

THE OCCASIONAL CLASSICIST



NEWSLETTER OF THE
DEPARTMENT OF CLASSICS
AT BROWN UNIVERSITY

60

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THE OCCASIONAL CLASSICIST

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Macfarlane House



Wilbour Hall

LETTER FROM THE CHAIR



Welcome to our third edition in this new series of the Occasional Classicist. Please find inside the covers in this somewhat slimmed down edition, news and updates about students, past and present, a feature article about Amy Russell, and pages highlighting new books that colleagues in the department have published.

As I write in late Spring 2022, I look back on another Covid-affected year, a year in which we have however been able to return to more a normal pattern of teaching and research. The resumption of in-person classes has been welcomed by Faculty and students alike. Nevertheless, as we know, the global Covid pandemic is not over and we are always aware that new health and safety requirements will be introduced or re-introduced. One observation that one can draw from the way that the University has operated is that the health, safety, and welfare of students, Faculty, and staff, has been the institution's main focus during these difficult times.

Among highlights of the year, our Spring semester saw several events including our three named lectures, the Putnam, Robinson, and Grimshaw Gudewicz events. These were increasingly well-at-

tended as audiences gradually resumed in-person attendance as opposed to online participation. Our graduate students organized the Grimshaw Gudewicz lecture that featured Emily Wilson and should be congratulated for a very successful event. Elsa Amanatidou, Director of Modern Greek Studies, has organized an ever popular series of talks and discussion and was able to feature book presentations and discussions of two of our colleagues, Yannis Hamilakis and Johanna Hanink (see the New Books page for their publications).

Among Faculty news, we celebrate the publication of new books and articles which captures special attention given the difficult circumstances that the pandemic has presented. It is a real pleasure to report that David Buchta has been promoted to Senior Lecturer (with effect from July 1, 2022). David runs our Sanskrit courses and has worked above and beyond offering extra courses to maintain a sequence of language classes and courses in translation. Faculty and graduate student offered courses that allowed first year students to take classes in a staggered year (Spring and Summer 2021).

In the Classics Department we have

seen some administrative changes this year. Our former Department Manager, Justine Brown, moved on to the Department of Sociology where she oversees a bigger administrative team; Tiffany Lewis moved to the Department of Comparative Literature where she will be able to focus better on other areas that she wishes to develop. Tiffany (five years) and Justine (three years) have offered extensive support to our community and we thank them for their service. Our new Department Manager, Julie Cullinane, has joined us in Spring 2022, moving from the Department of Gerontology and Palliative Care. We are very lucky to have Julie with us, and she has been helped out for some of the semester by Brittany Pereira.

The Classics Department is fortunate to have such an extensive network of support. One of the significant endowments that our community benefits from, the Bruce Donovan Memorial Fund, is really transforming the ways in which we can support our students and Faculty. As we move, we hope, to a time where we can start to plan with more confidence, I am sure that 2022-2023 will see us take advantage of the resources that we can use to benefit our wonderfully energetic students and Faculty.

As ever, the role of Chair offers a unique perspective from which to see how all the different parts of our community come together. The Occasional Classicist, so brilliantly produced by Susan Tang ('23) and our editor-in-chief, Joe Pucci, offers us a chance to reflect on what our community is doing, and whets our appetite for what lies ahead. Let us hope that 2022-2023 will bring peace and an end to the existing health and economic crises.

Enjoy your Summer, stay well and keep safe, you, your family, and loved ones. Graham Oliver Chair of Classics.
Graham Oliver
Department Chair

CELEBRATING THE CLASS OF 2021

BACHELOR DEGREE RECIPIENTS

JOHANNA APPLETON

A.B. Latin; A.B. Biology

JUAN (JACK) ANTONIO BRIANO

A.B. Classics; Neuroscience

JUSTIN CHIANG

A.B. Greek & Latin; Applied Mathematics

KELLY CLARK

A.B. Classics; Computational Biology

ABIGAIL CREIGHTON

A.B. Latin

BENJAMIN FINK

A.B. Classics; Economics

HANNAH GROSSERICHTER

A.B. Greek; History

KALEB DAVID HOOD

A.B. Classics; East Asian Studies

ANNABELLE DIANA HUTCHINSON

A.B. Classics; Economics

ZOË MERMELSTEIN

A.B. Latin; History

ELI SHEA

A.B. Classics; Computer Science

MIRANDA CLARE TRIEDMAN

A.B. Classics; Biology

ABBY WELLS

A.B. Greek & Sanskrit

NOAH MOSHE WELLS

A.B. Latin

DOCTORAL DEGREE RECIPIENTS

STEPHANY "STEVIE" HULL

Ph.D., Classics

AVICHAJ NATANEL KAPACH

Ph.D., Classics

KELLY NGUYEN

Ph.D., Ancient History

For more information about our 2021 graduates and their accomplishments, please visit

<https://www.brown.edu/academics/classics/alumnaei/recent-graduates/class-2021>



Starting in the top left and going clockwise: Johanna Appleton, Juan (Jack) Antonio Briano, Justin Chiang, Abigail Creighton, Hannah Grosserichter, Annabelle Diana Hutchinson, Zoë Mermelstein, Noah Moshe Wells, Abby Wells, Miranda Clare Triedman, Eli Shea, Kelly Nguyen, Avichai Natanel Kapach, Kaleb David Hood



CELEBRATING THE CLASS OF 2022

BACHELOR DEGREE RECIPIENTS

MIA C. BROSSOIE

A.B. Greek & Latin; Medieval Studies (Late Antique Cultures Track)

CIARAN CAHILL

A.B. Greek

CATHERINE (CAL) CHEN

A.B. Classics; Computer Science-Economics

SEAN PATRICK ERVINE

A.B. Classics; Economics

CHARLOTTE EVERETT

A.B. Classics; Economics (Business Track)

EFFI-ANNA BRYNN HOLSTON

A.B. Classics; Linguistic Anthropology; Hispanic Literatures and Cultures

LUCY MERRILL KAUFMAN

A.B. Greek; Political Science

JACK MALAMUD

A.B. Latin; Political Science (American Track)

PAUL MICHAUD

A.B. Classics; English; Religious Studies

ZARA LEI NORMAN

A.B. Greek; History

DAVID PAINE

A.B. Classics; Music

MARIJKE PERRY

A.B. Latin; Music

HORACE QIAO

A.B. Classics

DAVID SACKS

A.B. Greek & Latin

RACHEL SKLAR

A.B. Classics; Health & Human Biology

MAYA SMITH

A.B. Classics; Economics; Medieval Studies

ACHUTHA SRINIVASAN

A.B. Sanskrit

JAMES TSATSAROS

A.B. Classics; Applied Mathematics-Computer Science

AMELIA ANAHID WYCKOFF

A.B. Greek; Comparative Literature (Literary Translation Track)

AURIA ZHANG

A.B. Classics; Applied Mathematics-Economics

For more information about our 2022 graduates and their accomplishments, please visit

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



Starting in the top left and going clockwise: Mia Brossoie, Cairan Cahill, Cal Chen, Sean Ervine, Charlotte Everett, Effi-Anna Brynn Holston, Lucy Kaufman, Zara Norman, Marijke Perry, Horace Qiao, Auria Zhang, Amelia Wyckoff, James Tsatsaros, Achutha Srinivasan, Maya Smith, Rachel Sklar, David Sacks, Paul Michaud, Jack Malamud

NEWS FROM OUR UNDERGRADUATE STUDENTS

CATHERINE NELLI ('23) AND SRINAATH PERANGUR ('23) WIN 4TH CLASSICS BUTTON BADGE CONTEST

This year, Classics @ Brown held our third 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 button badges and stickers as a fun way to show appreciation for the department and to identify fellow classmates. Catherine Nelli and Srinaath Perangur, both class of 2023, co-created this year's winning design. Each received a \$75 gift card to the Brown University Bookstore.

Catherine studies Comparative Literature (Sanskrit, French, English) and International and Public Affairs, and Srinaath is concentrating in Classics on the Sanskrit track, and in Chemical Engineering.

Below is the inspiration for the design that Catherine and Srinaath submitted with their image:

This design seeks to unite all three major languages of the Classics Department at Brown. It depicts the symbols of the goddesses of knowledge in the Greek, Roman, and Sanskrit traditions. The owl is the mark of both Athena and Minerva, the Greek and Roman goddesses of wisdom and learning, while the white lotus is a symbol of Sarasvati, the Hindu goddess of knowledge and education. The design is simultaneously an owl with lotus wings and a larger lotus in the shape of an owl. This is a nod to how the Sanskrit and Greco-Roman classical traditions are inextricably bound, both linguistically and intellectually. The double-image also represents how the Classics Department at Brown groups these three traditions together and how the dissemination of knowledge and learning is influenced by this grouping.



