To resume. When I wrote last year’s installment of this Letter, the Report of our distinguished Academic Review Committee—the first in 16 years—had been received by the Dean but not by us. In due course it was passed on to the Department, and in due course I submitted the required Chair’s Response to the Review. My problem here is to distill the contents of the Report for you while maintaining deniability. Thus:

The department emerges as high functioning and without factions, where business is conducted with civility and a large degree of consensus. The level of citizenship is excellent in terms of teaching and administration, all the more notable given the strong scholarly productivity of the faculty.

The graduate program is very healthy, with a high number of applications, an impressive yield of almost 100% on offers of admission, high stipends and abundant additional support, excellent completion rate, and very successful job placement, given the state of the market.

The overall assessment of the undergraduate program is extremely positive, leaving the impression that undergraduate majors are very well cared for: they are well advised, they work hard, are well taught, and they are generally quite happy and free to explore other curricular and extra-curricular interests. They also go on to land good jobs and to be accepted in fine graduate programs in an impressive array of fields.

Consider the above condensation to be passed to you sub rosa, with the immortal caveat of my mentor, Francis Urquhart, “You might very well think that; I couldn’t possibly comment.”

Were there any criticisms? I couldn’t possibly comment, except perhaps to say that all were offered in the most constructive manner imaginable; that many took up and helped to clarify problems raised in our Self-Study; that all were taken seriously and acted upon where possible; and that the committee’s weightiest advice involved not criticisms but questions and suggestions about the future nature, purpose, and shape of the whole enterprise, questions shared by all Classics departments in this millennium.

More on these matters in next year’s Newsletter. As usual, you will find a range of delights, undergraduate, graduate, and professorial in the following pages. I focus here on the faculty. What strikes me is how modest their reports are, or rather how out-of-date since they were submitted a month ago. Thus, Yelena Baraz also holds a prestigious Bicentennial Preceptorship, which includes a year’s leave to pursue her scholarship. Denis Feeney is now enthroned as President of the American Philological Association, and winning fame for his blogs. Michael Flower has been promoted to Lecturer with the rank of Professor, an exalted title shared with Nobel laureates, ambassadors, foundation heads and that crowd. Joshua Katz’s extraordinary teaching has been honored with a Cotsen Faculty Fellowship, to develop new courses and train graduate students over the next three years. Brent Shaw has just published another long, weighty and magisterial book, the second in two years. But pride of place is reserved for the equally prolific Bob Kaster and his book on the Appian Way, which has won 4.3 stars on Amazon.com and a reader’s recommendation that it is (hint) “a great gift for the Latin teacher or budding classicist.”

Many more details about the faculty’s achievements appear on their webpages, accessible through the departmental website. No question in my mind: all of the 16 children here in Lake Wobegon are above average, and collectively they are the prime reason for the situation so well described in the second paragraph above.

Ted Champlin, Chair
Yelena Baraz
The highlights of 2012 included the publication, in April, of my book, A Written Republic: Cicero’s Philosophical Politics, by Princeton University Press, accompanying Princeton Alumni on a cruise in the Mediterranean at the end of June, and giving papers on both Senecas: the Younger at a conference on Latin philosophy at Columbia in March, and the Elder at a declaration conference held in Montpellier, France, in November. It was also an exciting year in teaching. In the spring, I taught Latin prose composition to a great group of graduate students, (we all learned a lot about style), at the same time as teaching intensive beginning Latin. In the fall I was one of six faculty members that together teach in a great course known as the HUM sequence (I learned a lot about early Christianity and medieval literature, and also quite a bit about lecturing by watching my colleagues three times a week). Another first in 2012 involved editing. The panel that I had organized, together with Chris van den Berg of Amherst College, at the APA meeting in January 2012 on the subject of “Intertextuality and its Discontents” attracted so much interest that the two of us set about putting together a special issue of the American Journal of Philology devoted to the topic. Thanks to the timely work of all the authors and readers involved, it is due to appear in the spring of 2013.

