

The Occasional Classicist

Newsletter of the
Department of Classics
at Brown University

2020-2021
VOLUME XXX



THE OCCASIONAL CLASSICIST

Brown University Department of Classics / Volume XXX / Summer 2021

TABLE OF CONTENTS

LETTER FROM THE CHAIR.....	1
CELEBRATING THE CLASS OF 2020.....	2
NEWS FROM OUR UNDERGRADUATE STUDENTS.....	4
NEWS FROM OUR GRADUATE STUDENTS.....	10
2021 FEATURED GRADUATE STUDENT: KELLY NGUYEN.....	14
FACULTY NEWS.....	16
ALUMNAE/I NEWS.....	19
FACULTY DIRECTORY.....	24

Follow us on Facebook and
Instagram @brown_classics



LETTER FROM THE CHAIR



Welcome to the second in the new series of the Occasional Classicist. I write at the end of the second semester (Spring 2021) of the extraordinary three-semester long 2020-2021. In this time of a global pandemic, I hope that you and your loved ones are well and safe. That hope is one tinged with sadness that some of our community will have experienced loss as those near and dear have passed during the Coronavirus crisis of 2020 and 2021.

Brown University responded to the Coronavirus situation by reshaping the school year and the teaching environment. Although we are living through a difficult period, the Classics Faculty, Graduate and Undergraduate students, and Administrative team, have carried on with considerable resilience and goodwill, adapting to online meetings and teaching, and doing as best as one can to maintain research activity. Many students have had to deal with varying challenges brought about by the

crisis and we wish you all a better summer and look forward to seeing you in the new academic year.

To adapt to the situation, members of the Classics Department hosted several events online. Elsa Amanatidou organized a very successful series of Modern Greek Studies talks; Johanna Hanink developed her ongoing discussions with recently published authors; and the regular Charles Robinson Jr. and Putnam lectures were also online events this year. It was a pleasure to see so many students, past and present, attending these occasions.

This year we have been able to welcome Dr. Avery Willis Hoffman, who arrived at Brown in January 2021 as Director of what has recently become the Brown Arts Initiative, as Professor of the Practice of Classics. We have also been able to celebrate the fact that from July 1, Amy Russell will become Associate Professor (with tenure) and Johanna Hanink will become

full Professor. Both richly deserve their promotions. Stevie Hull and Avi Kapach both produced excellent dissertations and secured their Ph.D. in Classics; Kelly Nguyen has had several successes, become the first woman to be awarded a Ph.D. in Ancient History at Brown, and will take up a position at Berkeley in Fall 2021 (you can read about her later in this issue).

This year, more than ever, I extend heartfelt thanks to our Faculty. They continue to deliver excellent courses, recently under very different conditions from normal. I also thank our Graduate students who, despite very challenging moments in accessing research materials, continue to progress their research, and to achieve their course requirements. A bit of debt is owed to our Administrative team of Justine Brown and Tiffany Lewis who have always gone above and beyond to support our community. And last but not least, many thanks go to the editorial team for the OC, Joe Pucci (Professor of Classics and in the Program in Medieval Studies), Justine Brown (Academic Department Manager), Tiffany Lewis (Administrative Assistant), and Susan Tang (Class of '23).

It is a privilege to be the Chair of the Classics Department. Our wider Classics community beyond Brown always impresses upon me what it means to have been part of Classics at Brown. Let us all continue to enjoy our shared delight in being part of that community.

Enjoy the Summer!

Graham Oliver
Department Chair



Macfarlane House



Wilbour Hall

CELEBRATING THE CLASS OF 2020

Though the concentrators in Classics for 2020 were not able to gather in May with family and friends for the traditional graduation ceremony in Manning Chapel, we are able here to celebrate their accomplishments in brief. Our concentrators (and, in fact, our students generally) continue to dazzle us with their eclectic creativity, to impress us with their wide learning and scholarly acumen, and to inspire us with their commitments to making the world a better, fairer place.

The Classics Department's 2020 graduates are listed below:

BACHELOR DEGREE RECIPIENTS

PETER CHO

A.B. Classics; Sc.B. Computer Science, *Magna Cum Laude*

VANESSA CLEMENTS

A.B. Classics; Applied Mathematics

JAMES FLYNN

A.B. Greek & Latin; Cognitive Neuroscience (with honors)

AUGUST "ALFIE" FUERTES

A.B. Latin; Archaeology and the Ancient World

REBECCA HARLESS

A.B. Classics

JONATHAN HESS

A.B. Latin; Physics (with honors)

SHAWN KANT

A.B. Classics; Neuroscience, *Magna Cum Laude*

JAE KIM

A.B. Latin; Economics (with honors)

CAMERON KINDER

A.B. Classics

VICTORIA ROBINSON LANSING

A.B. Latin; Archaeology and the Ancient World (with honors), *Magna Cum Laude*

JP MAYER

A.B. Latin; Literary Arts (with honors), *Magna Cum Laude*

DEAN MILKEY

A.B. Classics

SYLVIA E. NACAR

A.B. Greek & Latin (with honors); Mathematics, *Magna Cum Laude*

DALENA NGUYEN

A.B. Latin; Education Studies (Human Development Track)

JOHN DAVID O'DONNELL

A.B. Latin; Economics, *Magna Cum Laude*

ZANE YU

A.B. Classics; Biology

MASTERS AND DOCTORAL DEGREE RECIPIENTS

JUSTIN BYRD

A.M. Classics

GAIA GIANNI

Ph.D., Classics

TRIGG SETTLE

A.M., Classics

ERIKA VALDIVIESO

Ph.D., Classics



Top Row: Vanessa Clements, James Flynn, August "Alfie" Fuertes, Gaia Gianni, Rebecca Harless, Jonathan Hess, Jae Kim
Bottom Row: Cameron Kinder, Victoria Robinson Lansing, JP Mayer, Sylvia E. Nacar, Dalena Nguyen, John David O'Donnell, Erika Valdivieso

For more information about our 2020 graduates and their accomplishments, please visit

<https://www.brown.edu/academics/classics/alumnaei/recent-graduates/class-2020>



NEWS FROM OUR UNDERGRADUATE STUDENTS

AN UNCONVENTIONAL APPROACH TO CLASSICS: HIST 1202

CHRISTOPHER JOTISCHKY

(TA, Ph.D., CLASSICS):

Teaching a course while living on another continent in the midst of a global pandemic presented me with the biggest challenge of my time as an instructor at Brown. Prof. Ken Sacks and my fellow Teaching Assistants, Marko Vitas and Ella Kirsh, and I had agreed early on that we would abandon a reliance on conventional assessments, such as student papers, to make room for more creative engagement with the world of Greek philosophy, early Judaism and Christianity, and the rise of Islam, covered by the course. This was Ella's suggestion – she had used it in previous courses – and it was a marvellous one. The students seemed a little wary at our first section meeting when I explained to them that they could replace their assigned papers with projects of their own choosing, but by the end of the semester many had fully embraced the spirit of alternative assessment, with some spectacular results.

Poetry on the rise of Christianity as a major world faith; dramatic scenes and letters by imagined ancient characters explaining the impulse to change religions in the shifting world of late antiquity; some memorable podcasts; photo essays on the Greek influence on Roman architecture; and projects on obscure Christian poets writing in Latin, are just a few of the innovative projects students pursued in order to tackle the intellectual problems the course explores. I was enormously grateful to the students in my section for accepting the challenge with such enthusiasm and resourcefulness, not least because, teaching and learning remotely, many of us had never actually met each other in the real world! Reading and watching these creative assignments, which were often preceded by careful discussion in office hours, allowed me to gain a real insight into who these little faces I could

see every week over Zoom actually were as people.

I think embracing alternative assignments such as these allowed our class to adapt itself to suit the needs of as many students as possible over what was an extraordinarily difficult semester. Traditional papers will never go away: plenty of students chose simply to complete the essay assignments as specified in the original class syllabus, and this is a mode of assessment which undoubtedly suits many. But broadening the bounds of the acceptable in class submissions allows students to play to their strengths in creative writing, music, or the creation of media content in ways that are not only highly enjoyable for the instructor, but also potentially of benefit to the students themselves. For some students, it might be helpful for their preferred careers to have a portfolio of podcast-style presentations or musical compositions, for example. For other students, flexibility in assessment addresses vital questions of accessibility; in an age where we all have to be looking at screens for hours at a time every day, even the opportunity to present an essay orally and give the eyes and mind a rest from the laptop is potentially most welcome!



Pantheon, PC: Rachel Sklar

The range of student responses to these tasks demonstrates not just the enthusiasm that exists for the study of the ancient Mediterranean among our undergraduates, but also the range of approaches different students can draw on to interpret the course material. In a course like this, with a high proportion of non-Classics concentrators, I found students eager to learn about concepts they had never encountered before and able and willing to draw on expertise from other subject areas to interpret the unfamiliar texts and historical contexts: a true testament to the open minds and intellectual curiosity of Brown undergraduates!