Congratulations to Catherine and Srinaath on their beautiful and thought-provoking design!

A WORD FROM OUR DUG

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

After a year of almost total dormancy, our initial goal for the DUG was to plan events that would foster a sense of community. Last year, there was a general sense of distance, both geographically and socially among the undergraduate students, so we wanted the DUG to encourage new friendships and nurture existing relationships.

At the outset of the fall 2021 semester, outreach was a bit of a challenge. Due to the timing of the COVID-19 pandemic, many students had forgotten about the DUG or were not yet enrolled at Brown during the DUG's period of activity. Brainstorming feasible and fun plans also posed a challenge, given the ever-changing public health guidelines. However, as the semester progressed, we were able to find our groove and the pieces started falling into place. We were able to gen-

erate a healthy list of ideas for events and were successful in our application for funding from the University.

We've been truly thrilled at the opportunity to hold a range of in-person events with refreshments this year. Once per fortnight we hold a Classics tea, a tradition pulled from pre-pandemic times. These teas have been such a joy to host because they bring all members of the departmental community together over snacks and conversation. We were also able to host the much-anticipated Classics movie night, which featured the be-

loved Disney film *Hercules*. To bring the fall semester to a close, we hosted a trivia and pizza night (can you name three ancient horses?) and study drop-in hours. For the spring semester, we planned to install a lending library in the lounge. We also planned more trivia nights and hosted a variety of celebrations over refreshments.

These are exciting times for the DUG and it has been an absolute pleasure nurturing the reinvigoration of the Classics undergraduate community.

SUMMER RESEARCH

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

This past summer, I was fortunate enough to work via an UTRA grant with Professor Oliver. Having taken Archaic Greek history, Classical Greek history, and "The Fragility of Life in Ancient Greece" with Professor Oliver, as I got my hands of Maria Brosius' new companion to Achaemenid Persian history relatively soon after it was published, I quickly emailed my instructor who had made me so excited about the Persians in the first place. Professor Oliver quite generously was willing to embark upon an independent study with me over the course of Spring 2021, and, as the semester rolled on, he floated the idea of spending a summer preparing a course on the same topic. For me, this was a dream job. Thus, in an effort to help with the preparation of CLAS 1230 "The Persian Empire and Achaemenid Culture," with the immense help and oversight of Professor Oliver I spent this summer break tracking down useful articles, creating documents for section meetings, building a digital map for the course, separating the content into digestible topics, creating a course timeline, and writing a sample commentary on a passage of Herodotus by which students might explore the practice of commentary-writing before handing in their first assignment.

Most enjoyable were the days in which, under modified COVID restrictions, I was able to see Professor Oliver (and Professor Bodel along with Tiffany and Justine among others) to discuss face-to-face the work of the past week, potential future steps to take, and, occasionally, the EURO 2020 soccer tournament. Beyond helping my burgeoning knowledge about Achaemenid Persia, my experience in this UTRA forced me to grapple more fundamentally with aspects of research and peda-

gogy that I hope to take with me for the rest of my life. I benefited immensely from listening to Professor Oliver speak about what makes a good leading question on a section handout, which topics might cater most to a student's interests, and what skills he hoped to provide students at the course's end. Throughout the summer, I was extremely fortunate to learn from a Professor whom I respect so much and was thrilled to immerse myself into material which has piqued my interest for some time.

Of note, I also spent time this summer working for Professor Bodel and the U.S. Epigraphy Project. As Professor Bodel, Scott DiGiulio, Elli Mylonas, and Sophia Papandonatou all worked to teach me about XML encoding, aspects of epigraphy, and the inner-workings of a digital humanities project, I had the good fortune of experiencing the joy of encoding my first inscribed object (a stamped amphora handle from the University of Pennsylvania's collection) and was lucky enough to learn on a weekly basis from a very talented team. Working through museum catalogues to determine an object's stone type, or to figure out whether the letter I saw was in fact an epsilon, was extremely rewarding detective work, and I was so pleased to be introduced to an important and cutting-edge facet of Classics with which I had no prior experience whatsoever. In short, I have many people to thank within the Brown Classics department for what was my best summer yet.

SOPHIA PAPANDONATOU, '22

A.B. LATIN

Through Brown's UTRA program, I spent this past summer working for the U.S. Epigraphy Project—a

digital repository of the U.S.'s Greek and Latin inscriptions—under Professor John Bodel. The majority of my work was with the collection of Latin inscriptions owned by the Kelsey Museum of Archeology. I was responsible for updating our metadata and transcriptions to fulfill the project's current standards and for discovering where we were lacking information. The research I did to fill these gaps—mostly related to the objects' provenance—introduced me to the interesting history of how and why the U.S. came to own such collections.



While researching the Kelsey collection's provenance, I encountered one inscription in particular that had an especially intriguing history. The complete inscription (an epitaph dedicated by a father to his young son) had originally been discovered in 1751. It had since disappeared from the records until a fragment—now held by the American Academy at Rome—was found and identified in 1908. Another fragment—this one held by the Kelsey Museum—was identified only in 2005. The inscription's history and the text itself are rich enough that I have turned them into the subject of my thesis.

I also worked on translating the inscriptions within the Kelsey collection, which was an interesting challenge because these inscriptions are not the literature with which most students are familiar, and many were fragmentary. Translation itself was complicated too because I was balancing conveying the meaning, order, and nuance of the source text with the need to keep the translation sounding natural in the target language. I was forced to consider deeply what to prioritize. The fragmentary nature of the inscriptions also pushed me to familiarize myself with patterns within Roman epigraphy—common formulae and abbreviations, repeated themes, variations in spelling—in order to supplement the gaps in the inscriptions.

Overall, the work was interesting and fulfilling. I have put a lot of effort into refining the project's edition of this collection, and my colleagues were a delight to work with. Ultimately, this past summer gave me a chance to explore the sort of work I wish to pursue in the future.

UNDERGRADUATES ABROAD

FELIX MONTGOMERY, '23 A.B. GREEK & LATIN

Some people have the good fortune of seeing a "sign." For Constantine, a vision of the chi-rho in a dream precipitated his victory at the Milvian bridge. When Saul fell off his horse, he stood up a changed man. And when I listened to Unknown P, British rapper, comedian, and extraordinaire say "big-up Felix, big-up Monty" five days before my

submission for a study-abroad, I had my own sign.

With spring and summer now behind me, I have fallen into the rhythm of a "real" college experience once more. It is a more than welcome change. Eighteen months spent at home in Queens—the Venice of North America—does not quite compare with the hallowed halls of the Bodleian Library, or the green grasses of Brasenose college. And a great change indeed! Oxford is, perhaps, the single greatest college bubble

which exists on Earth. For eight weeks, three times a year, students descend upon this quaint and historic town to squeeze as much learning out of books, professors, and friends. It is a sprint from start to finish—never do I think that I have become so much smarter in such little time. The things of the real world melt away into abstractions; those are only distractions from the sole *raison d'être* of studying. What matters most in a week is how well-prepared I am for my tutorial.



Yet, nothing has been more enjoyable for me at Oxford than just that: my Philology tutorial. For those who are unfamiliar with the term, Philology is the reconstruction of the hypothesized mother language of Greek, Latin, Sanskrit, Hittite, and a whole slew of other languages. Referred to as Proto-Indo-European, its study is most often reserved exclusively for graduate specialists in linguistics; at least at Brown, the study of this course as a formal subject for undergraduates is not possible. So, imagine how wonderful it is to specialize in a subject so niche as this. Case in point: for my last tutorial, I struggled through a reading which included such titillating lines like "to focus on certain modal features of an eventuality (rather than its taking place as such,

let alone its result): e.g., the underlying P's only partial involvement/affectedness (Jane is pulling at the table vs. Jane is pulling the table) or the underlying A's general inclination/habit to carry out the eventuality (e.g., Mary tells funny stories)"; so that, after much reading and rereading I was still confused. No worries though—as a visiting student, I have the rare privilege of asking the man who had written these lines in his tome, *The Origins of the Greek Verb*, the very next day at lecture.

