Dear Friends, Colleagues, Students, and Former Students, 

_Omnia mutantur et nihil interit_ (Ovid Met. 15.165). All things change, and nothing passes away. This year in the Classics Department is one of balancing continuity and change, as we adapt to the changing landscape of higher education while staying true to our field and its traditions. We are feeling this flux keenly in our classrooms. For many reasons – funding, core requirements, interdisciplinary programs – students have changed the way they design their schedule. We are working hard to adapt our curriculum to these new circumstances.

For example, intro Greek and Latin language classes traditionally meet five days a week at the same time each day. This no longer seems to be feasible for our busy students, so we are exploring other ways of configuring their classroom instruction, including individual mentoring time and online practice sessions. Our culture courses are changing too. Professors Scioli, Gordon and I have joined a multi-institution working group of humanities teachers all interested in redesigning their courses. We’re redesigning our department’s Greek and Roman Mythology course, to deepen the intellectual experience, to help students bring together textual and visual sources when thinking about myth, and to offer the course in various formats (including online) which share a commitment to rigorous analysis and student participation. We plan to revive (and rename) the “Word Power” course and will soon offer a few new courses – a freshman seminar on “Athens: City of Images,” one on “Writing about Ancient Greece and Rome,” and a pair of courses on “Greek / Roman Rhetoric in Theory and Practice.” We hope these changes will help students connect their study of ancient Greece and Rome with their other pursuits, academic or cocurricular. It is interesting to me that these changes coincide with the re-naming of our Classics professional organization, from the American Philological Association to the Society for Classical Studies. This broader, more inclusive name reflects the growing and changing parameters of our discipline. Now more than ever Classics is understood as a field that bridges many academic disciplines; that encompasses ancient Greece and Rome but also northern Africa, Asia Minor, the rest of Europe, and the Levant; and that speaks to every era since then, including our own. It’s no surprise that our course “Modern Themes, Ancient Models” attracts many students from beyond our major.

Sometimes these changes feel like challenges, but our firm belief is that they are also opportunities to rethink how and why Classics matters. I am reminded of a theme that pervades Latin poetry of the 30s BCE, a difficult decade of civil strife and uncertainty: does poetry offer an escape from the evils of the world? Or is it a force that can itself bring about change and point toward a better way? I think we can substitute “Classics” for “poetry” and say “Yes” to both questions. I hope with Vergil (Eclogue 4. 5) - _magnus ab integro saeclorum nascitur ordo_, “a great cycle of ages is born anew.”

Warm regards,
Tara Welch, Chair

Celebrating the Career of Stanley Lombardo

On Valentine’s Day the Classics Department gathered for an event that was, as Sappho calls it, “sweet-bitter.” On the eve of his retirement, we celebrated the work of Stan Lombardo in a manner befitting his creativity and bonhomie: a staged reading of Anne Carson’s Antigonick, a vibrant and disconcerting version of Sophocles’ play. Performers gathered from three KU departments and three other universities to read the parts. Kudos to KU Theatre Department’s Prof. John Staniunas for an exceptional Antigone. Stan himself played the part of Nick, a non-speaking role who moves about the stage with a yardstick taking the measure of things. Anne Carson played the Chorus, telecast from New York since weather forbade her

(continued on page 5)
The 9th Annual
Paul Rehak Symposium on Ancient Art

This past year's Rehak Symposium, organized by Emma Scioli and Phil Stinson, showcased recent research on some of the best-preserved ancient Roman villas on the Bay of Naples in Italy. Michael Thomas (University of Texas at Austin) and Regina Gee (Montana State) have worked together for several years at Oplontis, which is located just north of Pompeii. Oplontis is the site of two large and well-appointed Roman villas (known as A & B), which like Pompeii and nearby Herculaneum were buried by volcanic material during the eruption of Mount Vesuvius in 79 CE, which as some readers will know was eye-witnessed by Pliny the Younger, as described in a letter that he later wrote to the historian Tacitus. These villas were excavated some 40 years ago but have not been comprehensively studied until now. Michael Thomas co-directs the Oplontis Project along with John Clarke, also of UT Austin, and spoke about new evidence from Villa B for wine production. Regina Gee then introduced the fabulous monumental wall-paintings from Villa A and also shared her innovative thesis for "style narratives" in them. For the final presentation, Thomas N. Howe (Southwestern University) dazzled the attendants to the Rehak Symposium with a dramatic overview of recent archaeological excavation and survey work directed by him at the sites of several seaside villas near ancient Stabiae, on the southern rim of the Bay of Naples.

