spring term and enjoyed

teaching Catullus to the advanced Latin students. One of her favorite parts of the course was the weekly response posts that students contributed to the course blog in which they offered their own opinions and interpretations about the various poems read in the course. She also greatly enjoyed the “Catullus conference” put on by the students as their final project in which they formally presented their research papers to each other and had the opportunity to ask questions and comment on their classmates’ work. During the spring, Lauren also defended her dissertation at Brown University and will be joining the faculty in Classics at Bucknell University in the fall as an assistant professor. She very much enjoyed her time at Wesleyan and looks forward to crossing paths with the department again in the wider world of Classics!

CHRISTOPHER PARSLAW Chris taught the Roman History lecture course (CCIV 223) in the Fall and two seminars in the Spring: Art and Society in Ancient Pompeii (CCIV 234) and a new FYI entitled Ancient Rome: From Hut Village to Imperial Capital (CCIV 150). The FYI focused on the monumentalization of Rome - why specific sites were built where they were and by whom, why areas of the city were developed and when, how monuments were tied to the religious and cultural traditions of the Romans - and included the Vestal Virgins, triumphs, aqueducts and baths, fires, housing, and, of course, the Forum and the Imperial Fora. Chris also served out his sentence on the tenure and promotion committee and continued his research on the Praedia of Julia Felix in Pompeii. Chris is also happy to announce that Cambridge University Press is reprinting the paperback edition of his book, *Rediscovering Antiquity: Karl Weber and the Excavation of Herculaneum, Pompeii and Stabiae* (1998), ISBN 9780521646642. At \$24.99, it’s a real steal and will make an excellent stocking stuffer for friends, family, and loved ones!”

MICHAEL ROBERTS Work progresses on a number of projects. The translation of the first book of Symmachus’ *Letters*, on which I collaborated with Michele Salzman of the University of California-Riverside, should come out later this year. My own translation of Venantius Fortunatus’ poetry proceeds, to use a euphemism from the Watergate-era, with all deliberate speed: I am now at the end of book 4. I spoke at a couple of

conferences this year, the International Medieval Conference at the University of Leeds, where my subject was “Light, Color, and Illusion in Late Latin Poetry,” and the Annual Meeting of the American Philological Association, where I was the respondent on a panel on late antique poetry and poetics. Two articles are also in the works, “Friedrich Mehmel, Pompatic Poetics, and Claudian’s Epithalamium for the Marriage of Honorius and Maria” and “Elegy and Elegiacs: Venantius Fortunatus and Beyond.” The latter, for a conference at Brown in October, marks my first tentative steps beyond the period of late antiquity and into the early Middle Ages. Teaching, as always, was enjoyable this year. It’s such a pleasure reading the classical languages and I try to communicate some of this to the students. In particular, an account of my year would not be complete without mention of two outstanding thesis students, Allison House and Amanda Sweeney, who were a constant source of intellectual stimulation and diversion. Finally, I step down this year from chairing the department after 3+ years. It’s been an interesting period—we’ve faced some challenges—but also a rewarding one.

ANDREW SZEGEDY-MASZAK

In the fall Andy Szegedy-Maszak taught advanced Greek (Aristophanes’ *Frogs*) and advanced Latin (Lucretius), and in the spring intermediate Latin (Ovid’s *Metamorphoses*) and a first-year seminar on Alexander the Great. He gave two invited lectures, in January at the National Gallery in Washington and in April at Connecticut College; both talks dealt with some aspect of 19th-century photography of Classical sites. He also chaired an external review of the Classics Department at Holy Cross College. At Wesleyan, among other things, he was interim director of the Center for Faculty Career Development, of which he had been founding director. In addition he gave a presentation to the incoming students during orientation, “Our disengaged horror: images of hunger,” and he helped to organize a Weseminar for Commencement / Reunion on the photography collection at the Davison Art Center. He will be on sabbatical in the fall of 2011.