Study abroad has expanded my mind in many ways—in addition to the academics, it has driven home to me that world-class education should be affordable for all. Full tuition and board for a U.K. student at Oxford costs approximately \$15,000 USD. Though a pretty penny, in a world where Brown is a "non-profit institution," but full tuition costs \$80,000 USD, it's a no-brainer that many simply "can't afford to go." And who can forget all the other wonderfully mercantile and grubby trappings of our great country? The cost of the National Health Service as a foreign national is a tenth of Brown's \$5,000 "Gallagher health plan." Whereas I'd be lucky if thirty dollars "back home" got me to Athens, Georgia, over here I can get to the actual Athens for less or the same. Indeed, the U.K. and Europe actively try and enrich the lives of students and young people—from free museums to opera tickets for £5, youth hostels for \$10 a night, and discounted travel passes for all across the continent, this society takes time to invest in the education of its young people. Of course, it's not all roses, but it does a far sight better than even the most forward-thinking of American cities.

Over here, I've had the chance to study under the brightest minds, to socialize with some interesting folks, and to live life as an "actual" college student.

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

For the entirety of this academic year, I am continuing my studies in Classics and Ancient History at St. Anne's College within Oxford University. Despite normally using a one-on-one "tutorial" system in which a Professor meets with their student to discuss the week's material, my *Iliad* class for the Fall involved quite a large contingent of St. Anne's classicists as we moved through

the epic poem as a group. This was extremely enjoyable from my perspective as it facilitated many new friendships and gave me a community of very talented Classicists to work alongside. In conjunction with these weekly thematic essays, I spent Thursday afternoons involved in an *Iliad* reading group led by a Ph.D. student; spent some time working on Greek and Latin prose composition; participated in Professor Matthew Leigh's weekly classical reception reading group (where I presented on St. Augustine and spoke about his fascination with repurposing earlier Latin authors thanks to the insights of Professor Pucci); and attended various lectures on Lucretian philosophy, Greek coinage, Roman urbanization, Alexander the Great, and the various issues worth considering in relation to my reading of the *Iliad*. Throughout this time, perhaps most notable are the hours of instruction with Dr. Jonathan Katz, Oxford's orator (a fellow responsible for the composition and recitation of the University's Latin speeches); Dr. Katz's understanding of Greek and Latin beyond purely grammatical convention has been hugely instrumental in my progression as a student of both languages. On Thursday and Friday afternoons, I must not end my Latin prose sentences with a dactyl and spondee (lest I advertise the fact that I am no Cicero), and must be sure to leave "verse" words out of my Greek.



Aside from academic endeavors, I have had ample opportunity to enjoy myself in my new surroundings. I have played some soccer for St. Anne's "Mint Green Army" on surprisingly well-kept college pitches, have gone out to dinner with my new classmates, and have travelled to London a couple of times. Everyone I have met has been extremely kind and very talented at what

they study; the atmosphere is quite collaborative, so I have felt inspired to work my absolute hardest and to learn from those around me. All the praise I have for Oxford aside, I cannot wait to rejoin classes at Brown and to see all of those whom I miss quite a bit.



KATHERINE VAN RIPER, '23 A.B. LATIN

This year, I am studying abroad at Lady Margaret Hall, a college within Oxford University. I chose to continue my studies of Classics and English while abroad, and I was excited to find out that "Classics and English" is its own major in the U.K., unlike in the States. Oxford uses the "tutorial" system, where each student takes two classes per term and meets once a week individually with a "tutor" rather than having group classes with a professor. I am really excited about one of my tutorials, which will focus on pastoral poetry in Classical and English

literature— the perfect combination of my interests!



My first term was a whirlwind of essay-writing and adjusting to a new culture and location, and I definitely had moments of feeling homesick for Brown— especially when I realized I would be missing the first post-COVID Latin Carols! Nonetheless, I would highly recommend this experience to any Brown Classics students who are looking for a way to study abroad while still deepening their knowledge of Classical literature. While I have only taken English tutorials so far, I've heard a lot about how rigorous the Classics essays and discussions are here. There is also such a wealth of resources in Oxford, like an entire library devoted to Classics books and the Ashmolean Museum, which has an amazing antiquities collection. I recently started a volunteer job in the Ashmolean's Heberden Coin Room, a collection of over 300,000 coins. My duties include taking pictures of the coins and uploading them into an online database— it is pretty thrilling to be handling coins from Imperial Rome and Classical Greece!

Besides spending time at the Ashmolean, one of my favorite moments was attending my college's Christmas

Gaudy, a formal dinner complete with carolers, Christmas crowns for everyone to wear, and the British fruit-cake-esque delicacy "Christmas pudding." The British really know how to go all out for Christmas; decorations start going up in late October. I've also really enjoyed popping over to London for a trip to the theater and cheering on Oxford's local soccer team with fellow Brown Classicist and soccer fanatic Colin Olson.



NEWS FROM OUR GRADUATE STUDENTS

MARKO VITAS, Ph.D., CLASSICS

I have spent the 2020/2021 school year taking classes and teaching remotely. During that time, I have managed to complete my Ph.D. program requirements, including the Comprehensive exam, and to complete a substantial portion of my MA coursework at the Assyriology and Egyptology department.

As of September 2021, I am back at the Brown campus, where I have, in October, defended my dissertation proposal on myths of destruction in the Eastern Mediterranean, and am now working towards my dissertation. I am also taking classes at the Assyriology and Egyptology department, and teaching Introduction to Latin literature (LATN 0300). As you can see, there are a lot of languages involved – indeed, I sometimes have five different scripts at my desk at the same time!

During the pandemic, I have presented at several online conferences, most recently at CAMWS (on April 7) with a paper on “The Rhetoric of the Death Penalty in the Classical Athenian Orators.” I am scheduled to return to CAMWS next spring (this time at North Carolina’s Wake Forest University - and in person!) with a paper on Plato.



SAM BUTLER, Ph.D., ANCIENT HISTORY



Left to right, Sara Mohr (Assyriology), Sam Butler (Ancient History), Qizhen Xie (Ancient History)

This fall saw the return to action of the Loeb Trotters, Brown’s premiere (and only) Ancient World Studies running team, which last saw action in 2018. This iteration saw Qizhen Xie (Ancient History), myself (Ancient History), and Sara Mohr (Assyriology) toe the line at the Providence Fallcomers 5k XC Challenge, which took place on October 30th in Roger Williams Park. Despite slippery conditions, the Trotters had a good showing, especially Qizhen, who astounded in his first ever 5k race.

In other running news, later in the fall I participated in the 38th Athens Marathon in Greece, fulfilling a long-time goal of combining my love of Greece and running.



Sam Butler at the finish of the Athens Marathon

BENJAMIN DRIVER, Ph.D., CLASSICS

I have recently passed my oral examination and have been busily working on my prospectus, which is the roadmap for the dissertation. I will write about astronomical treatises written in Latin, specifically on how these authors praise patrons, countries, other astronomers, or astronomy itself in the dedicatory prefaces, letters, and poems. This corpus is rife with uncited classical allusions, which are fun to identify. Some of the more well-known authors include Copernicus, Brahe, Galileo, and Kepler. *Mirabile lectu*, indeed!

I became interested in this area before starting graduate school. A friend who had studied Classics and mathematics was eager to read Newton’s *Principia Mathematica*, but wanted some help with the Latin. He preferred the definitions, axioms, lemmata, etc. I was fascinated by the introduction. As I read further into the corpus, my interest deepened, not least because it was such a great challenge to parse this material without the aid of a commentary. And that is why I returned to school, something I swore I’d never do: to investigate this corpus.

Aside from that, Brown Classics is returning to some level of normalcy. We’ve had some wonderful in-person talks recently, by, among others, Amy Richlin and Emily Wilson. It has been so delightful to congregate again. It is clear to all of us, I think, that we had missed seeing each other regularly.

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.



Ben Driver and fellow Classics graduate student Mac Carley attending a New England Patriots game

2022 FEATURED GRADUATE STUDENT: MICHAEL ZIEGLER



Michael received a B.A. with Highest Honors in Philosophy and a B.A. in Classics from the University of Virginia in 2015. His honors thesis dealt with competing theories of practical rationality in connection with Socrates' theory of pleasure in Protagoras. After undertaking an independent research project on Works and Days at the Seminar für Klassische Philologie at the Universität Heidelberg, he entered the Master of Arts Program in the Humanities at the University of Chicago, where he wrote a thesis on non-human animal perception in Hierocles' Elements of Ethics.

Tell me a little bit about your life before coming to Brown. What drew you to the field of Classics?