For one of my assignments for HIST 1202, "Formation of the Classical Heritage: Greeks, Romans, Jews, Christians, and Muslims," in lieu of a traditional essay, I opted to delve more deeply into sites I explored on my high school senior year trip to Italy. I created a presentation with photographs I had taken and researched the interplay of Greek and Roman influences in the sites. I was able to reflect on this amazing trip and view the sites through a new perspective due to my experience in this class. Since learning from my apartment limited my opportunities to physically explore new sites, I am thankful that my history and archeology classes can virtually transport me to ancient Greece and Rome.

RACHEL SKLAR, '22 (A.B. CLASSICS):

Below is the design inspiration Helen submitted with her image:



Paestum, PC: Rachel Sklar



Mausoleum of Hadrian, PC: Rachel Sklar

HELEN ZHOU '23 WINS SECOND CLASSICS BUTTON BADGE LOGO CONTEST

This year, Classics @ Brown held our second annual Button Badge Competition! We asked all undergraduates in Classics courses to create a design that they felt represented Classics at Brown University. Each year, the chosen image will be printed on a button badge and stickers as a fun way to show appreciation for the department, and to identify their fellow classmates. The winning submission will receive an Apple iPad for their design. This year the announcement of the winner was delayed due to the coronavirus pandemic, but was announced during a Virtual Zoom Reception held in the Fall. Helen Zhou, class of 2023 was this year's winner.



When first brainstorming my design, I knew that I wanted to represent the relationship between the languages of Sanskrit, Ancient Greek, and Latin through my logo design, since that is a major focus of the Classics Department at Brown. I used historical landmarks corresponding to each of the languages, with (from left to right) the Mahabodhi Temple for Sanskrit, the Parthenon for Ancient Greek/Ancient Greece, and the Colosseum for Latin/Ancient Rome. At first, because of the way that I colored the design, it looks like each building

is separate from the others, but when you look closer, each building is actually continuous with the one next to it, with columns that have their base on one building extending to a different structure entirely. Through this, I wanted to show that although the classical languages and their respective cultures, histories, etc. may ini-

tially seem disparate, they are actually interconnected.

Helen will receive her prize once there is more of a normal and consistent presence on campus for students and staff. Congratulations to Helen on her beautiful design!

MEET THE UNDERGRADUATES

MIA BROSSOIE, '22 A.B. GREEK & LATIN



My first encounter with Classics was in middle school when I elected to take Latin for its exciting tales of gods and mythical creatures. In high school, after trying my hand at Mandarin Chinese, I found myself returning to Latin after only one week of being apart. In my fourth year, I took IB HL Latin (Virgil and love poetry options) and only became more attached to the language. At that point, I realized that Classics was something I'd be interested in pursuing further in college. Upon arriving at Brown, I initially intended to concentrate in Biology and Classics (Latin track), but after taking a variety of Latin and Classics courses, I began to lose interest in STEM and became increasingly interested in Classics and its adjacent topics. This broader interest led me to also declare a concentration in Medieval Studies on the Late Antique Cultures track.

I'm primarily interested in the literature of Late Antiquity and the ways in which authors engage with prior literary traditions. This semester, I'm enrolled in an independent tutorial with Professor Pucci that explores several female authors, some in the original Latin and some in translation, and their varied experiences as being "other" and their feelings of alienation

from society. We started off with Perpetua and her supposed diary, the *Passio*, and Egeria and her *Itinerarium*. We're also looking to Dhuoda's *Liber Manualis* and Proba's *Cento Virgilianus*. These texts offer interesting insights into the relationship between identity and voice in literature. Important questions arise when thinking about genuine female voices in literature as opposed to male ventriloquism (for example, Ovid's *Heroides*) and these questions are particularly important when examining the study of Classics and its role in upholding narratives that have gone unchallenged for decades.

CAL CHEN, '22 A.B. CLASSICS



My name is Cal, and I am a junior from Shanghai, China studying Classics and Computer Science–Economics. I chose to study Latin in high school because I wanted to learn a language that is as old (or almost as old) as Chinese, my native language. I soon fell in love with the witty and passionate poetry of Catullus, the cocky yet comprehensive narrative of Julius Caesar, and the fantastical myths in Ovid's *Metamorphoses*. When I came to Brown, the first Classics seminar I took was Professor Pucci's "Idea of Self," which centers on expressions of selfhood in classical and medieval poetry. Through

our discussions of Sappho and Catullus, among other authors, I gained a new interest in classical lyric poetry, which has been a focus of my academic journey since then. Curious about the intersections between the classical tradition and my own culture, I have also compared ancient Greek and Roman poets to contemporary Chinese poets such as Bei Dao and analyzed similarities in their reflections on war and human conflicts. This October, I expect to continue my studies in Classics at St Anne's College in Oxford, which houses one of the three surviving copies of Catullus' manuscript.

Outside of Classics, I have tried to take full advantage of Brown's Open Curriculum: I have taken classes on Logic, Russian Literature, Gender Studies, Political Science, and (of course) Computer Science and Economics. While these subjects may appear very different, I see a lot of parallels and overlaps between them. They allow me to look at the world from different perspectives. In my spare time, I work part-time as a Student Technician in the Media Services department on campus, where I help troubleshoot technical issues in classrooms and on Zoom (I am actually assigned to help Professor Pucci's seminar on "Literary Worlds of Late Antiquity" this semester). I currently live in downtown Providence, where I am working hard to sharpen my cooking and baking skills under the guidance of my roommates.

COLIN OLSON, '23 A.B. GREEK & LATIN

I came into my first semester at Brown all but sure that I would be taking 8 semesters worth of Latin classes, focusing on the literary output of the Augustan Age, while possibly trying my hand at International Relations. However, that picture of my incumbent time at Brown began to dissipate at a rather rapid pace on the first day of shopping period. This is not to say that I wasn't enjoying my Latin; far from it, Professor Pucci's course on the *Confessions* had me practically jumping out of my seat, but the previously-foreign world of Ancient History now demanded attention. On the first day of Archaic Greek History with Professor Oliver, I was a nervous wreck. It was my first ever college course, I knew that my talkative impulses might have to be suppressed in a lecture environment, and, to be quite honest, I had no idea what the Greek Archaic Period was.

While my excitement for Greek History had already grown to a climax by the time Darius and Xerxes first appeared in our textbook, this new-found passion brought with it a great degree of anxiety. My neat vision of my future at Brown had now experienced at least ten revi-



sions with every development lending more and more time to pursuing Ancient History. By the time Xerxes was heading home, leaving Mardonius to care for the last of the Persian troops still in Greece, I was completely sold. Only one question remained: what to do next?

While Classical Greek History was a no-brainer (and still is a no-brainer for my peers who have years at Brown left and for those who will someday arrive on campus), I was hungry for a bigger picture. First and foremost, a terrifying realization began creeping into my consciousness—it was time to learn Ancient Greek. High school had seen me take one year of Ancient Greek which had the ultimate effect of convincing me that Ancient Greek was impossible; on the one hand, I could only get through present indicative endings, and, on the other, an ability even just to recite and recognize the alphabet had taken me longer than I care to relate. However, Ancient History was telling me to give Greek another chance and, having spoken to Professor Pucci and Professor Oliver, I was ready to take my leap of faith.

Spending ten weeks of my summer drowning in Hansen and Quinn's introductory Greek textbook was no simple task. Taking online classes through the University of California at Berkeley, I often found myself isolated at late hours of the night trying to un-

derstand when to use the optative rather than the subjunctive. But, upon my completion of the course, I felt a new sort of vigor and realized that I could reward my efforts with a deep dive into Ancient History.

This Fall I took two Ancient History courses (“The Fragility of Life in Ancient Greece” with Professor Oliver and “Imperial Roman History” with Professor Bodel) that did more than affirm my love for the twists and turns of the Greek and Roman world. I also was able to convince Professor Scafuro to allow me to take her course on Demosthenes, forcing me to muscle my way through the Greek syntax I had first encountered only months prior, and simultaneously forcing me to ask questions about historiography.

Although different from my original conception of my time at Brown, this semester my passion for Classics and the Ancient World has compelled me to do a deep dive into what the Classics department has to offer. On the one hand, it will be my first semester taking Latin and Greek simultaneously, on the other, my Ancient History itch continues to need scratching. While I hope to take a course on Late Antiquity, I have already begun working with Professor Oliver in an independent study to pursue my interest in Achaemenid Persia, an interest which will also allow me to present a paper at the Undergraduate Classics Conference of The University of Tennessee on the King’s Peace, the Corinthian War, and on Persia’s frontier policy.