Emmanuel Bourbouhakis
The novelty and excitement of being at Princeton sustained itself through 2012, so that much of what was news for me would have seemed somewhat ordinary to those long familiar with life and work here. Still, in the spring and fall of 2012 I was able to teach courses which bear the distinct Late Antique and Byzantine stamp I brought with me to the classics department: the first was an undergraduate seminar on the language and literature of the post-classical Greek world, designed to introduce classics majors to the broadening and diversifying registers of Greek writing in the Eastern Mediterranean from the 2nd to the 7th centuries; the second a graduate seminar on Late Antique and Byzantine historical writing, a topic of abiding interest for me. I spent the hiatus between the two semesters in Rome, mostly reading, revising, (and a little sailing in Sardinia) with the exception of a paper I gave on authorial independence in medieval Byzantium at the European-wide conference on Byzantine literature hosted by Durham University, in the U.K., in late July. I resumed teaching, and writing, in the fall, escaping only once to participate in a three-day workshop on “Dreams in Byzantine Literature” hosted by the Dumbarton Oaks Center for Byzantine Studies, in Washington, D.C. Finally, I joined Forbes College as a faculty advisor in the fall of 2012, which I am enjoying a great deal. Needless to say, my table remains strewn with diverse projects underway—look for these in the next newsletter!

Michael Brumbaugh
Leaving behind an idyllic commune dedicated to intellectual discovery in the wilds of the Pacific Northwest, I ventured through the American interior to reach the legendary East Pyne. Luckily I suffered no epic misfortunes en route and my new colleagues threw open the gates to welcome me. Before leaving Reed College I was able to see my thesis student defend her work on a topic of great interest to me, “Songs of Cyrene: Genre in Pindar and Callimachus.” Switching gears from Greek praise to Latin abuse, I had the pleasure of teaching an undergraduate seminar in the fall on Horace’s Satires and Epodes. On the research front, I began the year with a paper at the APA on the much discussed epilogue to Kallimachos’ Hymn to Apollo, “Kallimachos and the Euphrates: Trashing the Seleukid Nile.” The annual meeting of the Classical Association of the Pacific Northwest (CAPN) afforded me the opportunity to present some thoughts on epiphany and mimesis in Hellenistic poetry. I also gave a paper at CAMWS on Plato’s conception of the hymn and the state of the genre during the classical period. The summer saw the completion of an article on the Hadrionic court poet Mesomedes, “Making the Hymn: Mesomedean Narrative and the Interpretation of a Genre.” And throughout the year I have been at work on my book project on kingship ideology in Kallimachos’ Hymns.

Marc Domingo Gygax
In the spring, I again taught the lecture-course “The Greek World in the Hellenistic Age”, and precepted for the first time for Andrew Feldherr’s “The Other Side of Rome.” In May, I hosted Vicente Ramon, (University of Zaragoza), with whom I am collaborating in the international research project “Irreligiosidad, agnosticismo y ateísmo en la Grecia antigua”, a project financed by the Spanish Ministry of Economy and Finance, and in July I visited Arjan Zuiderhoek in Ghent to prepare our common project “Benefactors and the Polis: Origins and Development of the Public Gift in the Greek Cities from the Homeric World to Great Antiquity.” This project, which brings together colleagues from UC London, Hannover, Cambridge, Freiburg, Groningen, Utrecht, Berkeley and Connecticut, aims at examining for the first time, public gift-giving in the Greek polis from a truly longue durée perspective. In the fall semester 2012-13, I was on leave and could focus on research, working on papers on Elias Bickerman, 19th century historiography, financial challenges in 4th century Athens and Plutarch. Articles on “Lycia” and “Gift-Giving and Power-Relationships in Greek Social Praxis and Public Discourse” appeared. In January and February I gave talks on the origins of Greek tyranny at ‘The College of New Jersey and on an inscription from Cos at the Institute for Advanced Study.

Janet Downie
In spring 2012, I taught across the spectrum of undergraduate Greek, leading one talented and committed group of students through the second half of Hansen and Quinn to their first foray into “real Greek” (Lysias 1) and another equally impressive group along the banks of the Ilissos to the supra-celestial spheres of Plato’s Phaedrus. For the academic year 2012-13, I am on leave as a Solmsen Fellow at the Institute for Research in the Humanities at the University of Wisconsin-Madison, making the
most of this very stimulating and collegial interdisciplinary environment—and the city’s lakes! My current project is a book on “heroic landscapes,” in which I investigate how Trojan War mythology functioned as part of the visual, experiential and imaginary geography of Asia Minor in the imperial period. As the book takes shape, it has been exciting to have the conversation and feedback of artists and scholars working across the humanities, many of whom are interested in questions of landscape and memory in a variety of times, places, and modes. I am also happy to report that the Aristides project is in its final stages: At the Limits of Art: Reading Aelius Aristides’ Hieroi Logoi will be published by Oxford in summer 2013.