I really only started thinking about being a Classicist when I got to college. Going into undergrad, I knew I was interested in philosophy. Originally, I was actually going to take Tibetan, since my undergrad was one of 2 or 3 places in the United States that offered it, and I knew that I wanted to learn a

new language. But then a friend of mine who was a philosophy major there said I should consider taking ancient Greek. And, I thought, okay, sure, why not, it's something different...and I ended up really enjoying it! I did pretty well in the class, and at the end of the semester, the professor teaching it said, hey, you should really think about continuing on with this, and basically marched me over to the Director of Undergraduate Studies

and said, we're going to sign Michael up as a major. I think part of the nice thing about it was that we had this library that overlooks this Greek-style theater on campus. So I thought, yeah, this does seem kind of nice, why not? And that's how I ended up majoring in Philosophy as well as in Classics.

I understand that you used to work in a law firm/in the legal profession. What made you decide to pursue a Ph.D. in Classics?

I worked at an immigration law firm. We mostly worked with people who were academics, many of them trying to take advantage of these visa waiver programs that allow people to obtain a green card without going through the lottery process, colloquially referred to as the Einstein visa.

There were definitely things that were rewarding about the work – it was great to be able to use my writing skills to help people remain in the country and start a new life – but there were also things that were less than ideal about it. Like, paralegals generally are incredibly underpaid. I mean, I made a pretty decent living at the law firm, but I was working 60-70 hour weeks, and I definitely got burnt out pretty quickly.

We also had a pretty strained relationship with management. A lot of our compensation was based on performance bonuses, and they were trying to make it more difficult

to get those performance bonuses. As a result, people were looking at a 15-20% pay cut, which then led some of us to get together and try to form a union, which was a really great experience, and we did okay with it! I think we would have probably won a vote in Chicago, but the firm had offices throughout the United States, and it was a little more difficult to organize the other offices because I think a lot of what makes union organizing possible in the first place is just having relationships with trust with your coworkers. And we definitely had that in the Chicago office, where we'd spend a lot of time with each other socially, but we didn't really have that with the other offices, so that was really a stumbling block in getting to where we needed to be in order to file for an election.

But yeah, just a lot of the factors around the job, the workplace, the relationship with management... that was all really difficult, and at the time I was thinking, well, do I want to go do a Ph.D.? I was kind of thinking about that coming out of undergrad, and I still kind of had that in the back of my mind, but the other thing I wanted to do was maybe go to law school, and actually not work in immigration law, but labor law. After weighing my options, I realized that I really missed reading Latin and Greek full-time, so I decided to apply to grad programs and see what happened.

What are your main research interests?

Really a hodgepodge of things in Greek philosophy. I don't think I've ever really settled on something – that's sort of what I'm doing right now. I'm in my third year, I've got

one more semester of classes, and then, after that: dissertation. Which will probably be on how Greek philosophy deals with economic stuff, broadly defined. But besides that, right now I'm writing a paper which is about Cynic self-identity and the Cynic philosophers of the ancient world's understanding of how they construct themselves as cynics, because, unlike some of the other philosophical schools, they are not particularly well-defined. Other philosophical schools have this structure where there's a scholar at the head of the school teaching from an authoritative canon of writings by previous members of the school.

With the Cynics, it's a little more complicated. It seems like there may have been some writings, but it's pretty dodgy. So then there's this question of, well, if they're not operating from the basis of these texts, how do they end up thinking of themselves as Cynics? This happens in other philosophical schools, but, for the Cynics in particular, it's all about emulating the founders, or other moral exemplars.

So I'm interested in how Cynics construct their own identity...but then we also have these people who are not Cynics themselves who seem to be really invested in who gets to count as a Cynic. It's basically gatekeeping, where we have people like Lucian or Julian who will say, I'm going to tell you about what a REAL Cynic is even though I, myself, am not a Cynic. So I'm kind of figuring out how this all fits together: this notion of Cynic self-identity and how people on the outside are gatekeeping for that community. That's what I'm writing about right now, something that's philosophical, related to Greek philosophy,

but really more about the sociology of philosophy in the ancient world rather than trying to reconstruct, say, a Cynic theory of virtue.

Switching gears a bit – how did you come to be involved with the Graduate Student Union here at Brown? What sort of work are you all doing, and what has that experience been like for you?

As I mentioned, I did some work trying to organize a union at my law firm, and yea, we had some success, but not enough to get to an election. When I was looking at schools, one of the reasons why I chose Brown was because I knew this was going to be a union shop, and I came in thinking that I was going to try to get involved as soon as possible. However, my first year ended up being complicated for a lot of reasons, one of them being that everyone was very busy...but also, COVID.

And so I really ended up getting more involved last year. I'm a steward, which means that I serve as a representative for this department as well as the departments of Egyptology & Assyriology and Archaeology. I do a number of things as a steward, but one of the most important things is that I'm there to help people if they find themselves in a position where it looks like they might be in danger of losing their job. If there's some kind of question of discipline, then any union employee in the United States has the right to have a union representative present at a meeting. And if a union representative isn't made available to them, they actually have the right to not talk in the meeting, and it's actually a violation of labor law to deny someone the union representative. It's

a very strong form of protection.

I see part of the role of the union as holding Brown accountable to its profession of being a socially-conscious university. It's not to say that there aren't people in the administration who aren't really sincere about that, it's just that we need to make sure that the rhetoric is matched by action, and I think as a grad student union, we work really hard to do that, and we do that not only for our membership, but also for the Providence community at large.

In our current contract, we have the right to negotiate our wage for the upcoming academic year every Spring, and when we did this last Spring...it was an interesting negotiation. We sat down at the table, and the administration's line was, we're still in the pandemic, we need to practice shared sacrifice. And, you know, I will fully concede that it was a nice gesture that Christina Paxon took a 20% pay cut, but, you know, she makes \$1.25 million per year. I can't afford a 20% pay cut, much less a 1% pay cut. I can't afford any kind of pay cut. In fact, what graduate students need, especially when you look at the current economic climate, is a pretty hefty raise. You look at the cost of rent alone in Providence, it's gone up year on year 13%. Last year, we were also dealing with the fact that since graduate students had to work remotely, we were really taking on a lot of the costs of working for Brown ourselves. I have a lot of colleagues who, since they didn't have a chalkboard or a whiteboard, the most effective way for them to be able to demonstrate something was to have an iPad. That was a cost they took on

themselves. So really what we did at the start of that campaign going into the wage reopener was getting graduate students to tally up the various costs they had for working.

And it wasn't just expenses like that, it was also something as simple as, having to opt for the fastest internet package and using more heat during the winter because you're at home all the time. These things added up.

One of our major successes was pressuring the university to allow open bargaining, which means that any union member can sit in on negotiations. And while the university was very hesitant about this, we did eventually get them to agree to allow up to 50 observers, so every time we renegotiate our wages, we're able to have 50 graduate students sitting at the table. And I think this is really effective because it's much easier for an administrator to look at a few graduate students and say, you don't deserve a raise, than it is to say that to 50.

And I think we're really adopting a similar position going into the upcoming wage reopener, which is that Brown can afford to pay us more, and when you look at the rising cost of living in Providence, it's really imperative that they do so if they want us to continue to be able to live and work here. Relative to Boston or New York, Providence has been pretty affordable. However, that's really conditional upon Brown continuing to pay us enough to be able to live here comfortably. So yea, it's going interesting. I think our plan is to get graduate students to really try and work collectively to say to the administration, we need to earn more to be able to continue living here comfortably.

I'm actually now the political director of the Graduate Student Union! So any work we do with other unions is my responsibility. Recently, we've started working with other higher ed unions as part of a group called Higher Ed Labor United, which now represents over half a million workers. The goal is to have this large, higher ed labor coalition so that we can, over time, build power and be able to use it to hopefully pressure the powers that be to do more to improve the working conditions of people in higher education.

What's your favorite part about being our department's graduate student representative?

I like the opportunity to get people together. It's so great that we're finally able to see each other again, since I think what we've really missed is that sense of community, which is something that brought a lot of us here, I know it brought me here. Brown was the last place I visited, and I actually thought I was probably going to go to another graduate program, but coming here and seeing how tight-knit the graduate community was, I felt like I would really be supported here and that I would have friends who I would be able to depend on. And I definitely do feel that way!

I think part of the way we do that is by having the sorts of events we do. For example, we have this tradition of post-Thanksgiving Thanksgiving where the week after Thanksgiving, someone will host everyone at their place. It's done potluck style and the host will typically make turkey and the big parts of Thanksgiving dinner. Just being able to do that is

really great! And I should say, Sam Butler was the one who hosted it this year, so I don't want to take too much credit for it...I was just trying to work behind the scenes to make sure it happened. And that's a lot of it – going around to my fellow graduate students and just figuring out where I can maybe take up a little bit of the load to help people do things like have a social event that brings us all together. I really love and value being in a position where I feel like I can help us build community again.