I am beyond grateful to Brown’s Classics department. My interests have expanded in ways I could never have foreseen, and I have been guided and encouraged by every person, faculty or peer, that I have come across. As I look to begin my second half of my Undergraduate experience, I am relieved to know that I will be surrounded by familiar, encouraging people who will push me to work my hardest and who will reward me with a frenzied learning experience I will not soon forget.

DAVID SACKS, '22 A.B. GREEK & LATIN

I am fortunate to study within Brown’s Classics department. Homer, Greek mythology and the end of the Roman Republic drew me to Classics, and Plato, Cicero, Pindar, Horace and Tacitus have kept me firmly ensconced within the discipline. The intelligence and dedication of the Classics Professors of Brown University have facilitated an engaging and often fascinating intellectual experience for me, and I am most thankful for that. I’m especially grateful for the privileges

of working, most recently, with Professor Pucci on Horace’s *Odes* and his upcoming translation of Alcuin’s poetry, and of reading from the poetry of Horace and Vergil with Michael Putnam. Additionally, this semester I am the TA for a course I designed with Prof. Glenn Loury, which examines the history and nature of free inquiry beginning with Plato. Finally, though my career as a classical concert pianist has been rather constrained by the pandemic, I hope to return to the stage and perform at Brown soon — perhaps Bartok’s Second Piano Concerto with the Brown University Orchestra, as the winner of the 2019 Concerto Competition.



KATHERINE VAN RIPER, '23 A.B. LATIN

I came into Brown as a freshman eager to continue studying Latin like I had in high school, but definitely more focused on concentrating in English. I wasn’t sure what college Latin would look like, but I decided to try Professor Pucci’s seminar on St. Augustine’s Confessions. I left the first week of classes blown away at my classmates’ comments about the resonances of Classical Latin in Augustine’s prose. With the kind guidance of Professor Pucci, I realized that studying Classics in college combined my love for the Latin language with the literary analysis I enjoyed so much in English class.

My path to Brown Classics was not entirely random; my dad, Ran Van Riper, concentrated in Classics at Brown, studying Greek, Latin, and Sanskrit and graduating in 1988. Over parents’ weekend, my dad came to visit me, and we walked around campus together revisiting some of his favorite spots on College Hill. Macfarlane House was a star feature of that tour. As my dad reminisced about the classes he once took in Macfarlane, I had the strange realization that my

dad had once been the same overwhelmed freshman that I was. He had wandered around the same spaces, like the lobby of Macfarlane or the stacks of the Athenaeum, but he had also felt the same excitement that I did in my classes as he discovered new-to-him ancient authors. Some aspects of the department haven’t changed too much since the years he was here. After showing my dad a copy of Professor Emeritus Michael Putnam’s book *Virgil’s Pastoral Art* that Professor Pucci lent me for my paper on the Eclogues, I learned that my dad once read the Aeneid in Professor Putnam’s class. I took Imperial Roman History with Professor Bodel last fall, only to discover that Professor Bodel had also taught my dad during graduate school.

Now a second-semester sophomore, I have continued to explore late Latin with Professor Pucci in classes like “Alcuin” and the “Literary Worlds of Late Antiquity,” connecting these texts to my interest in religious studies and early Christian culture. Last semester, I dove into Latin love elegy with Professor DeBrohun and will continue to study with her this semester as we read Virgil’s Eclogues and Georgics. Latin literature has come alive for me, shaping my interests in English literature as well. My favorite projects have been ones where I can examine an English author’s classical roots or influences, like a paper I wrote last semester about Livy’s presence in Shakespeare’s epyllion *The Rape of Lucrece*. Over the next two years, I’m looking forward to studying new authors and, whenever possible, experiencing traditions like the Latin Carol Celebration again!



SRINAATH KIDAMBI PERANGUR, '23 A.B. SANSKRIT



I knew when I came to Brown that I would pursue South Indian Classical (Carnatic) music. I frequently perform Carnatic violin across the United States and India. However, I did not anticipate taking Dr. David Buchta’s course, “India’s Literary Classics,” and falling in love with the rich Indian literary tradition. My interests are in classical and medieval aesthetic theory, linguistic anthropology, and ethnomusicology. My coursework at Brown has helped me gain an appreciation for the poetry and theology of Carnatic music.

Last summer, I was fortunate to receive a SPRINT award for my research project about the ways in which contemporary Carnatic performance reflects medieval aesthetics. Under Professor Joshua Tucker (Music), I studied how the term *bhāva* has linguistic ties to sixteenth-century Bengali devotional-aesthetic theory. With support from the Classics Department, I organized a lecture-demonstration by professional Carnatic musician Vishaal Sapuram entitled “The Music and Lyric of the Carnatic Tradition.”

Now, I plan to concentrate in Sanskrit Classics and Chemical Engineering. I am studying Sanskrit musical literature and Tallapakka Annamacharya’s devotional Telugu poetry, both of which I hope to translate one day.

NEWS FROM OUR GRADUATE STUDENTS

TEACHING IN A PANDEMIC: ADJUSTING TO A NEW NORMAL

BENJAMIN DRIVER, Ph.D. CLASSICS:

I taught Herodotus to introductory Greek students this past semester, though it was an experience unlike any other as students were both in the classroom and on-line. It was difficult to manage so many different screens and voices which were sometimes disembodied, but the students had a positive attitude and a determination to persevere. One particular challenge was the reticence of many of the students at the beginning of the term. I think this was caused by the lack of community--people sometimes feel safer speaking and sharing with those whom they've met in person. I remedied this by assigning a student leader for each class, who prepared the assigned reading extra well, and fielded questions from fellow students during class, rather than me taking on that role exclusively. The students spoke more after and during this change, so I think it was a success! All the same, Herodotus is a joy, and the class was fun and educational for the students. The times may change, but Herodotus remains a classic, which helped them get through the term with more than a few smiles.



MAC CARLEY, Ph.D. CLASSICS:



This fall, I was the Teaching Fellow for Latin 300: Introduction to Latin Literature. While it was certainly an unconventional first teaching experience, my students and I were able to adjust to discussing Cicero's Catilinarian orations through Zoom issues, remote learning, and a global pandemic. I feel grateful to have had the opportunity to work with my group of friendly and enthusiastic sophomore students. We used online tools such as screen sharing and course Google Docs to simulate the in-class experience of a chalkboard. In class discussions, I emphasized the cooperative experience that remote learning offers; we explored different theories of translation and literary interpretation. At every turn, the students surprised me with the generosity of spirit they offered to each other and to me, and it was ultimately this sense of intellectual collaboration that made Latin 300 a positive academic experience for all of us.

GRADUATE ACTIVITIES

SAM BUTLER, Ph.D. ANCIENT HISTORY:



The outbreak of the global pandemic found me on the island of Crete, during what should have been the penultimate trip while a regular member of the American School of Classical Studies in Athens. Unfortunately, not only that trip, but the rest of the program was cut short, and most regular members returned to North America in early March amidst fears that flights would be cancelled. So instead of returning from a year abroad to the familiar comfort of departmental life, I began the long life of quarantine that so many of us have come to know. Yet while I was sad to miss the last few months of the program in Greece (especially a trip to the Isle of Delos), I am grateful for the six months I had at the American School. It was a once in a lifetime chance to visit a staggering number of ancient sites in Greece while forming friendships with other Ph.D. students that will last a lifetime.

AVICHAJ KAPACH, Ph.D. CLASSICS:

My piece "The Art of Mythical History and the Temporality of the Athenian *Epitaphioi Logoi*" is forthcoming in *Trends in Classics*. This paper examines the use of myth and history in the Athenian public funeral speeches (*epitaphioi logoi*), with the specific aim of revisiting earlier scholars' views on the use of time in these speeches. In October, 2020, I presented a paper at the Exeter Works in Progress seminar series, entitled "Sailing to Troy: Allusion and the Pluralism of the Past