EIRENE VISVARDI In the Fall Eirene Visvardi taught elementary Greek and an advanced seminar on gender and sexuality in Ancient Greek culture. In the Spring she taught a survey on Greek drama and the advanced Greek class

on the *Odyssey*, did a directed reading on *Odyssey* 11 and Greek magic and necromancy, and sponsored a student forum on concepts of heroism from antiquity to Whedon's *Astonishing X-Men*. She also was pleased to direct her first senior thesis at Wesleyan, Christina Burkot's study of "The Role of Ritual in Aristophanic Comedy". Eirene continues to work on her book manuscript that examines the discourse of pity and fear in the tragic chorus and was very happy to receive a fellowship at the Humanities Center for the Spring of 2012, a semester devoted to the theme "affect". She thus also served as a member of the search committee for postdoctoral fellows at the Center for the relevant year. She collaborated with Lauren Caldwell to secure funding from the Dean of Division 1 and host at Wesleyan the 4th meeting of MACTe (Massachusetts and Connecticut Workshop for junior faculty in Classical Studies, Ancient History and Archaeology, and Ancient Philosophy). At both the meeting at Wesleyan in December and the one that followed at Boston University in May, Eirene participated as a respondent to papers on Thucydides and Plato respectively. In May, she gave an invited lecture at Boston College titled "Re-Embodying Civil Passions? The Case of Euripides' *Hecuba*". During her visit there, she was also invited to lead a seminar-session on Aristotle's *Poetics*, Sophocles' *Antigone*, and Aristophanes' *Frogs*. Last, Eirene happily continued to serve on the Happy Hour Committee throughout the year.

SARAH RUDEN, a visiting scholar since June of 2010, has been working on three books: a translation of Apuleius' comic novel *The Golden Ass*, a translation of the *Oresteia* tragedies of Aeschylus (a project funded by the Guggenheim Foundation), and a translation of Julius Caesar's complete works (along with the pseudo-Caesarian works) for a Landmark edition. She also completed an essay for Garry Wills' *Festschrift* volume on modern war and peace. Her book *Paul among the People* came out in a second, paperback edition on August 2, and she has undertaken a variety of related journalism. She is also busy with other journalism. She has published several poems in *The National Review*, and she has a poem forthcoming in *Agenda*, a British journal founded by Ezra Pound. At the beginning of July, she visited the University of Birmingham, England, where she gave an interview for a special edition of the *Journal of Reception Studies*, co-lead a seminar with the poet and translator Josephine Balmer, and gave a lecture on "Translation and Reconciliation," about class, cultural, and economic barriers to a higher standard of literary translation. She is now preparing for a presentation on Paul of Tarsus, sex, and sexuality at the Cambridge Roundtable, a forum for Boston-area academics with an interest in religion. In October she will travel to Lodz, Poland, to lead seminars on Paul and family life; and in November to Chicago for Garry Wills' *Festschrift* celebration. She is hoping to host a launch party for *The Golden Ass* at Wesleyan in January or February.

STUDENT ACHIEVEMENTS

GRADUATING CLASS OF 2011

Classical Civilization

Lindsey Davis	Christopher Kaltsas
Susan Howe	Amanda Sweeney

Classics

Christina Burkot	Allison House
Patrick Flood	Kevin McKeown
Jared Gimbel	Kyle Shin
Elizabeth Goldgar	Fotini Xenidis

Academic Prizes

Ingraham prize for excellence in Greek
Kevin McKeown and Henry Thornhill

Sherman prize for excellence in Classics
Susan Howe

Spinney prize for excellence in Classics
Allison House and Amanda Sweeney

End of the Year Celebration Dinner April 28, 2011

Classical Studies majors came together with faculty to celebrate the end of another successful year. Five senior thesis writers gave brief talks on their work and the second volume of *Metis* was presented by two representatives of the Majors' Committee, Susie Howe and Chris Kaltsas.

SENIOR THESIS PRESENTATIONS



Chris Kaltsas, "Spartacus Mythistoricus: Winning Spartacus Into the Mythical."



Christina Burkot, "The Role of Ritual in Aristophanic Comedy."



Kevin McKeown, "Dreams, Prophecies and Cures."



Allison House, "Dismemberment, Distraction and Disjointedness: The Metamorphoses as Anti-Epic."



Amanda Sweeney, "Staging Christianity: How Religion Theatricizes the Divine."

METIS PRESENTATION



Susie Howe and Chis Kaltsas presenting *Metis*.

METIS MISSION STATEMENT

Metis was a Greek titan and the mother of Athena by Zeus. She was the god of wisdom and deep thought but was also a trickster. Her name in Greek means “wisdom” and “cunning”, highly desirable qualities to the Athenians. The goal of the Metis editorial board was to draw on the abilities and creativity of Wesleyan students and showcase their talents and knowledge in Classics. In this second issue, the editorial board (Christina Burkot, Chris Kaltsas, Susie Howe, and Fotini Xenidis) selected six written works and several photographs that they think best exemplified the spectrum of approaches and passion in the Classics at Wesleyan. The following students submitted essays to *Metis*:

Susie Howe ('11)

“The Lens of History: For those who wonder what can be done with a classics degree.”