What do you hope to accomplish during your time here at Brown?

I feel like for the entirety of my time here, I've always just been thinking about what I need to do next week...

But in all seriousness, I'd like to hopefully have a decent dissertation – and I'll just say decent, that's what I'm aiming for – but other than that...I don't know. My union work is really important to me, so I'd say if I've helped the Graduate Student Union to be in a better position to really have a say in the way the school is run, then I will consider that to be a success. And if the Grad Student Union is also working to help working people in Rhode Island and Providence, that would really be what I define as a success. In some ways, I think I would find that more gratifying than having a good dissertation.

**Subsequent to the interview, the Graduate Student Union succeeded in negotiating a 12.9% raise for the 2022-23 school year.*

CLASSICS DEPARTMENT LECTURES & EVENTS

FALL 2021 - SPRING 2022

Friday, November 19th, 2021

Echoes of the Great Catastrophe: Re-Sounding Anatolian Greekness in Diaspora

Paddy League, The Florida State University

Monday, December 6th, 2021

73rd Annual Latin Carol Celebration

Friday, March 4th, 2022

"The Archeologist" Panel Discussion feat. Johanna Hanink

Johanna Hanink, Brown University (author)

Wednesday, March 9th, 2022

The Laic Archaic

Daniel Lavery, author

Thursday, March 10th, 2022

"The Black Sappho" Viewing Party

Lecture by **Emily Greenwood**, Princeton University

Discussion Moderated by **Johanna Hanink**, Brown University

Tuesday, March 22nd, 2022

What's Past is Prologue: Plautus' Menaechmi (Putnam Lecture)

Ellen Oliensis, University of California, Berkeley

Wednesday, April 6th, 2022

Why Do We Call Early Greek Poetry 'Archaic'?: Periodization

and Histories of Greek Literature, 1830-2022

Lawrence Kim, Trinity University

Thursday, April 7th, 2022

Working on the Ground: Advocacy and Documentation of Human Rights Violations in the Mediterranean

Eleni Takou, HumanRights360

Wednesday, April 20th, 2022

Archaeology, Nation, and Race: A Book Presentation and Panel Discussion

Yannis Hamilakis, Brown University (author)

Raphael Greenberg, Tel Aviv University (author)

Friday, April 22nd, 2022

Subalternity in the Roman Metropole (Robinson Lecture)

Amy Richlin, University of California, Los Angeles

Tuesday, April 26th, 2022

Translating the Iliad (Grimshaw-Gudewicz Lecture)

Emily Wilson, University of Pennsylvania

Monday, May 16th, 2022

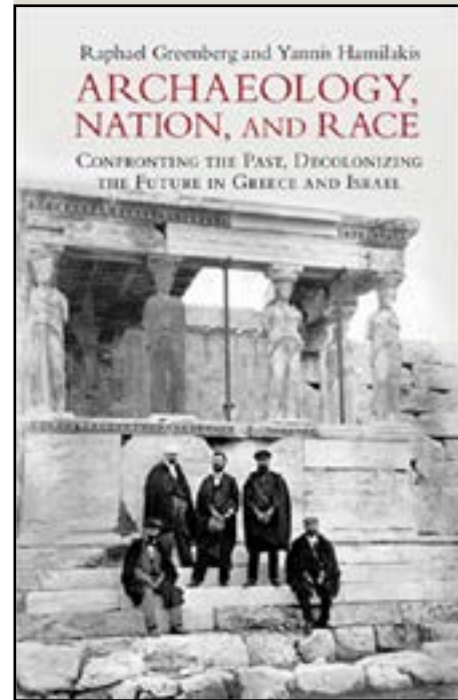
Classics Takes Forgetting: An Informal Talk and Reception

Mathura Umachandran, Cornell University

FACULTY NEWS

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Yannis Hamilakis, Raphael Greenberg

Archaeology, Nation, and Race: Confronting the Past, Decolonizing the Future in Greece and Israel

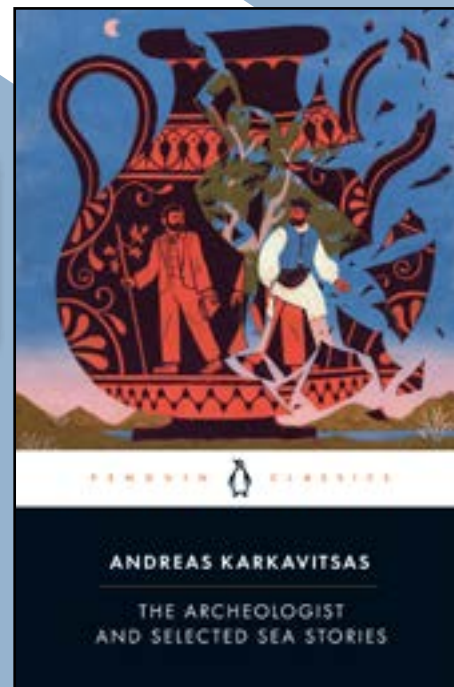
Cambridge University Press (March 2022)



Johanna Hanink (Introduction and Translation),
Andreas Karkavitsas

The Archeologist and Selected Sea Stories

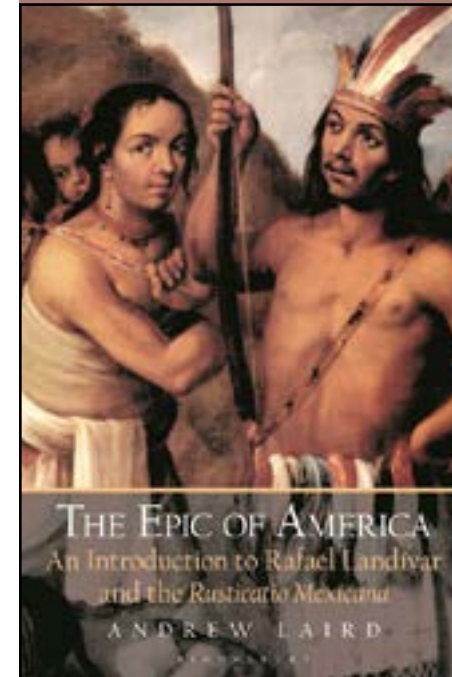
Penguin Random House (December 2021)



Andrew Laird (Introduction), Augusto Rostagni

Orazio: L'arte Poetica

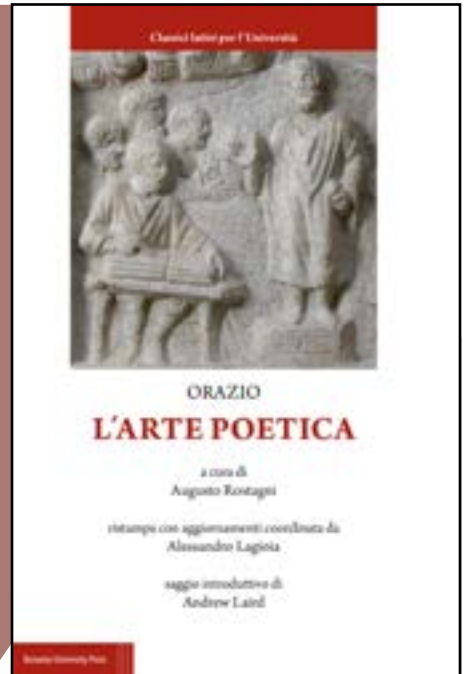
Bologna University Press (2020)



Andrew Laird

The Epic of America: An Introduction to Rafael Landivar and the Rusticatio Mexicana

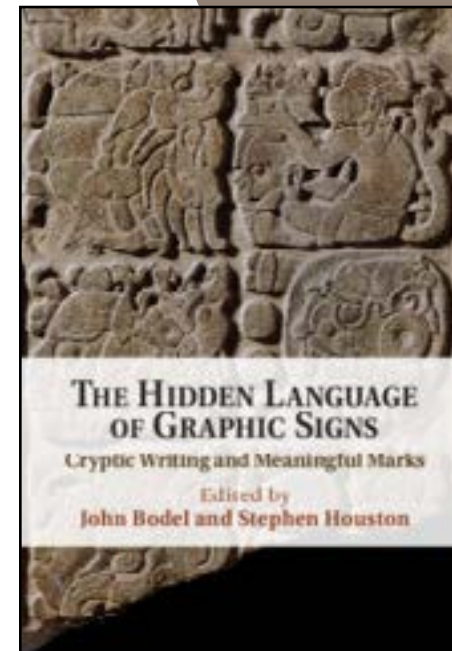
Bloomsbury (December 2020)