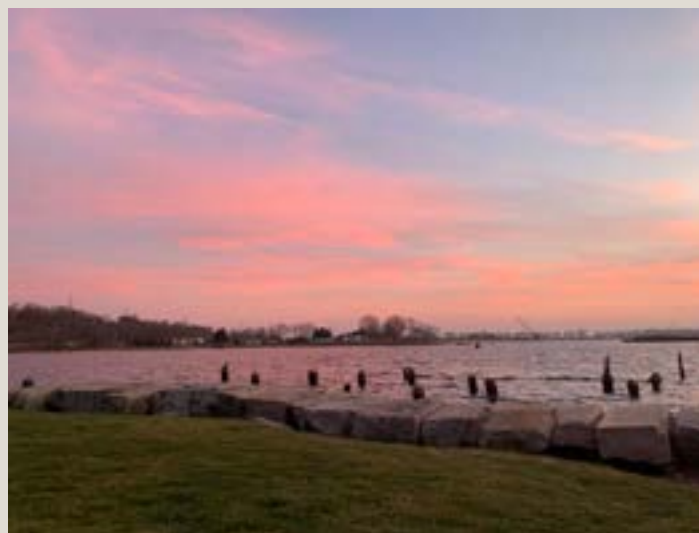
in Homeric Epic." This paper studies allusions made in the Homeric epics to the period immediately preceding the Trojan War, during which the Greeks prepared for the war, noting how the contradictory nature of these allusions have important implications for our understanding of how the past is conceived in the Homeric epics. In November, at a conference sponsored by the Universities in Wales Institute of Classics and Ancient History, on "Themes in Isolation" I delivered a paper entitled "The Solitude of Anna Soror: Intertextuality, Wordplay, and National Identity in Silius Italicus *Punica* 8.1-231." This paper discusses Silius Italicus' reception of the literary character Anna, the sister of the Carthaginian queen Dido, making the case that though Silius Italicus differed from his immediate source Ovid in his presentation of Anna's story, both poets ultimately constructed Anna as the last of the Carthaginians. Finally, at this year's annual meeting of the Society for Classical Studies, I delivered a paper to the Society for Ancient Religions' panel devoted to the theme "Laughing with the Gods: Religion in Greek and Roman Satire, Comedy, Epigram, and Other Comedic Genres;" my paper was entitled "Heracles' Inheritance and Other Paradoxes: Aristophanes on Euripides and the Anthropomorphism of the Gods." It argues that Aristophanes' depiction of the gods presupposes a strictly anthropomorphic notion of divinity which becomes especially apparent in his criticisms of the contemporary tragedian Euripides' depiction of the gods.



Presenting a paper virtually is a strange combination of convenient and unnerving. Given everything that is

happening in the world right now, it's certainly nice to be able to deliver a paper from the safety and comfort of one's own home, not having to worry about travel, social distancing, etc. But there are certainly some setbacks. Question and Answer sessions are somewhat more difficult, with the Zoom layout making it harder to engage directly with interlocutors, gauge reactions, etc. And obviously there is a certain cognitive disconnect when one is presenting a scholarly paper in his bedroom -- I haven't decided yet whether that disconnect is a good or bad thing, to be honest. In short, I feel like in-person presentations cultivate a more intimate and natural, and thus more productive, flow of ideas, feedback, etc. which is obviously not possible on the same level with the virtual meetings. All things considered, however, I feel like the virtual meetings I have been to (either as presenter or attendee) have gone better than I expected overall, and are still a worthwhile experience.

CLARE KEARNS, Ph.D. CLASSICS:



The past few months have been a whirlwind of papers and exams, coffee meet-ups and socially-distant walks. In spite of the unconventional start to my graduate career, I feel quite at home here in Providence and at Brown, for which I have the kindness and warmth of my fellow graduate students to thank. A particular highlight for me was a Queer Theories course, which -- among many other things -- provided compelling ways to think through this current moment of anti-norma-

tivity. In a way it has been nice to embrace such anti-normativity. I have very much enjoyed my daily walks through India Point Park, but am also excited to exchange them for daily walks to MacFarlane once the public health situation permits our gathering again.

ITAMAR LEVIN, Ph.D. ANCIENT HISTORY:



The International Conference in Classics and Ancient History (Coimbra, June 2021) assumes the role of a forum. The conference offers various panels that relate to all aspects of life in classical antiquity, including -- perhaps ironically -- death. The panel on necropolitics examines the applicability of this Foucauldian framework in ancient Greece. Building on Foucault's conception of biopolitics, Achille Mbembe coined the term "necropolitics" to address the subjugation of life to the power of death, especially in light of the destructive potential of modern weaponry. Banu Bargu had extended the definition to include all forms of practices that target death to employ power on the living. In my talk, "Two are Better than One," I return to Foucault's comprehension of power as a constructive force. Whereas scholars usually associate necropolitics with the mutilation of corpses and graves, I apply it also to the performance of funerals and the building of tombs. With this idea in mind, I explore the funerary practices for the war dead in fifth-century

Athens. Due to new regulations and customs, grave markers dated to ca. 490-430 are abruptly missing in archeology. According to the prevalent assumption in scholarship, since the city monopolized the commemoration of the war dead, family tombs became illegitimate. I challenge this perception, suggesting that families never fully conceded their privileges. Instead, they continuously erected cenotaphs as an addition to the mass grave built at public expense.

MARKO VITAS, Ph.D. CLASSICS:



As a unique feature of Brown's graduate education, the Open Graduate Education Program permits select Brown Ph.D. students to pursue an M.A. in a secondary discipline in addition to the Ph.D. they are already pursuing in their own field. The idea is to allow these students to gain a rare combination of skills that will enable them to write a dissertation from a unique academic perspective.

My secondary discipline is Assyriology and Egyptology. I would like to work on cultural connections in the ancient Mediterranean in the late 2nd and early 1st millennium B.C.E. -- more specifically, how the connections between Egypt, Anatolia and Greece helped shape the earliest extant examples of the Greek literature, most

notably the Homeric epic poems. As a Classicist, I have a firm grasp of the Greek perspective, but in order to pursue this research direction it is absolutely necessary to have an equally solid understanding of the other cultures of the ancient Mediterranean and their languages.

The fields of Classics and of Assyriology and Egyptology are closely related since they both explore, broadly speaking, ancient cultures of the Mediterranean, but they are in fact very different. First of all, a knowledge of different sets of languages is required (Greek and Latin for the one; Sumerian, Akkadian and Egyptian, among other ancient Near Eastern languages, for the other). Secondly, major literary texts from Mesopotamia and Egypt did not come down to us through a manuscript tradition, but are preserved on tablets, stones and stelae, which in turn means that the discipline has never been divorced from the materiality of texts, and that a great deal of archaeological skillfulness is always involved in interpreting them.

Already before embarking on the M.A. program, I had taken courses in Akkadian and audited courses in Middle Egyptian. In the Winter Semester 2020 I took an Akkadian seminar on Babylonian Medicine. In the Spring Semester of 2021 and later semesters I plan to take further courses that will help me improve my language skills and acquire a deeper insight into historical, intellectual and cultural perspectives of Mesopotamia and Egypt.

I spent most of the Spring and Winter Semesters 2020 working from home, i.e. my flat in Belgrade (Serbia), in the Central European time zone. Apart from embarking on the Open Graduate Education Program, I have won the CAMWS Presidential Award For Outstanding Graduate Student Papers for my paper on Pindar ("Name Replacement as a Stylistic Device in Pindar's Epinician Odes"), which I presented during the online edition of the CAMWS conference on 27 May 2020. I also presented another paper on Pindar ("Pindar's Losers") at the CUNY Graduate Center's 13th Annual Conference on Shame and Honor in Classical Antiquity, on 23 October 2020.

2021 FEATURED GRADUATE STUDENT: KELLY NGUYEN



Kelly Nguyen's research and scholarship have been much honored in the past year, in which she won the Erich S. Gruen Prize for the best graduate paper on multiculturalism in the ancient Mediterranean; earned the Women's Classical Caucus' Pre-doctoral Award for best graduate paper presented at a major conference; and shared the Women's Classical Caucus' Professional Equity Award, which she won on behalf of the Asian and Asian American Classical Caucus, which she co-founded. She was most recently awarded a Stanford Provostial Fellowship for Studies in Race and Ethnicity for 2021-2024, but plans first, in the summer, 2021, to take up a University of California President's Postdoctoral Fellowship. Kelly successfully defended her dissertation on February 16, 2021.

Congratulations on your recent publication in *Classical Receptions Journal*! We know it received a lot of positive attention and generated a lot of buzz. Can you speak a little bit about what that article was about? Why was the topic so important to you?

Thank you! My article analyzes the life and work of Phạm Duy Khiêm, the first Vietnamese classicist and a prominent political and intellectual leader in mid-20th century Vietnam. I explore how Phạm Duy Khiêm used his education in the Greek and Roman classical tradition to challenge colonial power dynamics and to explore his own intercultural identity. I stumbled across Phạm Duy Khiêm as

I was investigating the history of Classics in Vietnam. Previous scholarship in Classical Reception has overlooked the long and fraught relationship between the Greek and Roman classical tradition and Vietnam. Most people are shocked to hear that there is even a relationship, and yet one just has to look at Vietnam's writing system to see the remnants of that relationship: Vietnamese is one of the few Asian languages whose national written script has been officially Romanized. What's more, Greek and Roman antiquity played a key role in France's imperial agenda (e.g. the French Empire's narrative of inheriting the Roman Empire) and in safeguarding the colonial hierarchy (e.g. knowledge of Greek

and Latin as a means to curb access to French schools). As I dove into Phạm Duy Khiêm's work, I became fascinated by his subversive use of Classics to ultimately challenge the perceived inferiority of Vietnamese people and to create a "third space" that transcended the binary between colonizer and colonized. I decided to share his story as a window into the history of Vietnamese intellectualism in the field of Classics.