Denis Feeney
I have been enjoying some new classes. In spring 2012, together with Andrew Ford, I taught a graduate seminar on Ancient Literary Criticism, which was a really enjoyable experience; in fall 2012 I taught Classical Mythology for the first time, and discovered what a challenge it is to present the texts and concepts of classical mythology to a mixed group of students, some of whom already know a great deal while others are new to the ancient world altogether. In March 2012, Harriet Flower and I escorted a group of graduate students to attend the annual Spring School on Roman religion in Erfurt, run by Jörg Rüpke. In June I attended a conference on Horace’s lyric poetry at Lyon. After giving a paper there on Horace’s “Metaurus” Odes (4.4), I went to Le Marche in the company of Alessandro Barchiesi and Lorenzo Carnevali, trying to find the sites of the battles of Sentinum and Metaurus; although the quest was (probably) unsuccessful, the company, drives, and lunches were memorable. I published a paper on Catullus in a Cambridge University Press volume edited by Tony Woodman and I.M. Le M. DuQuesnay, together with a number of book reviews.

Andrew Feldherr
The highlight of last year for me was the chance to lead a class on a week’s tour of Rome and Campania [see “To Rome For Ovid” on page 8 –Ed.]. A generous grant from Princeton’s 250th Anniversary Fund, made it possible to “upgrade” an upper level Latin course on Ovid’s poetry by focusing specifically on his engagement with the changing urban landscape of Augustan Rome. Even for people who already knew the city, like my invaluable teaching assistants, Dawn LaValle and Madeleine Jones, the trip was a revelation, and we hope to be able to find funds that will allow us to repeat the experience with different topics and destinations. My research has been focused increasingly on Sallust, to be the subject of a lecture series I look forward to presenting next year at Bristol (and the topic for a memorable graduate seminar last fall). Also on the horizon is a planned trip to a conference on ekphrasis in Sa Pa over the summer—my first visit to Latin America since an ill-advised two-month stint as an exchange student in Paraguay when I was eleven.

Harriet I. Flower
I was on leave for the first semester of 2012 and spent my time researching the cult of the lares, ubiquitous dancing gods of place, who are to be found in many settings, both in Roman towns and in the countryside. My main focus is on the lares compitales (and their annual festival of Compitalia), whose crossroads shrines articulated the local neighborhoods in Roman cities, as well as the points where the boundaries of estates met in the countryside. My study will be entitled The Dancing Lares and the Serpent in the Garden. In the fall, I started my third year as master of Mathey College, one of Princeton’s six residential colleges for undergraduates, which houses about 550 students drawn from all four years of undergraduate study, as well as ten resident graduate students and a faculty fellow in residence. I gave lectures at the Florida State University (Tallahassee) and at Johns Hopkins University (Baltimore, MD). With Denis Feeney and a group of Princeton graduate students, I participated in the 13th International Spring School on Ancient Religions in the Max-Weber-Kolleg at Erfurt University (Germany), on the topic of “Historicizing Religion, SACRALIZING HISTORY.” I am also working on editing a second edition of The Cambridge Companion to the Roman Republic (2004), which will include three completely new chapters, as well as an introduction that will address scholarship and debates in the field of republican history over the past decade.

Michael Flower
If it is true that happiness consists of the fulfillment of youthful aspirations (to misquote Freud), then I should currently be in good spirits. As an undergraduate I hoped someday to write a book about my favorite author, and this summer saw the publication of Xenophon’s Anabasis or The Expedition of Cyrus in the series Oxford Approaches to Classical Literature. I set my sights on a broad audience with the primary aim of opening up various new ways of reading and interpreting Xenophon’s most famous work, which is the only autobiographical narrative to survive from ancient Greece. By a happy coincidence, shortly afterwards I was invited to edit a Cambridge Companion to Xenophon. My hope is that both books will contribute to the ongoing resurgence of interest in one of the most innovative (yet currently underappreciated) writers of antiquity (Xenophon invented several new genres of prose literature). Last spring I taught one of my favorite subjects, an undergraduate seminar called Ancient Sparta: Myth and Reality. Unfortunately, too much of the former passes for the latter; and one goal of my scholarship has been to correct pervasive misconceptions about the Spartans. A Blackwell Companion to Ancient Sparta is due out next winter, in which my contribution proposes a new model for understanding the Spartan religious system. Last but by no means least, this fall I taught Greek 101 to a very enthusiastic and congenial group of undergraduates.