John Bodel, Stephen Houston

The Hidden Language of Graphic Signs: Cryptic Writing and Meaningful Marks

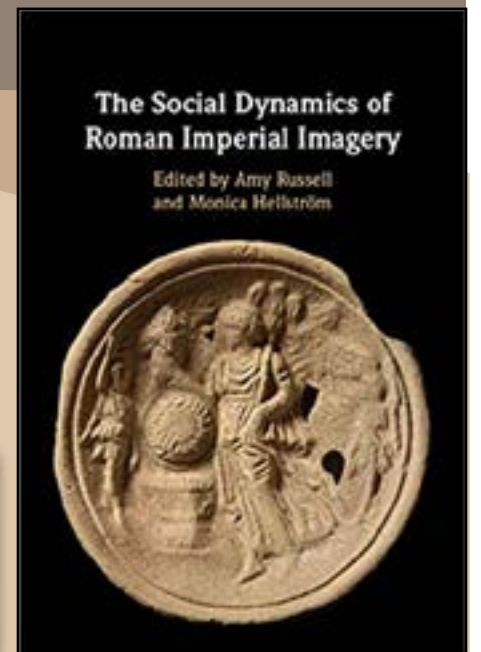
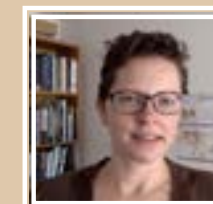
Cambridge University Press (August 2021)



Amy Russell, Monica Hellström

The Social Dynamics of Roman Imperial Imagery

Cambridge University Press (November 2020)



2022 FEATURED FACULTY MEMBER: AMY RUSSELL



Professor Russell received an M.A. in Literae Humaniores I (2004) and MPhil in Roman History (2006) at Oxford before traveling to Berkeley to complete a Ph.D. in Ancient History and Mediterranean Archaeology. Over time, she has expanded her research and teaching interests to encompass space, architecture, and material culture as well as a range of contemporary methodologies and theoretical perspectives, including feminist lenses alongside approaches drawn from the study of visual culture, institutional theory, and legal history. She has researched and taught in the US, UK, and Italy. After some challenging pandemic delays, Professor Russell took up her current role at Brown in Fall 2021.

You've had a rather unusual onboarding – you were set to join the department and come to Providence right as the pandemic broke out, which I'm sure made for a unique experience. What was that like for you?

I'm afraid it was very, very difficult, and I'm not sure if I've fully recovered. This process started a long time ago – I was originally ap-

pointed in 2019 but I asked to delay for a year because I was in the middle of a project in the U.K. that I wanted to finish up. So then we were going into March 2020: I was preparing to move, I handed in my notice at my old department, I sold my house and suddenly...nobody was flying anywhere. So I was stuck in limbo. And I know a lot of people have had a really, really tough time in the pandemic and, in many

ways, I've been very lucky, but it was very difficult not knowing when I'd get here, and there were times when I wondered if I would get here. So I'm afraid it really disrupted my own work and thinking.

For the last 12 months of my delay, the problem was that I couldn't get an appointment at the American embassy to get my visa. So the embassies were closed even once the flights had started up again. And when I finally found out that I had an appointment, which we petitioned for through Brown many, many times – and I'm really grateful to everyone who helped with that – then, suddenly, it all moved really fast. It was all really exciting, and now I'm here!

Tell me a little bit about your life before coming to Brown. What drew you to the field of Classics?

In some ways, I have a very traditional, typical preparation for someone who was going to be a Classicist. I went to an incredibly traditional British school – full Hogwarts experience. One of the schools I went to was founded in 1091! Which introduced me to Latin at a very tender age, and that definitely used to be the traditional way of getting into Classics. Much less so now, and I'm really glad about that. So in some ways, I followed that really traditional path of starting with the languages at a very young age and then gradually

realizing that these languages stand for a whole culture and, for me, a whole rich history which I became interested in, and also the architecture and urbanism of these cultures.

But actually, that quite straightforward path that led me through school to university to a Ph.D. to here, it could have gone a whole different way – I did have a whole career as a singer for a while! One that I was kind of doing in parallel to some of my early training, and for a long time, that's what I thought I was going to do – that I was really just getting a degree to fill in some time while I improved my vocal skills. But in the end, I decided that was a very silly career path and I was going to follow the MUCH more sensible, rational, and well-organized career path of academia. But, the serious answer to why I continued in the field was that I still had a lot of questions I wanted to answer. And I still do.

Are there any research topics you're particularly interested in? I know you mentioned urbanism and architecture.

I'm a political historian, so the questions I ask are about the distribution of power in society and how that changes over time. But the way I approach those questions quite often tends to be via architecture and space. So thinking about the spaces in which politics happen – so often public space but not always public space – and how that affects how politics works; how looking at the evidence we have for spaces can help us flesh out our understanding of how politics work. But this is also a reciprocal process because the people doing the pol-

itics are also the ones building the buildings. And I would go further than that and say they're the ones creating the space. So, for me, that was a really important way of doing political history that allowed me to understand for myself and justify for myself why I do political history of the Roman Republic, which is the ultimate dead white man subject!

When I was doing my master's, I wrote my master's thesis on the Tribune of the Plebs between 121 and 71 B.C.E.: LITERALLY a list of dead white men. That was my product! It was a list of people who held this magistracy. And I was slowly realizing that this was killing me. At the time, I don't think I was even aware of the kind of effect it might have on people beyond me, which I hope we're all thinking about a lot more now. But I was a very committed feminist, and it had just never really occurred to me to put those two things together and think: maybe being a radical lesbian feminist ought to be in some way reflected in my work.

I decided to think about space because everyone uses space. And even if the written sources that we have for Roman politics don't talk about anyone besides a handful of elite men – I mean, there are ways to read between the lines, but you know – everyone's using space. A lot of scholarship tends to assume that the imagined way you repopulate these political spaces is by picturing lots and lots of men in togas. But that's not actually what it was like! These spaces were being used for all kinds of things! There were all kinds of people there, and that's true across time and space. So I want to repopulate these spaces of

Roman politics with all kinds of people who were there for all kinds of reasons. But given what I think about how Roman politics works, how it's all about performance and participation, it means that just being there, if you are an enslaved person who is carrying stuff for someone (of which every Roman senator had 20 enslaved people following him around carrying things), means you're participating! That means you're part of what's going on, which I count as politics. So it's about expanding the definition of politics to some extent, and I do that through looking at space. So, that's the guiding principle of what I do, which comes out in various questions that I ask in different projects.

As a founding member of the Women's Classical Committee in the U.K., could you speak to what sort of work you did and what that experience was like for you?

We were very much founded on the model of the WCC in the United States, which is a longstanding institution that I'd been involved with as a grad student at Berkeley.

But it was certainly not just me. The idea that there wasn't such a thing already was a bit crazy, and so some people put out the calls, some others of us answered the call, and we sat together and we decided, well, we're gonna do one. And we did.

We had a lot of institutional support from the Institute for Classical Studies in London, and we grew our membership really fast! We started having a lot of events... But the thing I was trying to take responsibility for as a part of that, and when I was the Chair, was to

try to make sure that it got some institutional permanence to it. Because one of the problems with initiatives like this, at all kinds of different places that I've been, is if you've just got a couple of people who are really eager, then the minute they step away, it kind of dies.

We succeeded in getting involved in various institutional things going on in the UK! There's a process by which some people get chosen for national boards that then have a lot of power over UK universities, and within a few years of setting ourselves up, we became a nominating body for them. So in some ways, you're participating in structures of power, but, you know, I do think it actually made a difference.

Congratulations on your appointment to Chair of the Brown Classics DIAP Committee! What are your plans for the Classics DIAP Committee? Are there particular initiatives you're excited about or long-term goals?

At the moment, it sounds incredibly trite, but I want to listen. Because I know that I'm very new, I don't know necessarily what the priorities are, what people's concerns are, and also what the possibilities are. The university, in its DIAP plan, lays out various areas that you might divide your concerns into, and my read on it is that our key priorities are 1) knowledge, that is, understanding better what the strengths and weaknesses of the departmental community are, 2) culture, and 3) community, which includes elements of culture. I've seen culture cited in various documents around DIAP work that's been done in the department in

the past. Culture is a big and amorphous thing, so I think that comes back to knowledge. I think knowledge is really one of the core things here that we need to be able to... not "understand," because you can never understand something that is constantly moving like this, but to know – to name the problem, to a certain extent. I think a lot of us could toss some things out, but we need more systematic knowledge of how we, as a community, understand what our problems might be.

How has your identity as a woman in Classics, a field that has historically been dominated by white men, shaped your perception of and experience in the field?