New Acquisitions for the Wilcox Classical Museum

The Wilcox Classical Museum acquired some new pieces in 2014: an Early Bronze jug and stand from Afghanistan, two Roman transport amphorae, an early Iron Age lamp from Israel, and two Herodian coins from Judea. The lamp and coins complement the Wilcox’s developing collection of early Judaica and the Jewish Studies Program’s offering of Jewish archaeology courses. The Afghanistan jug and stand were the gift of a local person whose grandfather had been a member of the US embassy in Kabul in the 1960s and had received these objects from the Afghan government. The two Roman amphorae were probably made in Lyon France in the very early 1st c. CE (Dressel type 1B); they were presumably recovered from a shipwreck (one is still barnacle-encrusted, the other has been cleaned). The two jars were a gift from the Museum of Natural History, University of Colorado-Boulder, which acquired the pieces long ago (before 1950); they arrived in Lawrence last June in the back of a U-Haul truck in the final stage (we hope) of a long and complicated journey.

Fr. Reginald Foster Visits Kansas

Last year, after I learned that Reginald Foster, arguably the premiere Latinist in the world, would be visiting Benedictine College for a week-long Latin seminar, I was intrigued. For a while, I had been wanting to work with Latin in a way that would truly test myself and put me out of my comfort zone. Even though I was exceedingly nervous—I have only been studying this language for a few years, after all—I decided to take a chance and stay for the whole session. My stint at Benedictine can only be described as Latin Bootcamp, but it was an experience that I shall not soon forget. Reginald Foster was an interesting character. On the surface, he appeared a curmudgeon, openly bemoaning the future of the Latin language, but after a few hours in his presence, I realized that this was all a facade; Reginald Foster is not only an expert scholar, but also a very amusing teacher. He loved to crack jokes, and he would even poke fun at many of the authors we were reading. (Can you imagine a Classicist poking fun at Cicero? Heavens no!) Furthermore—and probably more importantly—he is a genius, whose understanding of Latin is astounding. I was completely blown away when he rattled off complete, original Latin sentences, all the while I was trying to quickly decline my nouns and conjugate my verbs on the fly, something that I’m not at all used to. People say that Latin is a dead language, but with Reginald Foster in the room, this could not have seemed farther from the truth.

- Paul Thomas

Reginald Foster at KU, May 24, 2014

On the heels of his week-long stint at Benedictine College in Atchison, renowned Latinist and fabled teacher of Latin Fr. Reginald Foster generously offered a condensed version of his Latin reading workshop during a half-day session at KU. The event brought together a wide array of local Latinists, including faculty from KU, Washburn, and Benedictine, students, and high school teachers. Fueled by coffee and pastries, our group read through texts selected by Foster ranging from the comic playwright Plautus to the German humanist Pirckheimer. Picking out select phrases or words in each text, Foster spent most of the session demonstrating how much is missed by not reading Latin aloud, and several selections focused on instances of conversation, in which the idioms of the spoken Latin language were on display. Decidedly iconoclastic and unabashedly suspicious of standard Latin pedagogical practices, Foster made a case for “unlearning” many of the standard rules and paradigms familiar
On September 6th we hosted the second Oliver Phillips Latin Colloquium, a day dedicated to supporting Latin teaching at all levels in Kansas and the region. This year’s keynote speaker was Randall Ganiban, Professor of Classics at Middlebury College in Vermont. Randy is editor of a multi-volume series of commentaries on Vergil’s *Aeneid* for Focus Publishing. This series brings together several luminaries of Vergilian studies – Joe Farrell, Christine Perkell, Jim O’Hara, and Randy himself – to offer students a more comprehensive and nuanced guide to reading the *Aeneid* than has been available before. Randy, who has also written a book on the Flavian epic poet Statius’ reinterpretation of the *Aeneid*, spoke to the group about the language of deception that permeates the *Aeneid*’s first four books, and what this language contributes to our understanding of Aeneas as a hero. To round out the focus on Vergil, we also heard presentations on the manuscript tradition and on ekphrasis in the *Aeneid*, and visited the Spencer Research Library to see their facsimile of the Vatican Vergil manuscript and some other relevant material – early maps of Rome, early books, and the like. The interstices of the day were spend in conversation about classroom strategies, job openings, online teaching and spoken Latin. There were 38 participants from KU and local schools; it was very energizing to see everyone and share our love of Latin poetry.