Andrew Ford
Teaching brought surprising rewards from old standbys. My spring 2012 300-level class on Homer was one of those wonderful Continued on page 4
alignments of the stars; a small group and I pored over seven books of the Iliad and the latest criticism in fantastic discussions. In fall 2012, I reprised my course on Classical Rhetoric in translation to an eager and varied crowd. With superb assistance from Leon Grek, we had a great time reading Aristotle and watching the Presidential campaign. The coming term features a reprise of our 200-level tragedy class on the Medea, and a happy return to beginning Greek with 102. Publications last year included a chapter on “Dionysus’ Many Names in Aristophanes’ Frogs,” in A Different God? Dionysos and Ancient Polytheism, ed. Renate Schlesier from De Gruyter. I also continued my reading around and reviewing, tackling M.L. West’s controversial The Making of the Iliad in Bryn Mawr Classical Review 2012-08-09 and Stephen Halliwell’s Between Ecstasy and Truth: Interpretations of Greek Poetics from Homer to Longinus (Oxford, 2011) for an interesting online journal, the Notre Dame Philosophical Reviews (11/13/2012). An important new editio maior of Aristotle’s Poetics was published by Leonardo Tarán and Dimitri Gutas, which I reviewed in Classical World (online) in October 2012. Finally, I kept my hand in the good old-fashioned print journals, reviewing M. Kivíló’s “Early Greek Poets’ Lives” for Classical Review 62.2 (2012) pp. 352-54. Lectures included Cambridge, The Center for Hellenic Studies in Washington D.C., and Oxford (whither I am about to depart as I write).

Constanze Güthenke
I have in 2012, enjoyed a split sabbatical: a semester’s maternity leave, followed by a regular research leave spent in Geneva, Switzerland, during which I am working on completing a book on German classical scholarship and its rhetoric in the long 19th century. When not writing in the calm environment of Geneva’s university library, I have given talks in Basel, Paris and London. In London, I was invited as a keynote speaker at the Annual Anglo-American Historians’ Conference whose chosen theme, in the Olympics year, was ‘Ancients and Moderns’. More talks in London, Vienna, and the Netherlands are on the horizon for spring 2013, when I will also be professeure invitée at the University of Geneva.

In other news, my colleague Brooke Holmes and I won a sizeable Global Collaborative Network Fund research grant at Princeton. This grant for “Postclassicism” allows us to embark on a three-year project with the aim of building an international network of scholars in the field of “antiquity after antiquity”, with participants in the U.S., U.K., Italy, Germany, and Australia. Our first very successful workshop took place in Princeton in January 2013, and we are planning a range of further events for this coming year. The project, to our delight, is complemented by a two-year grant to establish a Princeton-Oxford graduate research collaboration, analogous to the joint seminars and visits hosted already by our Program in the Ancient World.

Brooke Holmes
I am happy to report the publication of two books this past year, Gender: Antiquity and Its Legacy and a co-edited volume, Dynamic Reading: Studies in the Reception of Epicureanism; the latter included a co-written introduction and an article I wrote on Gilles Deleuze’s reading of Lucretius. An article on Galen’s commentary on the Hippocratic text Epidemics II also appeared.

It was another busy year for travel in the U.S. and abroad. I gave lectures at Columbia University, Trinity University, the University of Chicago, the University of Georgia, and the University of California Irvine, and I delivered the keynote address at the graduate conference “Mens Insana” at UCLA in November. I also presented at conferences in Philadelphia, Chicago, New Haven, Santa Barbara, Oxford, Berlin, and Paris, as well as on a panel I co-organized with Mark Payne on the “Ancient Non-Human” at the annual SLSA conference in Milwaukee. I had a fantastic time participating in events in ancient philosophy, the Mayweek Seminar in Cambridge (on the Anonymous Londinensis medical papyrus), and the Collegium Phenomenologicum in Città di Castello, Italy, on “Bios: The Greek Concept of Life.”