One aspect is that I realized when I was already in my mid-20s that I had never really thought about it, and that's because I'm a white woman. I'm a white privileged woman – I was insulated from a lot of this. And I'm a white privileged woman coming from a training in these very, very old fashioned English schools, which is traditionally associated with men. I'm really painfully aware, and probably should be even more so, of the fact that I've come a very long way by being a person who can just about be an honorary man! I think that was certainly true for my time as an undergraduate student and then a master's student. There's probably elements of it that continue.

I knew that gender was important to my personal life, but I just somehow managed to keep this division between my own personal world and my fumbling early attempts at activism – as opposed to my fumbling current attempts – and schol-

arship, which I was thinking of as some kind of rarefied world of the mind that has nothing to do with your body or your identity. And, I mean, I think that's a pretty common 20th-century approach, and this was still the 20th century. But I would certainly now argue – and I hope I make this clear to my undergraduate students – that that very division is a very gendered one, and the idea that we're all these disembodied brains that float around thinking rational thoughts when we're in our scholarly world is very dangerous because it constructs this bodiless brain as basically male and masculine – that the woman is always the marked term, the feminine is always the marked term. So, you know, this is really old-school feminist writing, so I try to do really simple things like always using the first person singular. What I'm trying to say is not objective knowledge, but the knowledge that I'm creating is situated knowledge.

I definitely don't want to give the impression that I have sorted all this out and solved these problems and now I know where I stand. When I look back on myself 20 years ago, I can see that what I think has changed a lot, but it continues to change.

Are there any classes you're looking forward to teaching and/or developing here at Brown?

Oh, all kinds of things! What's great here at Brown is that, because it's a small community and you can do small niche classes, I'd really be interested in doing some freshman seminars and senior seminars.

One of the big things that I'm thinking about is, at the moment, I'm



teaching a course on the Roman Republic, which is a survey class that covers whatever happened during that particular period. But the way that the boundaries of those surveys get set is mostly tradition, and there are reasons that they get set that way. I talk about that in the class: that it's defined in terms of political history, that we do up to the end of the Republic and the beginning of the Empire. However, that's a change in the political system that the vast majority of the inhabitants of the Roman Empire barely noticed, because when you're

a subsistence farmer before, you're still a subsistence farmer after. So I'm wondering about different ways of defining the scope of that.

But another thing I want to do is that I'd really like – and I don't know how this is going to work – to move away from doing Roman history. You know, this is not some kind of perfect utopian solution. But quite often, universities will teach Hellenistic history and Roman history and those two things are happening at the same time. And I would like to teach them

in the same course, to do a course that's, for example, the death of Alexander to the death of Augustus or something like that. So again, we're still talking political history in terms of setting the chronological limits, but geographically it would be about seeing the Mediterranean as an interconnected system, and even beyond, which is something that ancient authors talk about all the time. This is Polybius's big deal. He says that you can't look at the rise of Rome in isolation – you have to look at the events of the whole Mediterranean all at once. So, that's something I'd be interested to try. But I've got lots of ideas.

What are you working on next?

For the last year and a half, I have not been doing the kind of research I'd like to do, and I think that's true for a lot of people. So now that I'm a bit more settled here and have my living situation in order, I feel like I've been getting back to work that I was doing like, 3 years ago.

At the moment, I'm working on a series of collaborative, edited volumes about the spatial turn in Roman studies. There's now 30 years of work on this, which I think is enough time to stop and take stock of it and try to draw together the different threads. So that's something I'm trying to do in two separate edited volumes. And then I've got ongoing work that just sort of needs to get done about monuments built by the Imperial Senate and about the nature of the *Populus Romanus* and who's the "we" of "we the people". So those are my two major individual projects right now.

ALUMNAE/I NEWS

1960s

THOMAS SCULCO, '65: I am still working as hip and knee surgeon at Hospital for Special Surgery in New York. I served as Surgeon in Chief for 12 years and I'm now directing the Stavros Niarchos Foundation Complex Joint Reconstruction Center. I still read actively ancient history books and enjoy Greek and Roman culture and civilization. I'm involved with the Paideia Society and support their programs to keep Latin and Greek alive in our school systems. When I was at Brown I wrote the review of the Latin Carol Sing for the *Brown Daily Herald* (in Latin of course).



Latin and Greek are incredibly important for a career in medicine because of their rigorous use of problem solving often complex sentences and text. This has been of tremendous help in medicine which is to a large extent about problem solving a complex patient illness. Analytic thinking in both disciplines is very important.

R. BRAYTON BRAYTON, M.A. '65: I have always been a people person. This skill translated well for me as a teacher, initially, and later as a human resources professional and it continues to serve me as CEO of my own business consulting company, Building Better Worlds

of Work, LLC. I have a passion for Building Better Worlds of Work and for implementing competencies of compassion that inspire employees, improve organizational performance, and increase profits.

Originally from Rhode Island, I earned both my undergraduate and graduate degrees from Brown and spent the early part of my career as a high school teacher of Latin and Greek, and as a sports coach, before transitioning into business and more specifically human resources. I worked in human resources for May Department Stores, then Federated, and later General Mills with The Talbots before being recruited to Capital Holding Corporation as Chief Human Resources Officer. In 1990, I left the corporate world to start my own consultancy - The Howland Group, LLC. When the pandemic hit, the in-person business development services of

The Howland Group were no longer available on a person-to-person basis, so I pivoted to Building Better Worlds of Work, LLC.

When not busy running Better Worlds of Work LLC, I spend my time writing and have published multiple books and articles in the human resources field. I also teach management, marketing, and communications courses as adjunct faculty at Northwood University and I sing whenever I have the chance! Music provides harmony in my life. As an undergraduate at Brown my voice coach was Professor David Laurent in the Music department, who performed periodically with the Boston Symphony Orchestra. I sang with the Brown Glee Club and later sang at weddings and local recitals. Today I am a cantor for my church and respond when I am called to sing for services, funerals and weddings.

The history of leaders and leadership in Classics spoke to me. And, today my work with leaders and emerging managers occupies much of my time as a business consultant. That said, I think my master's thesis on Plautine Comedy spoke to my sense of humor (kidding, of course).

1970s

HARRY HASKELL, '76: HARRY HASKELL, '76: As part of a podcast I'll be hosting about Katharine

Wright Haskell (the Wright Brothers' sister, and my step-grandmother), I'm interviewing Judith Hallett, professor emerita of Classics at the University of Maryland, about Katharine's brief career as a high-school Latin teacher in Dayton, Ohio, at the turn of the last century. Michael Putnam kindly put me in touch with Judy, who has made a special study of women in the Classics field. The podcast was released in conjunction with the world premiere of Laura Kaminsky's opera "Finding Wright" in Dayton in February 2022.

1980s

JOHN K. GAYLEY, '81: After a hectic career in management consulting, I now work with an estate vineyard/winery in California's central coast. Life has brought me full circle, back to my beloved Clas-



sics studies at Brown. Some of my fondest Brown memories were the days spent with Professor M.C.J. Putnam, learning Vergil's *Georgics*. Vergil's description of practical viticulture in *Georgics* I and II turned out to be spot-on 2,000 years later; they could serve as guiding beacons for sustainable vineyard practices even today. The vineyards provide a peaceful repose; I think even Cicero could find "cum dignitate otium" out here. Who could ask for better teachers than M.C.J. Putnam (and of course, Vergil and Cicero)?

Cheers to all Classics majors. Classics are about humanity: its triumphs, struggles and lessons. NEVER let anyone tell you they're irrelevant.

BILL WHARTON, M.A. '81: In June, I stepped down as the Headmaster of Commonwealth School in Boston. I held that position for

twenty-one years, and have been at the school as a teacher and administrator since 1985. I currently am enjoying a parting sabbatical year as I determine what to do next. My wife Danaë Cotsis Wharton (B.A. in Classics, '79) retired from teaching Spanish at a private elementary school in Wellesley in June, 2020. We both are enjoying spending time with our granddaughter (daughter of Rhea and Sam, both Brown '10), and we have a grandson on the way (child of Michael, Brown '12 and his bride, Emily O'Day). For 2009-2013 I also served as a trustee of College Year in Athens, where I'd studied in the 1977-78 academic year.



I have been in education since graduation. I started teaching Latin, Greek, ancient history and philosophy, and other subjects. In the years following my graduation I also served as Program Director of the Aegean Institute, which was a six-week summer study program in Greece (Poros) for

American undergraduates. Even as I moved into leadership, my grounding in the Classics has proven invaluable—I delivered a talk some years ago at a conference of school leaders on lessons in leadership from *The Aeneid*. And the breadth of disciplinary exposure in the Classics (language, literature, history, philosophy, archaeology) equipped me to approach various questions from multiple perspectives. (See Daniel Epstein’s book *Range: Why Generalists Triumph in a Specialized World*).