Oliver Phillips Latin Colloquium

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From Jonah Baldwin, Latin teacher at Blue Valley North High School in Overland Park, KS

Regarding the Latin colloquium, I can’t say how much I have enjoyed this opportunity. It’s like getting to go back to graduate school, if only for a day. Teaching secondary school can quickly become repetitious and the colloquium is one event which injects some vitality into the start of my school year. Having Hans Friedrich Mueller at the first one was particularly timely and fruitful as I’d been working so closely with his text in designing my AP curriculum. This year’s discussion on deception in the *Aeneid* is one which I have recently drawn on in reading Book 2 and exploring Aeneas’ general bewilderment in it. Also, I had never been to the Spencer and I plan to take my seniors there as an end of the year treat. I hope to give them the opportunity to examine some of the same texts which were on display when we visited. So, in précis, it is a very worthwhile event.
**Department News**

**Gournia 2014**

John Younger was excavating again at Minoan site of Gournia in eastern Crete for two months in the summer of 2014. And everything paid off: we have the entire Pottery Workshop (over some 4,800 sq ft!), probably one of the largest buildings of its day (ca. 1800 BCE): one main building with two wings, underground magazines for storing raw clay, deposits of raw clay in the building, some 10 kilns, a “grand staircase,” and three potter’s stations where we know the ancient potters sat and made the pots. And, yes, we have the pots, over 50 intact vessels, and lots of tools, including about 100 fragments of potter’s bats (the clay disks that they created the pots on, hand-turning them). And we know where the clay came from, from Vasiliki, another Minoan site some 5 km to the south.

There were some interesting surprises. The three buildings surround an open-air courtyard in the exact center of which was a shallow pit cut into the bedrock, and in the pit was a brick and on the brick was a cup full of burnt material (grains?), and covering all this flush with the bedrock was a potter’s bat. This is the first time I’ve ever excavated anything that was obviously ritual. Two more surprises concerned potter’s bats: one had a Cretan Pictographic inscription clearly incised in it (an example of the first written script in Europe) and another had a shallowly incised cow with an even more lightly incised calf inside her.

In order to understand the Pottery Workshop, last Winter I took pot-throwing classes at the local Arts Center in Lawrence. Every lesson I learned something new about pot-making and about the Pottery Workshop, constant “ah ha!” moments. So I invited my teacher, Kyla Strid, to Gournia to help me interpret the finds. She came the last week of the excavation and as we walk around the building she would say, “Now here is where I would do this; and here is where...

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**CAMWS in Waco, TX**

The 110th annual meeting of the Classical Association of the Middle West and South (CAMWS) was held at Waco, Texas in April 2-5, 2014. The site of the meeting was the Waco Convention Center and the adjacent Hilton Hotel, located in central Waco on the banks of the Brazos River. Nearby was the beautifully restored bridge over the Brazos that dates to the days of the storied Chisolm trail. Also nearby is Baylor University, which hosted one session of the convention.

Five current students in the classics department gave papers, Wesley Hanson, Jamie Jackson, Josh Parr, Andrea Samz-Pustol, and Ross Shaler; as did three former students, Elizabeth Adams, Stephen Froedge, and Emily Kratzer.

Sallust’s presentation of the relationship between animus, deeds, and words was the theme of Wes Hanson’s paper. Good deeds proceed from the animus, and good words describe those deeds. Jamie Jackson looked at the image of the triumph in Lucretius, in particular how it is associated with the triumph of Epicurus and of Lucretius himself. Josh Parr argued that swords found in the so-called ‘warrior graves’ at Knossos may not indicate that they were warriors or that they were men. They could have religious significance in female burials. Andrea Samz-Pustol considered how the placement of the statues of Cocles and Cloelia in Rome affects the way these two stories are associated in Valerius Maximus, Pliny and Cicero, and even in Vergil’s depiction of Aeneas’ shield. Elizabeth Adams spoke on the fluid gender of Caenis/Caeneus in Ovid’s Metamorphoses. In Ross Shaler’s paper, the role of fortune was examined in Polybius’ account of the capture of Achaeus. In brief, Achaeus’ capture was due to fortune, in that he could not know that a seeming friend, Bolis, was an enemy; but in retrospect the cause can be seen: Bolis was governed by irrational greed. Stephen Froedge looked at the unreliable narrator in Lucan, specifically with respect to what Caesar saw or did not see at the ruins of Troy. Reports vary. Emily Kratzer’s paper was concerned with “Sporting Life in Ancient Greek Utopian Thought.” Sport in antiquity was generally thought of as utilitarian, but the Platonic dialogue has some of the qualities of sport. Prof. Shaw spoke about rhetorical strategies in Thucydides.