One of the highlights of the year was being awarded, with Constanze Güthenke, two grants to internationalize our program in Greek literature, one for a two-year graduate seminar exchange with Oxford, the other for the formation of a more ambitious network involving seven international institutions and organized around the theme of “Postclassicism.” The biggest highlight of the year, however, was being awarded tenure in the spring.

Bob Kaster
I thoroughly enjoyed this year’s mix of teaching and research, while continuing to shepherd our graduate students as director of graduate studies. On the undergraduate side, the classroom has and will be the site of all intro Latin all the time, with Latin 101 in the fall just past, and ‘turbo Latin’—twenty-four weeks’ worth of lessons packed into twelve—coming in spring. At the other extreme, the year-long dissertation writers’ seminar, for our most advanced grads, has provided both an opportunity to learn from the work of half a dozen diverse dissertators and a really gratifying window on their unfailingly constructive and collegial give-and-take. On the writing front, the start of the year brought the North American release of my OCT of Macrobius’ Saturnalia, followed in the spring by The Appian Way: Ghost Road, Queen of Roads, a fun travelogue for the University of Chicago Press’s “Culture Trails” series, and the only book I’ll ever write that will cause me to be interviewed on NPR. But the real progress came with a different project: the manuscript work for the OCT of Suetonius’ Caesars is now all but done, and it provided the material for participating in an immensely rewarding working group organized over the summer in Berlin by Tony Grafton and Glenn Most. As for the part of the manuscript work that isn’t quite finished: alas, that will require a trip in June to libraries in Rome, Florence, Paris, and London. It’s a dirty job, etc.

Joshua Katz
Highlights of the year 2012 included leading fifteen extraordinary freshmen through...
the history and practice of wordplay, reading Old Persian with a group of first-rate graduate students, and being featured in the Random House book *The Best 300 Professors*. My talks covered topics from ludic linguistics (Northwestern) to divine vowels in Greek and elsewhere (Santiago de Compostela and UCLA), via Saussure's Vedic anagrams (American Oriental Society) and a new sound law in Old Irish (Copenhagen); I also had gigs of various sorts at the American Philological Association, at Columbia, and across Princeton's campus. Among my publications is the introduction to the volume *The Muse at Play: Riddles and Wordplay in Greek and Latin Poetry*, in which I argue for the existence of a significant Sibylline acrostic in *Aeneid* 6. I was elected to the APA's Nominating Committee, joined the editorial boards of *Kratylos* and the *Princeton University Library Chronicle*, and was named a member of the newly formed Advisory Council of the Mrs. Giles Whiting Foundation. I continue to spend more time than is healthy worrying, in meetings and in private, about the future of Firestone Library.

**Nino Luraghi**

I am looking back on a quiet year, spent teaching, seeing various articles through the press, and adding the final touches to others. Highlights include an article in *Chiron* on a new inscription from Messene, referring to events that Polybius himself witnessed, co-authored with Anna Magnetto from the Scuola Normale Superiore of Pisa. I have spent a great deal of time editing *The Splendors and Miseries of Ruling Alone*, a collection of essays on monarchy in ancient Greece, mostly by German colleagues. Hopes of seeing it under the Random House book *Comparing the Founders*, which should appear in 2013; and most of the work has been completed for the fourth edition of the global history textbook, *Worlds Together, Worlds Apart*. The greatest academic recognition that I received in the past year was my election to the American Philosophical Society. Going to Philadelphia to sign a membership book that includes the signatures of Thomas Jefferson and one of my personal heroes, Benjamin Franklin, was a great honor indeed.

My teaching included a new course on slavery in the Roman world; the enjoyable experience, as always, helping Denis Feeney teach Latin 108, and a graduate seminar on the Roman Family. Another pedagogical highlight was sharing the PAW graduate seminar on ethnicity in the ancient Mediterranean with Nino Luraghi.