The article also serves as an intervention in previous classical reception studies that do touch upon "Vietnam," but only as a metonym of the Vietnam War. One of the earliest and most influential examples is Jonathan Shay's *Achilles in Vietnam* (1993), which uses the Homeric *Iliad* to better understand post-traumatic stress in American veterans from the Vietnam War. Shay's work has shaped an entire subfield of Classical Reception in which classical texts are used to comparatively study combat trauma in the ancient and modern worlds. However, while works like Shay's elucidate the experiences of American veterans, they disremember Vietnamese people by relegating them to the margins of history with racist stereotypes. The index of *Achilles in Vietnam* provides a disturbing example of Vietnamese disrememberance: "Vietnamese" does not appear as a stand-alone gloss—in its place is "Vietcong," with the additional gloss "See enemy, Vietnamese." The wider aim of my article therefore is to ethically remember Vietnamese people beyond the Americentric memory of the Vietnam War.

How has the COVID-19 pandemic interfered with or altered your research in terms of both scope and practice?

In its current form, my dissertation explores the relationship between Greco-Roman antiquity and Vietnamese communities in the negotiation of Western imperialism from the French colonial era in the mid-19th century to the present post-colonial moment. Originally, the scope of my dissertation was limited to the French colonial period in Vietnam (1864-1954), and

nam. The COVID-19 pandemic obviously put a stop to those plans. This interruption was frustrating at first, but it ultimately taught me to be intellectually agile. I had already been working on materials from the post-colonial period, which I was saving for a future project, so I decided to incorporate those materials and expand my scope beyond the colonial era. Rather than a comprehensive historical approach, I applied a multi-vocal one that traverses spatial and temporal constraints to put the colonizer, colonized, and decolonized in dialogue with each other. I think this change actually has enriched my project, which now examines how the Greek and Roman classical tradition was interpreted and applied not only in the colonization of Vietnam, but also in its decolonization. Through this more transnational approach that juxtaposes the Roman, French and American empires, I discovered a powerful pattern in the Vietnamese responses to imperialism: Vietnamese communities have reworked well-known Greek and Roman classical motifs to counter Western socio-cultural myths about them, whether as the "bon colonisé" of the French Empire or as the "good refugee" of the American imagination.

As you probably know, the Classics isn't known to be the most diverse field of study. As a woman of color, what do you think the Classics can do to become more diverse, inclusive, and accessible?

I am slated to be the first woman, and of course the first woman of color, to receive a doctorate from the Ancient History program. And to top it all off, I'm a refugee! It has not been an easy road, but I also did not travel on my own—I have benefited from excellent mentors and allies. In my personal experience, I think what is preventing Classics from becoming more inclusive is educational inequity, especially in terms of language instruction in ancient Greek and Latin. Access to these languages has historically been socio-economically and racially stratified. Students like me do not typically receive an education in Greek and Latin until college, and by then, we are already at a disadvantage since graduate programs in Classics require extensive training in them. Post-baccalaureate and Master's programs are expensive and out of reach for many students from underrepresented and underprivileged backgrounds. If it

were not for mentors who saw my academic potential beyond my language training, who took the time to read Greek and Latin privately with me to help me get up to speed, I would not have overcome these barriers. But how many students are fortunate enough to find these mentors? We cannot rely on luck—there needs to be institutional change. What Classics departments need to ask themselves is how they can disrupt this stratification and increase access to educational opportunities.

This past November, I attended an inspiring event about decolonizing Classics, hosted by undergraduates at Oxford University. One of the speakers, Dan-el Padilla Peralta, described the process of decolonizing Classics as "an exercise in redistributive justice." This struck me profoundly. I think Classics can become more diverse, inclusive, and accessible by applying this frame of thinking. On an individual level, how can we leverage our position to help others succeed? On an institutional level, how can we redistribute our resources to increase educational equity? The Classics department at Brown is already starting to do this: before the pandemic, there were plans to provide free summer educational opportunities to the wider Providence community. In addition to such community-oriented programming, graduate students in the department have also proposed free online language instruction and financial investment in the community.

Classics is, of course, the study of classical antiquity. Why do you think Classics is still relevant in the 21st century?

In its narrowest form, Classics is the study of the culture, history, and literature of the ancient Greek and Roman worlds. Yet, even in this narrow sense, Classics is necessarily interdisciplinary, drawing on philology, archaeology, and ancient history, among others. This interdisciplinarity is what initially drew me to Classics because I wanted to work with both literary evidence and material culture to explore histories of empire and the role that cultural diversity played in those histories. What has kept me in Classics is the comparative, critical lens that it provides in the analysis and understanding of my own multicultural society. Classics continues to be relevant, not because of some assumed general universality, but by its ability to engage with con-

temporary issues in meaningful ways. For example, in my dissertation, I engage with critical race, postcolonial, queer and feminist theories to provide insight into the process of decolonization, both within and beyond the field of Classics. In a future project, I plan to analyze refugee history in the Roman world and the U.S. through the lens of Critical Refugee Studies. This comparative approach allows to explore the status of refugees beyond the confines of the contemporary nation-state and to ultimately engage in the current debate on the definition of refugees.

Where do you hope to see Classics go in the future?

Greek and Roman antiquity have long played major roles in constructing and sanctioning violent societal structures, such as racism, nationalism and colonialism. The field of Classics itself has long been entrenched in Eurocentrism—its name, along with its capital C, betrays the exceptionalism it ascribes to Greek and Roman civilization. Recent classical scholarship has exposed the field's fraught history and many concrete initiatives have emerged to promote diversity and equity in the field—but of course, we still have a long way to go. I hope Classics will continue along this route by promoting more engaged scholarship. One way to do this is to embrace what my advisor, Johanna Hanink, has coined as "Critical Classical Reception," a subfield that "disrupts, interrogates and critiques the Eurocentrism of the authorized narratives of Greco-Roman antiquity and its tradition" (Hanink 2017, "It's Time to Embrace Critical Classical Reception"). This new subfield has grown quickly in the past few years, especially within public scholarship, but its acceptance by the academic community and within more traditional academic environments still faces many challenges. Yet, such a subfield is crucial to the growth of the field of Classics since it would pull in tenets from other "critical studies" areas (e.g. Critical Race Studies, Critical Ethnic Studies, and Critical Gender Studies) to diversify scholarship within a field traditionally dominated by elite, white men. I believe that this development in Classics would not only open up new avenues for rich and exciting research, but will also help cultivate the critical consciousness of the next generation of leaders and scholars.

FACULTY NEWS

HAPPENINGS IN SANSKRIT

This year my mind has been immersed in Sanskrit poetry and its classical theorization. In the Fall of 2020, a cohort of eight advanced undergraduates gathered on Zoom to read selections of Sanskrit poems from the 4th-12th centuries C.E. on topics ranging from the heat of passionate love to the cold of poverty and homelessness. Students simultaneously explored the early modern reception of these texts preserved in Sanskrit commentaries that draw upon the grammar of Pāṇini (5th century BCE), calendrics, and the mathematics of prosody, wherein Vīraha-ka discovered a certain numerical sequence about a half millennium before Fibonacci. Meanwhile, I am preparing a paper on the theorization of punning that develops in Sanskrit works on poetics from the 7th century C.E. into the early modern period. And I've learned how to cut my own hair.



David Buchta
Lecturer in Sanskrit
Department of Classics

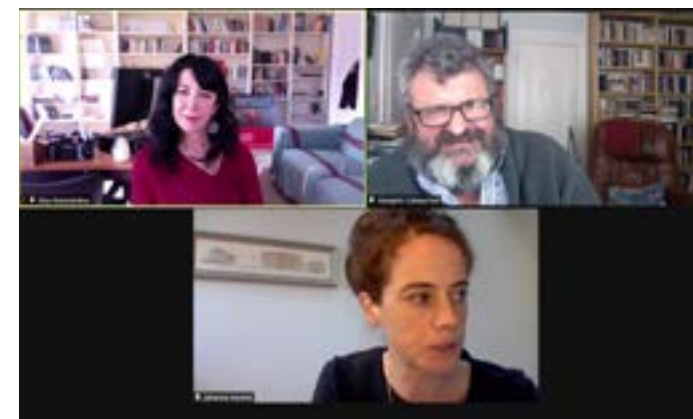
ON CONVERSATIONS ABOUT GREECE: A WEBINAR SERIES



Screenshot from the Golden Dawn webinar

As the world at large tried to adjust to the challenges brought on by the pandemic, the world of teaching and learning, traditionally reliant on personal relationships and face-to-face instruction, resorted to technology to counter the alienation and disruption of the new normal. New modalities were introduced to allow us to reach and teach our students, communicate with colleagues, carry out research and sustain a sense of community. Modern Greek Studies, which has enjoyed the hospitality and support of Brown Classics since its launch in 1995, was no exception. As we sought to re-envision not just the delivery of our curriculum but also the organization and implementation of our public program of events, we found an unlikely and unpredictably effective ally in Zoom, thanks, in large measure, to Tiffany Lewis and Justine Brown, Classics Administrative Assistant and Department Manager respectively.