At the concluding dinner, once again we were treated to the pyrotechnic Latin rhetor Prof. James May, after which the Chancellor, Ken Starr, spoke about the medieval origins of the university, and President Monica Cyrino addressed the topic, “Why Does Classical Reception Matter?” An event worthy of deep deconstruction.
I would do that.” And when we visited a traditional Cretan pot-making village we got to see professional Cretan potters doing exactly the “this” and “that” that Kyla had talked about. Why change techniques if they work so well, right?!

The next two seasons will be devoted to studying the Pottery Workshop and its finds in preparation for a final publication slated in 2016.

- John Younger

An aerial photo of the Pottery Workshop at the end of the 2013 season. Areas excavated in 2014 include the upper left corner and the large unexcavated area in the lower center.

Lombardo

(continued from page 1)

flight. The magic of Skype allowed us to project her face on a screen looming over the cast.

Carson's rendering of Antigone is briefer than Sophocles’, and punchier. There is no rest for performer or audience. To me, the pace gave the strong impression of the antagonists’ unwavering resolve from the get-go, of conclusions drawn too quickly, and of no chances for repentance. The emphasis on time throughout the translation also lent a sense of unstopability. The fourth choral stasimon (in Sophocles, a plea to Bacchus to help Thebes) begins thus: “Another, another hour, an hour and a half, a year, a split second, a decade, this instant, a second, a split second, a now, a nick, a neck…” and ends “Here we are; we’re all fine. We’re standing in the nick of time.” Jocasta later asks, “Have you heard the expression ‘in the nick of time’? I asked my son, what is a nick?” Carson encourages a dispassionate reading of the lines, which likewise contributes to a sense of the unmovability of the characters and of their inevitability. To me as I participated (I read Jocasta), these features of Carson’s interpretation made the play feel more tragic, more painful than I usually find it. This is a product of the performance as well; human voices speaking in real time trump the distance of a page reading every time. It was a real treat for all of us to be witness and part of this incarnation of Sophocles’ masterpiece.

Just before the reading we honored Stan at a reception. His friend and collaborator Bill Levitan from GVSU paid tribute to Stan’s work, as did Spencer Museum of Art curator Saralynn Reece Hardy and I. Stan responded with a valediction drawn from Vergil’s Eclogues: “Go little goats.” The event brought together many important facets of Stan’s extraordinary 39-year career at KU, including the Hall Center for the Humanities and the Honors Program, but we can sum all those facets up with two words: poetry and friendship.

-Tara Welch
ELIZABETH BANKS: For me another Lerna year. Lerna VI on the Early Bronze III settlement was published in 2013, and the final editorial work on the Neolithic settlement, Lerna VII, occupied much of my time and that of Michael Fitzgerald, the American School of Classical Studies at Athens’ excellent editor on the project. We hope for a 2015 publication date. I have continued to revise my 1967 dissertation on the Bronze Age finds for publication as Lerna VIII, the alpha and omega of my too-long association with this project!

TONY CORBEILL: After more than a decade of irritating family and students by asking them to imagine the biological sex of inanimate objects, the appearance of my book late in fall 2014 will allow me to end this torture: Sexing the World: Grammatical Gender and Biological Sex in Ancient Rome (Princeton University Press). The past year has allowed me much travel, biking down Sardegna with Jocelyn, giving a talk on pseudo-Quintilian in Brazil, moving to Vassar for the 2014-2015 academic year where I serve as Blegen Fellow, and participating in a “laugh-in” organized by Mary Beard in Cambridge (UK). Veeeerrrry interesting ...