“Monumental Propaganda: The Arches of Titus and Severus.”

Ellie Damaskos ('12)

“What is Proper? An exposition of love expression in Ancient Greece.”

Lindsey Davis ('11)

“Banning the Bacchantes: Traditional Roman motives of the second century B.C.E.”

Andrea Ruiz-Lopez ('13)

“The Roman Agora: A melting pot of tradition and Roman influence.”

Beth Goldgar ('11)

“Persephone’s Song.”

SENIOR MAJORS’ FUTURE PLANS

Allison House plans on pursuing a certification in audio engineering at Boston University’s Center for Digital Imaging Arts. This summer she will be working in a recording studio in Los Angeles.

Susie Howe is currently applying to federal and military support positions all over the country. After a 2-4 year stint in the work world, she intends on returning to education and working towards her Ph.D. in Classics or Archaeology.

Chris Kaltsas will be working at a charter school in Boston called the MATCH School. It is an Americorps program that also acts as a teaching residency. Chris will be tutoring in the school and will have a teaching license by July of 2012.

SQUIRE FUND

The department makes small grants to students from the Squire Fund, which helps 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 at Athens. This year the following students received grants:

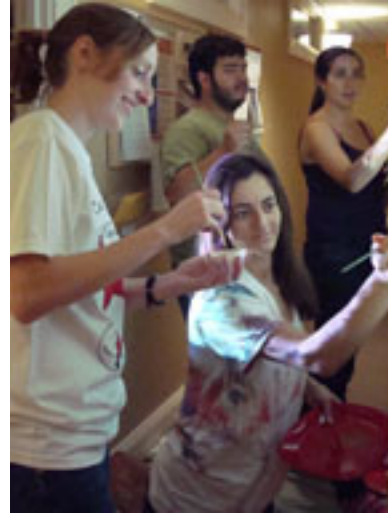
Ellie Damaskos, College Year in Athens
Nathaniel Durant, College Year in Athens
Adam Peck, Agora excavation run by American School of Classical Studies in Athens
Andrea Ruiz-Lopez, Archaeology Field School with Harvard University at Ashkelon.

MAJORS' COMMITTEE ACTIVITIES

The Majors' Committee was very active this year in coordinating group activities for the Classical Studies majors and prospective majors. Events included a viewing of two episodes of the *ROME* series where they enjoyed camaraderie over pizza. They also participated in the 19th Annual Student Group's Fair and the WesFest Open House, presenting a display board and Power Point presentation advertizing the Classical Studies program. We also had some talented artists in the group who painted a mural on the wall across from the departmental office in Downey House. Debbie Sierpinski, the Administrative Assistant, enjoys the view from her office every day. The mural depicts the Tomb of the Leopards: 480-470 BCE, Tarquina Monterozzi Necropolis.



Reproduction painted by: Christina Burkot, Susie Howe, Chris Kaltas, and Fotini Xenidis.



The Tomb of the Leopards, named after the big cats in the tympanum of the main wall of the tomb, is an example of the celebratory style of Etruscan funereal art. Later on in Etruscan history, the imagery became more macabre, but here a man holding a kylix (drinking cup), a flautist and a tortoise-shell lyre player entertain diners reclining on the adjacent wall. The banquet depicted represents one held in honor of the deceased. In our reconstruction of this tomb painting, we have imagined what the scene would have looked like when it was freshly painted. We filled in the damage done to the figures over the millennia and added our own embellishments while trying to stay true to the original artists' tone of celebration.

Written by: Susie Howe





A sad farewell to two wonderful work study students. From Left to Right: Fotini Xenidis, Debbie Sierpinski, Chris Kaltsas

STUDY ABROAD

COLLEGE YEAR IN ATHENS

By Ellie Damaskos ('12)

“Study abroad” has always been part of my college dream; to take a semester and truly begin to develop an understanding for another country’s culture, history, and people, and to make memories which would last a lifetime. My Spring 2011 semester in Greece was everything I had expected but far more of what I hadn’t. There was no accurate way to conceptualize a semester in Greece before I visited. Through College Year in Athens I was able to travel throughout Greece and learn with a renewed sincerity the interwoven, yet distinct, portraits of ancient and Modern Greece. We spent most of our time in Athens; I can now say that my daily activities include reading Plato by the new Olympic Stadium, drinking frappes on my way to class at the Acropolis and exploring the many museums within walking distance of my apartment.