Conversations about Greece: a series of webinars dedicated to literature, translation and scholarship from Greece, about Greece, and beyond, was borne out of discussions with Graham Oliver, chair of Classics, Johanna Hanink (Classics and Modern Greek Studies), Vangelis Calotychos (Comparative Literature and Modern Greek Studies) and Eleni Sikelianos (Literary Arts and Modern Greek Studies), in an effort to main-



Screenshot from the Johanna Hanink webinar

tain the presence of our program, promote the visibility of critical issues and new work from and about Greece, and beyond, to reduce the barriers to public outreach and intellectual exchange that were the outcome of social distancing. For the students of Modern Greek in particular, the webinars offered access to unique voices, provided an intercultural perspective, and cultivated the literacies that allowed them to juxtapose, integrate and respond critically to diverse discourses.



Screenshot from the Kid Pro Quo webinar

We were thrilled to see our audience growing from one seminar to the next and become increasingly engaged and invested in the conversation around topics and texts: *Adoption, Memory and Cold War Greece*, a new book by Gonda Van Steen about the hitherto little known Greek-to-American adoption movement; Patricia Barbeito's translation of Amanda Michalopoulos's *God's Wife*, short-listed for the 2020 National Translation Awards in Poetry and Prose; *Scorpion Fish*, new fiction by Natalie Bakopoulos; *This Way Back*, a new essay collection by Joanna Eleftheriou; a panel discussion on the Golden Dawn Trial and the landmark verdict against dozens of defendants; and last but not least, the forthcoming translation of Andreas Karkavitsas' *The Archeologist* and a selection from "Tales

from the Prow" by our very own Johanna Hanink. Information about the series of five webinars may be



Screenshot from the This Way Back webinar

found on our departmental website, as well as a selection of recorded material. What started as an experiment borne out of necessity developed into a useful tool for establishing presence, maintaining community and contributing to our university's humanistic mission. I could finish by saying "Watch this Space" about our spring webinar series, but I'd much rather see you all in person, at our next event.

Elsa Amanatidou

Distinguished Senior Lecturer, Department of Classics
Director, Modern Greek Studies

CONVERSATIONS ABOUT GREECE
a webinar series dedicated to literature, translation and scholarship from Greece, about Greece, and beyond

FALL 2020	
• Thu. 9/24/20	<i>God's Wife</i> , by Amanda Michalopoulos
• Fri. 10/9/20	<i>Kid Pro Quo</i> , by Gonda Van Steen
• Wed. 10/14/20	<i>Scorpionfish</i> , by Natalie Bakopoulos
• Fri. 10/16/20	<i>The Verdict: a Panel Discussion on the Golden Dawn Trial</i>
• Mon. 11/16/20	<i>This Way Back</i> , by Joanna Eleftheriou
• Fri. 11/20/20	Andreas Karkavitsas' writings translated by Johanna Hanink
SPRING 2021	
• Fri. 2/26/21	<i>Before Lyricism</i> , by Eleni Vakalo's
• Fri. 3/5/21	<i>600 Days in Hiding</i> , by Andreas Algava
• Fri. 3/19/21	<i>Land of Aeolia</i> , translated by Therese Sellers
• Fri. 4/2/21	<i>The Normalization of Cyprus' Partition Among Greek Cypriots</i> by Gregoris Ioannou
• Fri. 4/9/21	<i>Southern Europe and the Making of a Global Revolutionary South</i> , with Maurizio Isabella

ON THE MOVE

Over the past several years, Prof. Jim Fitzgerald retired, and Prof. Stratis Papaioannou decided to return to his native Greece with his family to teach at the University of Crete. Both colleagues played oversized roles in the life of our Department, and their departures left us impoverished. We wish both our colleagues well going forward.

JAMES FITZGERALD earned the Ph.D. at the University of Chicago in 1980, and was for nearly three decades a distinguished member of the Department of Religious Studies at the University of Tennessee, Knoxville. He was appointed St. Purandara Das Distinguished Professor of Sanskrit at Brown in 2007, and spent a dozen years here building on the strengths of Sanskrit studies established in previous decades by, among others, Otto Neugebauer, Gerald Toomer and David Pingree. In his scholarly work, which continues in retirement, Fitzgerald studies Sanskrit and ancient Indian literature and intellectual history. His research and writing



continue to focus on the translation of the vast Indian epic, the *Mahābhārata*, which dates back some two millennia, and on the interpretation of it as a work of religious, philosophical and political literature in its historical contexts. For the University of Chicago Press Fitzgerald is the general editor of the ten-volume translation of the *Mahābhārata*, and he is also the translator for a large segment of that series, including sections detailing hundreds of chapters of political, social, religious, and philosophical teachings that form the foundation of classical Hindu religions. This segment of the *Mahābhārata* comprises about twenty percent of the whole epic, and Fitzgerald's contribution forms volumes 7 and 8 of the series. Apart from his scholarly work, Fitzgerald developed at Brown a joint Ph.D. program in Classics and Sanskrit, and devised several unique tracks of study for undergraduates to combine and cultivate interests in Sanskrit and Greco-Roman antiquity. He also taught widely in Sanskrit language and literature at every level, and helped to continue the tradition at Brown of a thriving Sanskrit presence in the Department of Classics. Fitzgerald chaired the Classics Department in 2010-2011, a year of much activity and change, and remained a stalwart presence in our Department and

at Brown until his retirement in 2018. He and his wife, Palmira Brummett, a distinguished historian of the Ottoman Empire who was a member of Brown's History Department, have now relocated to South Carolina.

STRATIS PAPAIOANNOU earned the D.Phil. at the University of Vienna in 2000, and began his illustrious career at Catholic University of America in that year. Under a unique joint venture sponsored by Brown and Dumbarton Oaks, Harvard's Byzantine Studies Center in Washington, D.C, Papaioannou came to Brown in 2006 as Dumbarton Oaks Assistant Professor of Byzantine Studies, a position that allowed him the freedom to spend alternating calendar years at Dumbarton Oaks pursuing his scholarly projects. This was the first appointment in later and medieval Greek languages and literatures in the history of our Department. In 2007, Brown named Papaioannou the William A. Dyer, Jr. Assistant Professor of the Humanities. In 2011 he was promoted with tenure to Associate Professor and, in 2018, he became Professor of Classics. Papaioannou's research across Byzantine studies is wide-ranging, touching on the literatures and cultures of Byzantium, writ large, but also on issues of gender, self-fashioning, book and manuscript cultures, Byzantine visual cultures, Greek paleography, and Greek literary history. His interests include Modern Greek studies. During his dozen years at Brown he directed both the Modern Greek Studies Program and the Program in Medieval Studies, served as Director of Graduate Studies for Classics, and taught widely in Greek languages and literatures across the curriculum. His publications, too numerous to mention, include some six monographs, edited volumes, critical editions, and translations, dozens of journal articles and reviews, with several book projects on-going. A native of Trikala, Greece, Papaioannou couldn't resist the allure of his homeland, and returned in 2019 with his wife and children to Greece, to take up a Professorship in the Department of Philology at the University of Crete.



ALUMNAE/I NEWS

1960s

SCOTT ARMENTROUT, '63: During quarantine, I've been reading from a backlog of works which I've been meaning to "get around to", trying to anticipate what Borowitz' next satirical remark will target, sorting and digitizing over 12,000 slides, which we moved to Georgia from Baltimore a number of years ago, and helping with community support programs from a distance.

TOM O'NEIL, '64: In my 43 years of teaching Latin at Cohasset High School I have been privileged to have taught many outstanding minds. Recently I saw a former student on a National Geographic special on viruses and pandemics. Chris is one of the leading doctors investigating viral interaction between wild animals and humans due to people encroaching on habitats. A teacher's greatest pleasure is to see former students' successes.

During quarantine, I've been doing cryptograms and crossword puzzles. I try not to think too deeply about the loss of the Athenian and Roman republics.

STUART M. BUMPAS, '66: I have been a partner in Locke Lord, LLP, an international law firm, for over 45 years. My specialties include tax law, nonprofit organizations and art law. I have retained my interest in Classics, particularly imperial Roman history, over the years.

During the early days of the pandemic, my wife and I were in lockdown. This gave me an opportunity

to read *Circe*, by Brown Classicist Madeline Miller, '00, GS '01. *Circe* is a superb novel — in my opinion, on a par with *I, Claudius* and *The King Must Die*. I was also able to watch a recently acquired videotape of a lecture by former Classics Department chair, John Rowe Workman — this brought back many pleasant memories of days at Brown.



JESSE B. JUPITER, '68: In November 2020, I retired after 45 years as an orthopedic hand surgeon at Massachusetts General Hospital. In preparing to move for the winter, I am bringing along my senior thesis on the Emperor Claudius and some of my college texts.