PAMELA GORDON: I went up for promotion last year, and I am happy to report that my wonderful colleagues made the arduous process completely stress free and even enjoyable (for me, that is). As my daughter Mei Mei says, I am now a “full-fledged” professor. I saw some former students at the annual meeting for the Society for Classical Studies (formerly the APA) in New Orleans in January. I gave a paper called “Code-switching for Epicurus in the Late Republic” in a session on “New Frontiers in the Study of Roman Epicureanism.” Focusing on Cicero’s Epistulae Ad Familiares, my paper examines two divergent strategies in Roman discourse about Epicureanism: the use of Latin translation versus the use of embedded Greek. I gave a talk on a related topic at Baylor University in November, and I also plan to go to the annual meeting of the Classical Association of the Middle West and South in Boulder in March. In the Fall semester I taught a new version of my Euripides seminar, with Helen added to the syllabus. Students who have taken my grad seminars in previous years may be interested to hear that most of this year’s assignments had firm due dates!

ALEXANDER HALL: In July, I attended a week long summer school in Greek paleography at Lincoln College, Oxford, leaving with knowledge and skills that should prove very helpful for chapter two of the Book (more on that in a moment). This Fall, I taught honors myth, Greek gender and sexuality, and Greek literature and civilization. This last was a new experience for me, and I enjoyed the opportunity to try out a variety of readings and projects (though the students did not enjoy being made to compose orally in meter). I finished an article on the end of the Homeric Hymns, and in doing so fleshed out the shape of the Book, which will investigate the origin and organization of the Homeric Hymn collection. I’m looking forward to participating in a first book workshop at the Hall Center in the Spring. I’m also excited to be teaching a graduate seminar on poetry and oral culture (this may involve more oral composition: we shall see). But of course the most exciting event of the year for me has been joining the KU Classics Department as a visiting assistant professor. My family and I have enjoyed getting to know Lawrence, and I could not have asked for a more welcoming community or a more stimulating place to teach and write!

STAN LOMBARDO: Retirement seems to suit me well, as it does my wife Judy, who also entered this state of bliss last May, but I do miss regular contact with colleagues and students. I have been busy with such projects as visiting Taiwan to do readings from and lectures on Homer, and learning enough Akkadian to start a translation of the Epic of Gilgamesh. There seemed to be no way to go but backward from Homer, and so far it’s been a good trip.

EMMA SCIOLI: 2014 was a year for innovations in teaching. In the Spring I
developed and taught a graduate seminar on ekphrasis in Latin literature. We began with Cicero and ended with Statius, and our discussions (and final papers) often involved redefining the parameters of ekphrasis to include several vivid passages that could be profitably considered “ekphrastic.” I am currently teaching Classics 148 (aka the Myth Course) in three formats: face-to-face, hybrid online, and online. With the invaluable assistance of several open-minded GTAs, I have been able to refine several assignments and develop new ones to see what type of assessment works best in each environment. I’ve been pleasantly surprised by several experiments with “flipping” the large face-to-face course. I’ve enjoyed participating with Pam Gordon and Tara Welch in the Course Redesign in the Humanities Project as I think about how to maintain both rigor and accessibility across the three audiences for the course. I was pleased to share some of my work on the reception of antiquity in film with audiences at the annual meeting of the Kansas Junior Classical League in April and at the Film and History Conference in Madison, WI, in October. My book on dreams and visual art (and, yes, ekphrasis) in Roman elegy is in press and will appear in Spring 2015.

MICHAEL SHAW: I was immersed in Greek history in the Fall of 2013, teaching a seminar in Thucydides and overseeing Ross Shaler’s thesis on Polybius. I am continuing to work with Thucydides this fall, working on ideas that came out of that class, in part. I managed to fill a gap in my Thucydidean interests in late December, when Anne and I spent a day scrambling about the huge Hellenistic era fort in the heights above Syracuse, “Epipolae,” where the Athenians tried and failed to encircle that city in the Peloponnesian war, and we also wandered through the huge quarry where the Athenian prisoners endured miserable conditions.

In the Spring, I took the bold step of teaching Classics 230, Greek Literature and Civilization, as a hybrid course. It worked surprisingly well, and since I met individually with each student four times in the semester, I think that helped to reduce the impersonality of such a method. I gave a paper at CAMWS in April, and listened to the papers of our impressive graduate students, past and present. During the summer, we took in a number of modern plays in New York, which helped prepare me for my course this fall in “Modern Drama and the Classical Tradition.” This follows on the work I did to produce the article, “Mac Wellman’s Antigone: the Hegelian theme,” which appeared this spring in Modern Drama.