The program had two main trips, to Thessaloniki in Northern Greece, which focused mainly on Hellenic history, and the Peloponnese, which centered on Sparta. I was not, however, immutably blinded by the country’s vivid and renowned ancient history. I tried to immerse myself in Modern Greek traditions as well. I was able to spend Carnival in Crete and Easter in Akrotiri, Santorini. The program’s focus was interlaced with Modern Greek culture and events, oftentimes unavoidably so (see: Metro strikes). The 146 Americans abroad became travel buddies, satyrs

in a play and struggling first year Greek speakers. Many students were not only inclined to classical studies, but also political science, environmental studies and sociology. As a Classical Civilization major however, it was a dream come true to be able to walk under the Lions Arch of Mycenae, around Delphi, Knossos and the Temples of Poseidon, Athena and Zeus. It was truly an incredible experience to explore sites I have learned about since the 7th grade Latin class. Throughout my time at CYA I was able to study the Roman occupation of Greece, view ancient archeology on location and learn about and visit many sites around Greece, which together allowed me to understand ancient history at a depth unavailable to me solely in a classroom. To be able to walk among the ruins, reconstructions and re-imaginings of ancient buildings and structures I have learned about and been fascinated by for so long was truly a fulfilling experience.



Ellie Damaskos comments: “Wesleyan pride in the Greek countryside.”



Ellie Damaskos comments: “I may only be 5’2” tall but the arch was far bigger than I had been able to imagine.”

By Nathaniel Durant ('12)

Despite possessing an unending desire to keep this blurb about my experiences with CYA as far from a travel agency brochure as possible, I would like to apologize for the numerous and seemingly endless praises I have for this unique and remarkable program. . . and I'll even rescind that apology. Simply put, going to CYA ranks up there in my mind as one of the best decisions of my life (and, yes, going to Wesleyan is up there too). Although I myself am a classics major, and thus very in tune with the ancient aspects of Greece, I was surprised with the amount of post-classic sites that Greece has to offer, such as the preserved medieval town of Rhodes, the Byzantine, Frankish and Turkish stronghold of Acrocorinth, and the Venetian Palamidi fortress at Nafplion. Still, my eye was usually drawn by all things ancient and my choice of classes mirrored this choice- I took three ancient history courses plus modern and ancient Greek. The teachers there were fabulous and all possessed a strong passion for their subject along with a great desire for connecting what we learned in class to the actual sites themselves. Truthfully, I now believe that however much one studies a site or a monument, he or she cannot truly appreciate it until visiting it in person. As a result, any free time that I had between my classes, I used to travel to all the sites I had been studying. CYA encourages this travel too as each semester contains two week-long field trips to northern and southern Greece. Both in the classes and in my experiences at and through CYA, I had a fantastic experience and strongly recommend anyone with even a small interest in Greece to consider going there.



Photo taken by Natty: A sunset off the temple of Poseidon at Sounio

ALUMNAE/ALUMNI NEWS

Peter Gryska ('81) says: "No classical journals, papers or archeological finds, however I have one daughter graduating from Davidson in Classics. Her senior thesis examines the roll Cicero played in the governing of the Republic the year after Caesar's assassination. In Cicero's steps she is off to Law school. My second daughter is graduating from High School, after taking 7 years of Latin. Her college essay discussed the essential Hellenism or Romanism of people and institutions. So my Classical education has not been for naught. For myself, I still supply food and groceries to the Gulf Coast, manage interests in a 108 year old family ranch, support Texas politics and am active in the Sons of Confederate Veterans. Best wishes to this years Classical graduates."