1990s

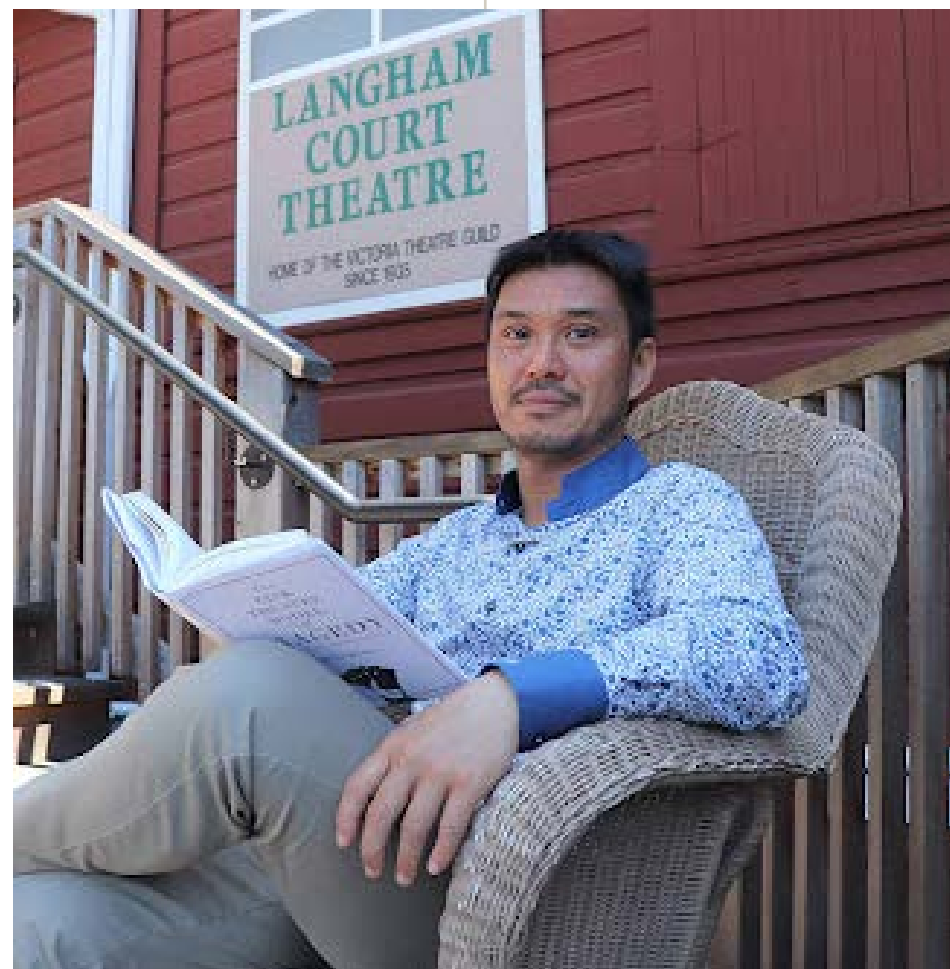
ROB HARDY, Ph.D. ’91: Over the summer I enjoyed reading books 10 and 11 of the *Odyssey* over Zoom with students of 2021 Grimshaw-Gudewicz Lecturer Prof. Christopher Francese at Dickinson College, as part of the process of creating a new DCC Commentary. Now I’m excited to be teaching Latin 101 in person at Carleton College—my first time back in front of a college classroom since 2016.

VASSILIKI PANOUSI, Ph.D. ’98: I am very happy to share that in September 2021 I was named Chancellor Professor of Classical Studies at William & Mary. This award recognizes faculty with a record of distinction in scholarship, teaching, and service, and who have had, over time, a profound impact on the quality of the academic life of the

institution. I am very honored and humbled to have earned this award.

2000s

VIVIANE SOPHIE KLEIN, ’03: I teach in the Core Curriculum and Classics Department at Boston University. Recently, I published a volume in the Bloomsbury Ancient Comedy Companions series, *Plautus: Menaechmi*. The book ana-

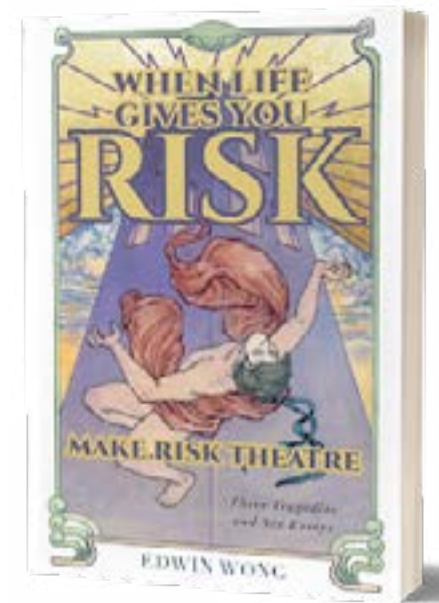


lyzes the power dynamics at play in the various relationships, especially between master and slave and husband and wife, in order to explore the meaning of freedom and the status of slaves and women in Roman culture and Roman comedy.

EDWIN WONG, M.A. ’07: In June 2022, Friesen Press will be publishing my second book, *When Life Gives You Risk, Make Risk Theatre*, which expands on the ideas laid out in my debut book, *The Risk Theatre Model of Tragedy* (FriesenPress, 2019), elaborating on how chance is a powerful and misunderstood force that directs the action, both on and off the stage. My vision of drama is one where risk is the dramatic fulcrum of the action.

By making risk the cornerstone of their craft, actors are able to soar to new heights, as exemplified by the three prize-winning tragedies included in the book. These plays are thoughtfully paired with six theatre essays that explore chance, risk and uncertainty (how pertinent to the time we’re living in!).

Also, in my quest to define this global arts movement, I created the Risk Theatre Modern Tragedy Competition, a contest juried by an international panel of professionals that awards \$13K to playwrights each year.



2010s

MARK THATCHER, Ph.D. ’11: I am an Assistant Professor of the Practice in the Classics Department at Boston College. Oxford University Press is publishing my book, *The Politics of Identity in Greek Sicily and Southern Italy*, which argues that ethnici-

ty and identity shaped the politics of that region (and vice versa) over the period 600-200 B.CE.

JONATHAN MIGLIORI, ’11: I just started teaching Latin down the street at The Wheeler School. In addition to my high school class, I also run a program at The Hamilton School at Wheeler to expose middle schoolers with learning differences to Latin with the hopes of improving literacy and encouraging them to take Latin in the high school.

JOE MCDONALD, Ph.D. ’14: I’ve begun my 7th year teaching Latin at the high school level in the Kansas City area. I taught for six years in the Blue Valley school district in Overland Park, KS, and this year started teaching Latin at Saint James Academy, a Catholic high school in Lenexa, KS. I’m in my fourth year as the state chair of the Kansas Junior Classical League, and am currently trying to figure out what that organization can be after it has been largely inactive for the last year and a half, and the number of Latin students and number of Latin programs in the area have shrunk dramatically in recent years.

As someone who’s working in education, my Classics degree made me a strong candidate for the positions I’ve held, but more importantly the broad training I received at Brown has enabled me to teach Latin in a way that transmits to students an awareness of the fas-

cinating richness of the classical tradition, rather than just the trivia that is included in a textbook.

MITCHELL PARKS, Ph.D. ’14: 2021 was a momentous year for me and my wife Wendy. At the start of the year, our baby daughter June made her arrival surprisingly (but not worryingly) early, just a few hours after I delivered a talk at the virtual Society for Classical Studies annual meeting! June and her older sister Flora, born December 2018, are in good health and good spirits. Then, at the conclusion of the 2020–2021 academic year, I was awarded tenure. I am now Associate Professor of Classics—we’re working on changing the department name to Classics & Ancient Mediterranean Studies—at Knox College, a small liberal arts college in Illinois, where I have been teaching since 2017.

At Knox I teach ancient Greek and Latin, along with courses taught in translation: classical mythology, ancient Greek history, and a course I call “The Classical World of Harry Potter” are some of my favorites, and I am looking forward to team-teaching a new course on ancient Greek political thought with a colleague in the political science department this coming spring. I also serve as program director for and frequently teach in Knox’s first-year seminar program. My most recent published work is an article in the journal *Mnemosyne* called “Xenophon’s Funeral Oration.”

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