PHIL STINSON: Phil is in between research projects—finishing up old ones, and beginning feasibility studies and fundraising efforts for new ones. Exciting prospects for Phil exist at both Aphrodisias and Sardis in western Asia Minor, modern Turkey, Greek and Roman archaeological sites where he has conducted fieldwork for years, but for now he must remain silent regarding the specifics. During the past year, Phil along with Emma Scioli organized the 9th Annual Paul Rehak Symposium on Ancient Art on the subject of new research on the wall paintings and archaeology of Roman villas on the Bay of Naples in Italy. Phil also gave talks at Duke University and Swarthmore College on his Afghanistan project, and on the digital humanities and study of Roman architecture. He also took on a new university service responsibility, the co-direction of the Hall Center’s Faculty Seminar in the Digital Humanities.

TARA WELCH: This teaching year has been rich in Latin - I taught the letters of Cicero and Pliny to 15 excellent undergraduates in the Spring, and beginning and graduate Latin this Fall. I am eager to get back to poetry and myth in the Spring, when I will teach a writing course on Medea. My Tarpeia book is finally in press, and I submitted an article on the consolation motif in Valerius Maximus. A high point of the year was traveling to Europe with my family for 5 weeks. Amid the pizzas and renaissance masterworks were two professional delights: a conference at the University of Trent, during which my halting Italian got a thorough workout, and a trip to the Louvre - my first.
Vanessa Copple, BA 2010: Salvete!
After leaving KU, I went into the Arts Administration graduate program at the School of Public and Environmental Affairs at Indiana University, Bloomington. I discovered my passion for event planning and began working for large music and film festivals across the country. I am currently working for the Sundance Institute as a Regional Manager for Park City Theatres. Last summer I married my Jayhawk sweetheart Jonathan Simon. He is a Communications Officer in the Marine Corps and we moved to Okinawa, Japan last year. It’s been a fantastic experience! I taught English to a Japanese kindergarten class for one term. I’m currently working with the USO of Okinawa to start a film festival for the troops overseas. We adopted a black kitten when we settled in; her name is Pegasus! Peggars, for short.

Rebekah Curry, BA 2013: After a year in Austin, I still can’t bring myself to accept tacos as a breakfast food. Besides keeping up with my classes, since the summer I’ve also been busy as a student intern at the Dolph Briscoe Center for American History, working on their Bernard Rapoport Legacy Project. In the School of Information’s mentorship program, I’ve been fortunate enough to maintain a connection to antiquity through classics librarian Sheila Winchester. Meanwhile, in my life outside UT, my first chapbook of poetry, Unreal Republics, is available for order from Finishing Line Press: http://bit.ly/ZPu8CO.

MUSEUM IN A WAR ZONE

Here, this unreal world: where the excavated torso of Venus invites our gaze, where Christ is always being crucified, where a barefoot girl stands in a photograph, blankly pubescent. We walk through an echoing silence, knowing that all things are possible while the dead still live, while the sky remains one color, while the limbs of a lacquered nude are poised in its dance. For a moment, we are a portrait. Then the lights must dim. The doors must be locked behind us.

Outside, it is winter. The possibility of sirens waits in the darkness as you walk past some nameless rubble, back to a place familiar from hunger and the smell of dust. In thirty years, an echoing museum will acquire the print of a white-boned corpse crushed by a beam, and quietly display it as an artifact of the century’s foreign war.

Beth Florea, BA 2000: I just wanted to share the good news that I was accepted into the Mellon Summer Institute for Italian Paleography at the Getty. There were more than 900 applicants and only 15 places so I’m very flattered that they chose me. This of course will be a great opportunity for both my research and dissertation on Rustichello da Pisa and Italian Arthurian romances (I was promoted to ABD status March 5th).
Melissa Goldman, BA 1995, MA 1997: Melissa is starting her fifth year at Los Alamos Middle School, where she teaches French, German, and Latin. She is also working on a Master’s in Special Education with an emphasis in Autism Spectrum Disorders from New Mexico Highlands University. Her current research considers the intersection of High Functioning Autism and giftedness and obstacles in obtaining accurate diagnoses. For the past two summers, she has also been a lead teacher for an engineering camp, indulging her interests in science and building. Melissa and her wife April live in Los Alamos, New Mexico, with their two sons: Alaric, 11, and Maxentius, 4.