1970s

JOHN SCOTT CAMPBELL, Ph.D. '79: I've retired after some twenty-five years *emeritus* from the University of South Florida. Over the years, I've also taught Latin and Classics at the University of Rhode Island, Louisiana State University, and Loyola University, New Orleans.

During quarantine, I still read a great deal and amuse myself playing the bagpipes.



WILLIAM H. LOWE, Ph.D. '79: I was recently awarded the 2020 Farrand Baker Illinois Latin Teacher of the Year Award.

During quarantine, I've been teaching Latin and Greek (remotely) at Loyola Academy — the nation's largest Jesuit high school — in Wilmette, Illinois.

1980s

JANE CHAPLIN, '86: I was on leave last year and spent the spring semester at Wellesley College. It

was fun to be back in the neighborhood where I grew up and to have access to the lovely library and stunning campus. The setting was a consolation as the northeast locked down. This semester I am back at Middlebury, teaching in person as much as possible, and finding everything going unexpectedly well.

1990s

CLARA SHAW HARDY, Ph.D. '90 & ROB HARDY, Ph.D. '91: Our plan for 2020 was to spend the fall term on sabbatical in Greece. Instead, we've stayed in Northfield, Minnesota, where Clara is a Professor of Classics and the David and Marian Adams Bryn-Jones Distinguished Teaching Professor in the Humanities. Clara's book, *Athens 415: The City in Crisis*, was published in April by University of Michigan Press. Meanwhile, I've started work on a commentary on *Odyssey 9-12* for *Dickinson College Commentaries*, which also published my commentary on *Selections from Bede's Historia Ecclesiastica*. I've been taking daily walks in the prairie (part of the Carleton College Cowling Arboretum) since the start of the pandemic, and I've written and published more poetry since March than in any other year of my life.

MEGAN R. LIPTON-INGA, '93: After graduating from Brown, I worked in Mexico for two years doing family planning health education training in the outskirts of Cancun, then spent a year backpacking in Africa, and a few years tutoring and working as a research analyst in Los Angeles. I received a Master in International Affairs with a focus on Economic and Political

CLASSICS ALUMNAE/I: WHERE ARE THEY NOW?

This year, we asked our alumnae/i network where they've been spending quarantine. Here are the results:



Development and Public Health from Columbia University in 2001, and was a Presidential Management Intern, and Public Health Analyst for Health Resources and Services Administration in New York for 3 years. A sick father and a new love brought me back to my hometown of Los Angeles in late 2003. For 16 years I worked at Children's Hospital, Los Angeles, as a research administrator, directing a pediatric weight management program and doing research on childhood obesity and diabetes. Along the way I got married to the "new love" and had a daughter who is now 9. Last February my husband and I both quit our jobs and moved to Lima, Peru with the plan to stay for the year and have my daughter do 3rd grade here. Her first week of school was fabulous. Then Covid came and the rest is history. We have been quarantined inside for much of the year but things are finally relaxing and we are able to explore more.

Because of quarantine, I'm on my 6th 1000 piece puzzle, have made quiches, and pies, and cookies galore, have fallen in love with Netflix (never had any kind of paid TV in the U.S.), am "doing 3rd grade online in SPANISH", and have taken up birdwatching.

VASSILIKI PANOUSI, Ph.D. '98: I am Professor of Classical Studies at William & Mary. In 2020, a collection of essays entitled, *Emotional Trauma in Greece and Rome: Representations and Reactions*, co-edited by myself and Andromache Karanika, was published by Routledge. Aside from the introduction, I also contributed an essay on combat trauma in the *Aeneid*. I have been working at William & Mary since 2005. Since leaving Brown, I married Kostas Orginos (Brown Physics Ph.D. '98) and we have two children, Niko (17) and Anna (14). I am currently working on a book project on the goddess Isis in Roman literature

as viewed through the intersectional lens of gender and ethnicity.

During quarantine, I have been teaching my classes remotely and trying to keep up with my research and writing. Outdoor running has helped my sanity tremendously, as well as practicing yoga. Currently I'm training to run a virtual half marathon in February. My kids' resilience as they deal with remote learning and being isolated from their friends since March has been a constant source of inspiration.



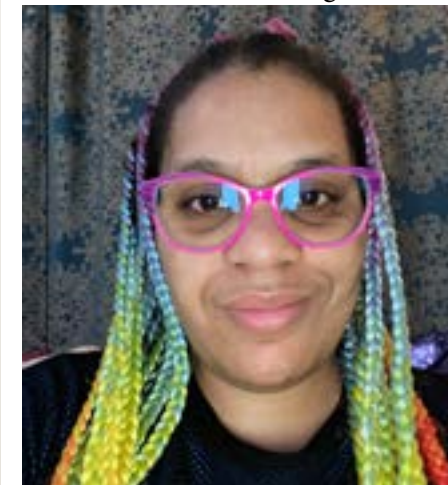
2000s

JESSICA PESCE, '06: On June 22, in Cambridge, MA, my husband Dan Ullucci (Brown Religious Studies Ph.D., 2009) and I welcomed a baby boy named Antonio Julian Pesce Ullucci. His middle name is a nod to our favorite Emperor because, of course, we're Classics nerds! As you'll see from the photo, Antonio (Tino, for short) is already working on his Brown application.

Being pregnant, giving birth, and being on maternity leave certainly made for an unusual quarantine. But we're very happy that we're all healthy and able to stay home and spend more time together in these first months of the baby's life.



ARIAYNE (ARI) HILLIARD, '07: I'm currently studying to get my Master's at Harvard's Graduate School of Education. I'm involved in several different clubs and hold leadership positions including chair of the Harvard Graduate School of Education's Planning and Events Committee, member of the Specialized Studies Leadership Team (my strand/"concentration" within the school which is actually being phased out this year so we will be the final cohort), and I'm doing a ton of work/activism around equity, mental health and support systems for faculty and students of color (my tentative study trajectory). I also have two internships currently and am in the process of making my long-term professional plans to work in the Department of Education in Washington, D.C.



During quarantine, I've played a lot of cello (before grad school) and wrote postcards/organized events for disenfranchised or purged voters. I also engaged in political activism and did a ton of reading. One of my book club books was written by Madeline Miller, '00, GS '01, whom I haven't had a chance to meet yet, but whom I have seen present her work previously.

MORGAN PALMER, '07: In January 2020 I presented papers for the Women's Classical Caucus panel at the Society for Classical Studies meeting and at the North American Congress of Greek and Latin Epigraphy at Georgetown University. Having grown up in the Washington, D.C. area, I enjoyed seeing so many classicists in my hometown, including several colleagues from Brown. This fall my article "Time and Eternity: The Vestal Virgins and the Crisis of the Third Century" appeared in *TAPA* (150.2: 473-97). I have also been appointed to a three-year term on the Society for Classical Studies Committee on Gender and Sexuality in the Profession.

During quarantine, I am continuing to teach at the University of Nebraska-Lincoln, where I am an Assistant Professor of Practice in Classics and Religious Studies. I am glad that we can use technology to provide some continuity for students while social distancing during this unprecedented time.

EDWIN WONG, '07: Salem Press will be publishing my book chapter "Greek Tragedy, Black Swans, and the Coronavirus: The Consolation of Theatre" in their forthcoming collection (Spring 2021) *LITERATURE IN TIMES OF CRISIS*. Black swans are low-probability,

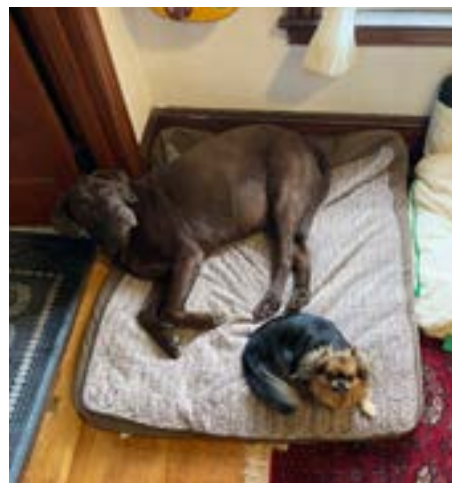
high-consequence events. While they cannot be predicted before the fact, commentators and analysts after the fact frequently come up with simplistic explanations (error, confidence, etc.,) explaining why they happened. The false sense of security derived from these simplistic explanations is a danger. My book chapter invites readers to consider how tragedy dramatizes black swan events and how, in doing so, can be our Muse in times of crisis.



ADAM KRIESBERG, '08: After moving around the country a bit over the past few years, I started as an Assistant Professor at Simmons University School of Library and Information Science in Boston in Fall 2019, and moved a bit farther north to Portland, ME, where my spouse's family lives. In March 2020, just as COVID was emerging as a full-scale pandemic, we completed renovations on a house we had purchased and moved in just as the statewide stay at home orders were issued. I feel incredibly lucky to have a home office and enough space to work from home, as I have been doing for nearly 10 months at this point, with another largely virtual semester on tap for 2021.