Nancy Sinacola ('85) After 18 years homeschooling and raising four children, I started teaching Latin to middle and high school students ten years ago. I am starting my fifth year at the Advanced Math and Science Academy in Marlborough, MA where I am the Foreign Language Department Chair. All our students take Latin in grades 6-8, and choose Latin, French, or Spanish in grade 9. We started offering Ancient Greek last year. Our Latin Club topped 100 members last year, and we attend many JCL events. This summer, Boston Latin School teacher Sheri Hausey and I coached the Massachusetts Novice Certamen team, which included three of my seventh grade students and one student from BLS. In a nail-biting final round at the National JCL Convention at Eastern Kentucky University, Massachusetts came from behind to win the state's third ever national championship. We brought home a trophy that seems every bit as sweet as the Stanley Cup. I was really proud of my students and also grateful to my Wesleyan professors who had inspired my love of the Classics which I enjoy passing on to the bright new faces that come before me every September. My husband, Chris (also '85), who brought me endless cups of tea in 1983 as I was tortured by Sextus Propertius, is the chief editorial writer for the Telegram and Gazette in Worcester; Alena, who attended a few Elementary Greek classes

as a baby, is married and lives nearby; son Jonas recently completed five years in the Marines; and Mary and Lucy will be in college this fall in the Boston area. I have not been back to Wesleyan in many years, but would love to visit soon.



Boston Latin School teachers, Nancy Sinacola and Sheri Hausey, coach the Massachusetts Novice Certamen team.

Karen Ferreira ('00) is living in Acton, MA, with her husband (Greg Amis '00) and their two cats. She says: "I can at last say that I love my job. I'm working as an ESL, (English as a Second Language) teacher at the middle school level and using the summer break to blog about lobster rolls: <http://onalobsterroll.wordpress.com>.

Sarah Rosenberg-Scott ('00) moved back to the Boston area after a year long stint in Minneapolis, where her husband (Andrew Scott, '00) did a year of fellowship training. They welcomed another daughter last June and named her Cassandra -- keeping up their connection to the classics. Cassie joins older sister, Phoebe. Sarah is practicing family medicine in Wellesley.

Ku Yoo ('00) is getting married to Amanda Leonberg, who is a resident at New England (Tufts) Medical School. Ku met her while at law school.

Tess Amodeo-Vickery ('07) is an Associate Producer of Brando Quilici Productions. She says: "I am enjoying working in the documentary film industry after moving to Rome a year and a half ago. My first experience in Rome was my semester abroad as a Classical Civilization major, representing Wesleyan at the ICCS program with fellow alum Amy Nebenhaus. I spent another few weeks doing research for my honors thesis the summer before my senior year. After graduation I had a nagging sensation of wanting to return to the Eternal City."

Emily Palmer ('08) says: "I did not decide to major in Classics with an eye towards a future in academia. I decided to major in Classics simply because I loved the material, and I thought the

program at Wesleyan was exceptional--great professors, small classes, small major. I decided to major in Classics because I thought that the Classics department offered me the best possible education I could have gotten at Wesleyan, and while there's no way to prove it, I think I was right. I now run a small organic farm on Martha's Vineyard, growing vegetables, cut flowers, and pastured poultry for retail sales. People are often surprised when I tell them about my background. I will admit that my career path is perhaps a little unconventional. But I think that in academia as well as in trades, what matters more than specific content is the acquisition of skills. My time in the Classics department taught me how to ask questions effectively, how to build relationships with mentors, how to collaborate with peers. I graduated Wesleyan with an intimate knowledge of the *Aeneid*, sure, and that's a nifty thing to have, but I also carry with me the ability to think critically and research broadly, and those are the skills that really help me plan crop rotations and take on the day-to-day questions of life in farming."

Christi Richardson ('10) has had a great time working as a research assistant in the Psychology Department at Wesleyan University this past year. She has been working with Dr. Matt Kurtz and will continue with this position for another year with plans of beginning a graduate program in clinical psychology in fall 2012.

We note with sadness the death of Sara Garmont, a Classics major who graduated in 1983. Sara wrote a superb senior thesis on the themes of revenge and forgiveness in the stories of Achilles and Medea, for which she received High Honors. She was brilliant, funny, quirky, generous and thoughtful, and we extend our heartfelt sympathy to her family and friends.

COMMENCEMENT/REUNION GATHERING, MAY 2011



Senior Voices: Amanda Sweeney '11

Written by Cynthia Rockwell, June 15, 2011
in *WesLive* -- Wesleyan's Community Blog



Amanda Sweeney '11 delivers her Baccalaureate address, May 21, 2011. Photo by Nick Russell '08