Alexis Knutsen, BA 2014: I have been enjoying my new job as an analyst at the Critical Threats Project at the American Enterprise Institute here in D.C. My work focuses on tracking current and emerging national security threats in Yemen and Africa, with a main focus on al Qaeda in the Arabian Peninsula. I have already gotten to write a few pieces on the collapse of the Yemeni government and the threat to the U.S. homeland, which you can see at criticalthreats.org. D.C. is a lovely city to live in, full of history and lots of good restaurants!

Toby Moody, BA 2010: Since completing my MA in the Classics department at the University of Iowa (2012), I have been working on a master’s degree in the Urban Planning department back here at KU. During my time in the planning department I have been doing social policy research with Prof. Lyles and assisting with undergraduate instruction. I am on track to complete my MUP this December (2014) and am beginning to apply to Ph.D. programs. My main research interests focus on the reception and value of classical rhetorical and political theory in modern civic discourse.

Matt Naglak, MA 2012: Since the Autumn of 2013 I have been a PhD student in the Interdepartmental Program in Classical Art and Archaeology (IPCAA) at the University of Michigan. During this time I have been a part of several projects in the field sponsored by Michigan, including the Gabii Project at Gabii, Italy and the new Notion Survey Project just outside of Ephesus in Turkey. Back in the US, I have had the opportunity to present at several conferences, including a paper on Cicero inspired by a seminar class which I took at Kansas with Prof. Corbeill. Also on the local front, I have continued working with Prof. Stinson on tracing the traditional water systems in Afghanistan known as karez, a project we presented in October at the International Conference on Remote Sensing at Duke University. Life is busy but really great!

Josh Parr, MA 2014: This year at Gournia I cataloged, drew, and researched the project’s metal finds. During the study season next summer I will continue my research and begin to write a chapter on metalworking at Gournia for the final publication.

I spent my weekends hiking alone or with friends through the prickly hills of Lasithi. One day we discovered a lovely mountain-top vineyard instead of the Minoan settlement we were looking for. The owner, a Cretan man, had worked on several digs in the region, and he knew we were archaeologists right away—most likely because we were lost.

Andrea Samz-Pustol, MA 2014: After a harrowing cross-country move, I have started my first year at Bryn Mawr College in the Classical & Near Eastern Archaeology PhD program. Bryn Mawr’s campus is beautiful and near several other universities with strong archaeology programs. There are several archaeology lectures in the area each week! At Bryn Mawr I will continue my studies of Archaic and Classical Greek archaeology, focusing on colonization, art, and architecture. I am especially enjoying my courses on style in Greek art and the role of archaeology in shaping the modern Greek nation, and next semester will be shifting my attention to ancient Athens, the Assyrians, and Greek mortuary practices. This past summer I returned to Gournia in Crete to participate in the final season of excavation. Having spent two summers in Crete, it was hard to leave such a fascinating site and such great people. I plan to return to the Mediterranean next summer to participate in another excavation. I’m very much enjoying living in the Philadelphia suburbs and getting to explore the city occasionally. The East Coast has so much to offer - I have many museums to explore within a small radius! Despite the drive through narrow mountain passes with a massive moving truck, I am thrilled to be living in Pennsylvania and studying at Bryn Mawr. Thanks to KU’s Classics department for helping me get to where I am today!

Department News

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we got to spend an hour handling artifacts, learning how they were made and their significance to Roman culture. The role of classics in secondary schools is a focus of the Classical Summer School and throughout the program we discussed how to implement similar activities in a classroom and how to share Roman culture with our students. All-in-all, the summer ended with a much more intimate knowledge of how Rome became the influential power that it is today.