In addition to my work on campus,

virtually, I have been doing my best to stay busy and active while remaining close to home. Baking bread (and homemade pizza), riding my bike, reading, video-chatting with friends and family, playing the guitar (very poorly), and hanging out with my spouse and our furry friends: two cats and two dogs. Among the books I cracked during this time has been *Circe*, an excellent book by fellow Brown Classics alumna Madeline Miller, '00, GS '01! It was great, a fabulous re-telling of ancient stories that felt fresh and vibrant.



2010s

PETER BARRIOS LECH, Ph.D. '10: I am an associate professor at University of Massachusetts Boston, and working on two projects: one on politeness theory and Greek drama; the other on a topic in Latin syntax: the indirect question!

TED KELTING, '12: I've moved to San Diego to take up a job as an Assistant Professor in the Department of Literature (and Classical Studies Program) at the University of California, San Diego. I'm looking forward to continuing to think about Rome/Egypt cultural overlap, which I started working

on back when I was at Brown! I also look forward to proselytizing coffee milk on the West Coast.

During quarantine, I've been cooking! It's been fun to learn to cook new things.

KELLY LOUGHEED, '13: This summer, I got married in a very small ceremony at Pismo Beach, CA! My husband and I teach at the same all-girls school in Los Angeles, CA. Since beginning my teaching career in 2013, I have transitioned from teaching Latin to teaching computer science — a whole new world of languages!

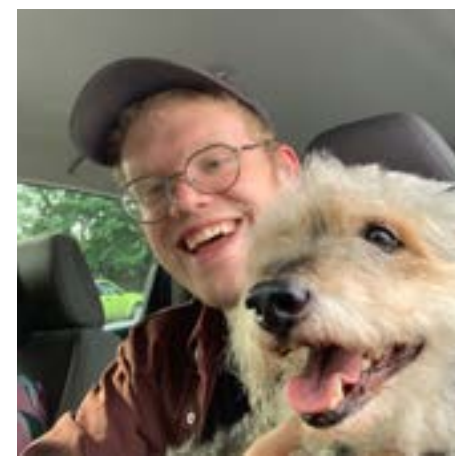
During quarantine, I've been studying Italian and, as always, preparing for the next trip to Italy once things are back to normal!



THOM FINLEY, '14: After a few years in California, New York, and Germany, I'm back in Rhode Island teaching high school social studies. I moved to Cranston in 2018 and am in my third year as an Economics and World History teacher at Blackstone Academy Charter School. I do my best to keep things engaging on the Zoom screen and I have enjoyed taking advantage of all of the rich history and community in Rhode Island, which is in-

creasingly feeling like a long-term home. Highlights of the fall include a writing project inspired by the Center for Reconciliation's work on the Rhode Island state name change, and an Economics unit focused on interpreting racial disparities in COVID data. When I'm not teaching virtually I'm reading far more than I used to and trying to stay safe indoors in our apartment.

During quarantine, I've gotten in lots of reading, including a return to some long-overdue topics from my undergraduate Latin major (late Antique and Medieval Christianity). Recently I've enjoyed the work of Richard Horsley on the politics of first-century Judea and I'm developing a small obsession with Viking religion and the Christianization of Scandinavia. I'm also consuming a lot of comic books, improving my skill in strategy games, and trying my best to keep up with a burgeoning Improvisation habit via Zoom. Before quarantine I was on track to finally learn Spanish, but my progress has taken a hit from the isolation.



GABRIELLA REYES, '17: Back in December 2019, I accepted an amazing job offer to be a teacher-librarian at a school in Beijing. And then COVID happened. I was a graduate student in London at the

time—within a month, all of the international students had to leave the country. I spent six months at home in Connecticut, the longest time I've been in the U.S. since graduating from Brown. I finished my Master's program and dissertation remotely. I was so lucky that my job let me work remotely until I could travel. In September, fortune favored me—I got approved for a Visa to move to China! The entire process was intense: I was tested for COVID multiple times (including a painful swab at the Shanghai airport at midnight), I was put in a Shanghai hotel room for two weeks and not allowed to leave, and then I had to make it to Beijing within 24 hours of testing negative for COVID once again. Now I am finally in Beijing, working at a job I love and living in a lovely apartment with an even lovelier cat.

During quarantine, I've been reading. I have read so many books this past year! This was my New Year's Resolution, and I ended up surpassing my original goal of 52 books by a lot (thanks quarantine?). I've also been working on translations and illustrations of two medieval Latin texts: the *Exempla* of Jacques de Vitry and the *Book of Herbs* by Albertus Magnus.



ELEANOR WALSH WILCOX, '17: First and foremost, I married

Blake Wilcox '16 on June 13, 2020. He double concentrated in German Studies and Russian Studies while I double concentrated in Classics and Medieval Studies, so between us we can read and/or speak about 10 languages. We had a very small wedding at my parents' house in Lancaster, Pennsylvania, with just our parents and wedding party in attendance. We hope to have a larger reception once it is safe to do so. This year I also began my third year teaching Latin at Fusion Academy. I ended the 2019-2020 academic year teaching at the Tysons campus in Virginia, but started the 2020-2021 year teaching at the Dallas campus, my new home (and the hometown of my husband). I was also recently named the Foreign Language Department Head at the Dallas campus, and I am looking forward to promoting the ancient languages from my new role.

During quarantine, I've spent some time reviewing Ancient Greek, largely inspired by re-reading my favorite novel (and the favorite of many Classicists, I imagine) *The Secret History* by Donna Tartt. I have also taken up piano, with the goal of learning how to play Debussy's Arabesque No. 1. Currently I am working very hard to master Bach's Minuet in G.



FACULTY DIRECTORY 2020-21

FACULTY

Elsa Amanatidou..... Distinguished Senior Lecturer in MGS, Director
 John Bodel.....W. Duncan MacMillan II Professor of Classics & History
 David Buchta..... Lecturer in Sanskrit
 John Cherry..... Joukowsky Family Professor in Archaeology & Classics
 Jonathan Conant..... Associate Professor of Classics & History
 Jeri Debrohun..... Associate Professor of Classics, DGS
 Sasha-Mae Eccleston..... John Rowe Workman Assistant Professor of Classics
 Mary Louise Gill.....David Benedict Professor of Classics & Philosophy
 Yannis Hamilakis.....Joukowsky Family Professor of Archaeology, MGS
 Johanna Hanink.....Associate Professor of Classics
 Kenneth Haynes..... Professor of Classics & Comparative Literature
 Avery Willis Hoffman.....Professor of the Practice of Arts and Classics
 Stephen Kidd..... Associate Professor of Classics
 Andrew Laird..... John Rowe Workman Distinguished Professor of
 Classics & Humanities & Hispanic Studies
 Pura Nieto Hernández..... Distinguished Senior Lecturer in Classics
 Graham Oliver.....Department Chair, Professor of Classics & History,
 DGS (Ancient History)
 Joseph Pucci.....Professor of Classics & In the Program of Medieval Studies
 Joseph Reed..... Professor of Classics & Comparative Literature, DUS
 Candace Rice..... Assistant Professor of Classics & Archaeology
 Amy Russell..... Assistant Professor of Classics
 Kenneth Sacks..... Professor of Classics & History
 Adele Scafuro.....Professor of Classics

EMERITI FACULTY

VISITING SCHOLARS

Deborah Boedeker
 James Fitzgerald
 R. Ross Holloway
 David Konstan
 Michael C.J. Putnam
 Kurt Raaflaub

Gaia Gianni
 Susan Heuck Allen
 Byron MacDougall

For more information about our faculty and visiting scholars, please visit
brown.edu/academics/classics/faculty

Yes! I'd like to make a gift to the Classics Department!

Please click the button below to make an electronic gift to the Classics Department. Your generous gift will support the continued study of classical antiquity at Brown University and the lively Classics@Brown community. Through your donation, the Classics Department can continue to foster an innovative and collaborative program, lead ground-breaking research in the field, and achieve excellence in teaching.



If you would prefer to send a check, please make your check payable to Brown University, and be sure to write "Classics Misc. Gifts — GFT638211" in the memo field on the check.

Thank you for your contribution!

Name _____
 Email _____ Class _____ Age _____
 Street _____
 City _____ State _____ Zip Code _____

Return this form together with your check to:

Brown University
 Cashier's Office
 Gift Cashier, Box 1877
 Providence, RI 02912

Have you thought about including Brown Classics in your estate plan? Call the Office of Planned Giving at +1 (401)863-9119. You can also email the Office of Planned Giving at Planned_Giving@brown.edu. In the body of your email, just specify that you are interested in a legacy gift to the Department of Classics at Brown.