Amanda Sweeney '11 was one of the three students from the graduating class to address this year's seniors, their family and friends, at the Baccalaureate Ceremony in Memorial Chapel the evening before Commencement. A transfer student who majored in Classical Civilization and Medieval Studies, Amanda also spent a year abroad at Oxford. She earned her degree with high honors. In her "Senior Voices" piece, she offered these reflections on her Wesleyan experience: When I entered into this environment of intelligent eccentricities as a transfer student, I soon realized that coming to Wesleyan would either be the dumbest or smartest choice I had ever made. As it turns out, my Wesleyan experience has been the latter. For me, Wesleyan has not given me an education as much as it has emphasized self-education. While some of us scuttle down the Classics corridors for a life of continuing academia, others enter a world of mathematical formulas and calculate carbon footprints. The commonality of our differing pursuits is that at some point between sporting a bed sheet for a rendition of Marc Antony's speech, and suiting a starched white shirt for a job interview, most of us strike an uneasy balance between our own ambitions, and the ambitions others have for us. The downside of this discovery is learning that blaming others has an all-too-soon expiration date. The upside is taking responsibility for our own choices and using those amusing personal quirks as strengths to achieving our goals. This lofty advice has not been taken from a Snapple-cap fact. When I transferred to Wesleyan, it was an ambition I had worked for, but it was not one that my parents shared with me. Transferring to

Wesleyan meant leaving a world that would have led to advertising's career ladders. In place of a key to an executive bathroom, I would, instead, be given Pandora's jar, attached with the tag that read: "Open here." I came here determined to learn Greek, convinced it would pay off when it came time to writing my senior thesis. I enrolled in Professor Andy's "Introduction to Ancient Greek," bought a textbook that weighed more than an entire case of Snapple juice, and went to my first Wesleyan class. After that first hour and a half, I became convinced that learning Greek rivaled other comparable fields, like leaning astrophysics or brain surgery. These alternatives made as much sense to me as those weird squiggly symbols written in Homer's *Odyssey*. I spent weeks tumbling down Odysseus' rabbit hole. I was not accustomed to failure, and I was not keen to embrace this new downward learning curve. Theseus had his Ariadne thread, unwinding his minotaur troubles in the snake-like labyrinth. Medusa's viper hair and penetrating stone-eyes were no match for Perseus' sword. And what did I have? Bits of glued paper, bound inside an impenetrable book. After a few more weeks of enduring labors that would have made Hercules quiver, Andy turned away from the chalkboard, looked at all of our paling expressions, and calmly said, "I know what you are all thinking. A 'W,' or a 'Withdrawal,' on the transcript doesn't look so bad at this point." He was right. But, we persevered through our own seas of ignorance, and he was there to help us every step of the way. When I think back to that first Greek class, I feel grateful for having parents that wanted what was best for me, even if that meant colliding ambitions. The Greek language, my first experience into Wesleyan, taught me that until we are tested by adversity—be that the Sirens of complacency or the Furies of judgment—our strength and determination to pursue our ambitions could diminish. When we weather through, the inessential is stripped away, and we can progress. For me, that progress meant continuing Greek at Oxford University—the home of forsaken beliefs, unpopular names, and impossible loyalties. Andy's introductory class had prepared me for advanced Greek, but to continue under the tutorage of Jesuit priests was a new type of Herculean labor. However, I felt prepared for this new demand of excellence because I had already struggled on an epic scale at Wesleyan, and since I continued through that struggle, I felt more secure in my ability to tackle whatever gorgons or Cyclopes lurked behind Cerberus' door. More than just learning the Greek language, Andy had shown us what it felt like to live free from narrow spaces—a type of mental agoraphobia—which would have introduced real monsters. To paraphrase what the Greek author

Plutarch once wrote: What we achieve inwardly will change outer reality. This was something I struggled to grasp at Wesleyan, but once I left to a new environment, I began to see its clarity. This was worth more than any accomplishment I have ever earned. Before graduation caps take flight to-

morrow, I would just like to wish everyone wonderful lives of progression, digression, and regression. Yes, even the latter. Because although creativity means allowing room for mistakes in our choices, art is learning which "mistakes" are worth having.

CLASSICAL STUDIES LECTURE SERIES 2010-2011

David Konstan, Boston University, November 4, 2010, "Lucretius and the Epicurean Attitude toward Grief."

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

TRIP TO NEW YORK CITY November 6, 2010

The Department of Classical Studies sponsored a trip to an exhibition at the Onassis Center, "Heroes and Mortals and Myths in Ancient Greece," to a commercial gallery of antiquities (The Ariadne Gallery) and to the classical galleries at the Metropolitan Museum of Art. Twenty students and four faculty attended.



WESCLASSICS on the WWW

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 Archeology, 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).