Kaitlin McAlexander, Classics major

When I came to the University of Kansas as a freshman I was determined: I was going to become a doctor. My first and second semester, I stayed true to this course. I took the classes that would get me into med school, but my second semester, I happened to find myself in a class that had nothing to do with pre-med. I walked into the first day of CLSX 148, Greek and Roman Mythology, skeptical about how this would help me to achieve my college goals. Little did I know that this class would change my entire college experience. I found myself thoroughly enjoying this class more than any of my other classes but wanting to know more than just the myths of classical antiquity. I wished to immerse myself into ancient Greek and Roman culture. I became a Supplemental Instruction leader for the mythology class I had taken the previous semester, and I was sold. By the end of that year, I was no longer pre-med and had declared a Classics major. In looking back on my college experience thus far, I cannot imagine where I would be without the knowledge I have gained as a Classics major. There is no degree, no course of study that truly supplements every other aspect of learning, like Classics does.
KEYNOTE SPEAKER
Jessica Westerhold, University of Tennessee, Knoxville
“A scrip ta puella writes herself:
Byblis’ epistolary strategies in Ovid
Metamorphoses 9.450-665”

MASTER OF CEREMONIES
Stanley Lombardo

DEGREES
M.A. in Classics
Kirk Bray
Jamie Jackson
Ben Niedzieiski
Jordan Noller
Josh Parr
Andrea Samz-Pustol
Ross Shaler
Casey Thacker

Masters Theses
Jamie Jackson
“In utramque partem tum Graece tum Latine: Code-Switching and Cultural Identity in Cicero’s Letters to Atticus”

Ben Niedzieiski
“Cicero’s Post Reditum ad Quirites: A Stylistic Commentary”

Josh Parr
“Funeral Processions and the Chamber Tombs of Knossos”

Andrea Samz-Pustol
“Art and Memory: Textual and Spatial Analysis of the Statues of Horatius Cocles and Croelia”

Ross Shaler
“Narrative Structures in Polybius’ Histories”

Casey Thacker
“Hero, Villain, Defender, Destroyer: The Characterization of Scipio Nasica and His Interconnectivity With Tiberius Gracchus”

Bachelor of Arts
Andrea Acosta Caballero
Elizabeth Boyles
Richard Coughlan
Leonardo Cuevas
Ian Dahl
Kristen Efurk
Caroline Kastor
Alexis Knutsen
Danielle Saavak Williams
Philip DePew (minor)
Collin Eubanks (minor)
Dustin Holbrook (minor)
Stuart McConnell (minor)
Emily Nichols (minor)
Vicki Stadler (minor)
Christopher Stratman (minor)

Undergraduate Honors Theses
Elizabeth Boyles
“In utramque partem tum Graece tum Latine: Code-Switching and Cultural Identity in Cicero’s Letters to Atticus”

Ian Dahl
“Representations of Barbarians on the Columns of Imperial Rome”

Alexis Knutsen
“Oppositional Themes and the Construction of Woman: A Thematic Reading of Imru’ Al Qays’ Mu’allaqat”

Award Recipients
Hannah Oliver Latin Prize
Jack Rogers 1st Place
Richard Coughlan 2nd Place

Sterling-Walker Prize in Greek
Graduate Student Category
Ross Shaler
Undergraduate Category
Elizabeth Boyles

Albert O. Greef Translation Award
Latin: Paul Thomas
Greek: Josh Parr

Tenney Frank Award for Study Abroad
Andrea Samz-Pustol
Josh Parr
Keith Follmer
Kimberly Read
Paul Thomas
Maria Holt
Brendan Jester

Mildred Lord Greef Award
For best paper written for a Classics course since Spring 2013
Graduate Student Category
Ross Shaler
Undergraduate Category
Richard Coughlan
Maria Holt

Austin Lashbrook Award
For outstanding overall contribution to the Classics program
Andrea Samz-Pustol

Oliver C. Phillips Scholarship
Kimberly Read

KUDOS
M.A. Students win University Awards in 2014
Josh Parr (M.A. 2014) won KU’s Carlin Graduate Teaching Award after teaching CLSX 148 (Greek and Roman Mythology).

Lizzy Adams (M.A. 2013) won KU’s Outstanding Thesis Award for her thesis “Esse videtur: Occurrences of Heroic Clausulae in Cicero’s Orations.”
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A box on the form allows you to specify your particular interest. Unless otherwise directed, we will use your gift exclusively for student scholarships. Gifts of any size are greatly appreciated.

Oliver Phillips Scholarship Fund

This fund honors the memory of Professor Phillips with awards going to prospective Latin teachers.

For information on direct giving, please see: http://www.kuendowment.org/depts/classics/philips