**Christian Wildberg**

Originally, I had planned to spend my academic leave in 2012-13 abroad but then, for various good reasons, decided against it. And so, I am enjoying my freedom right here in Princeton. I am now a kind of visiting scholar in my own department. Nice. You might think this puts me in a position similar to the one Lucretius imagines at the beginning of Book 2: “Pleasant it is, when on the great sea the winds trouble the waters, to gaze from shore upon another’s great tribulation, etc.” But you are wrong; such lowly tickles of satisfaction would never occur to me... instead, the pursuit of more refined forms of pleasure took me further and farther afield. Last summer was spent in Greece, where I had again convened our annual classical philosophy reading group, this time at the Norwegian Institute in Athens. I then educated myself by visiting numerous places of interest and the city of my birth, Chir…

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**Living Latin in Rome, Paideia Institute**

by Madeline McMahon

I attended the Living Latin in Rome program at the Paideia Institute. The six-week summer course combined Latin texts and Roman remains in an exciting way. We began our day by reading selections from classical, medieval, or renaissance authors and visited related sites in the afternoon. In the early evenings we gathered for a session of casual spoken Latin *sub arboribus*. These sessions forced me to think of Latin as not merely a written language, but also a spoken and lived one and helped me feel more at home in the language. Reading Latin sources in the midst of material remains further brought the texts to life. It was also a pleasure to work with, and get to know several classically inclined Princetonians in a different environment. I would like to thank the department for its generous financial support!
### Graduate Student News

**Hanna Gołab**
I joined Princeton Classics in the fall, and since then I have been enjoying all the goods our program has to offer, including a field trip to Israel, and a student conference on ancient ethnicity at Oxford. Also, I have published a paper titled “Bacchylides’ Spartan dithyramb in the light of choral projection” in *Eos* XCIX 2012.

**Amanda Klause**
I am a first year graduate student. The past year has been an exciting one. While still finishing my degree at Swarthmore College, I learned that my paper “Man-sura dabo monimenta per aevum: The Metamorphoses as Museum” was awarded Honorable Mention in the undergraduate division of the Winkler Memorial Prize. I graduated in May, and spent the summer working at Connecticut-based theater company ARTFARM. I joined the classics department in the fall. I was lucky to travel with the PAW seminar to Israel for a week in late October, and then to Oxford for the Oxford-Princeton Colloquium where I presented a paper.

**Brahm Kleinman**
To start off 2012, I finished my M.A. in classics at McGill University, completing a thesis on *ambitus* (electoral bribery) in the late Roman Republic. After a fun summer in Montreal, I started the Ph.D. program in Classics (ancient history track), and have had a great time so far. The highlight of my semester was definitely the ancient ethnicity seminar trip to Israel, where we got to visit a variety of sites, including the beautiful ruins of Scythopolis, an ancient city heavily damaged by an earthquake in 749 A.D. More importantly, we ate lots of delicious hummus and falafel. I’ve also just come back from the lovely Princeton-Oxford exchange conference in Oxford, where I presented a paper on Sullan propaganda and ethnic stereotyping of the Samnites. For now, I’m looking forward to an exciting semester filled with interesting courses on Polybius, Roman history and numismatics.

**Alex Petkas**
Since the publication of the last newsletter, I have kept myself busy with papers (studying narrative technique in Thucydides’ Sicilian Expedition; ethnicity and memory in the sources on the “revolt” of Gainas 400 AD) and general exams (Greek History, Greek Literature). In the summer of 2012, after more than ten years of studying Latin, I finally visited Rome for a week. I went with high expectations, and was anything but disappointed. I've also spent the fall learning the basics of the important Late Antique language Syriac, with Professor Emmanuel Papoutsakis in the Near Eastern Studies department. I hope to set aside a little time for this in the spring as well, alongside studies for the Latin Literature general exam.

**Mali Skotheim**
In 2012, I fell madly in love with the Chariot, a Greek mime set on the Malabar coast of India from the 2nd century AD. I was pleased to have a chance to present my work on the Charition at the PAW conference on Ethnicity and Religious Identity in the Ancient World at Oxford. With general exams fading in the rear view mirror and the dissertation proposal on the horizon, I am eager to find out if I can grow this passion project into a dissertation on bilingualism and foreign language in Greek literature.
Dissertations

Adam Gitner
Horace and the Greek Language: Aspects of Literary Bilingualism

While classicists are better informed than ever about the significance of bilingualism in the ancient world, its contribution to Latin literature has not fully benefited from new linguistic and historical perspectives. Making use of a multidisciplinary body of research on multilingualism, my dissertation investigates Horace’s many-sided relationship with Greek, and the Greeks. By placing him more fully in the context of the cultural and linguistic diversity of the Late Republic, it reassesses the range of bilingual interaction in Horace’s poetry and its contribution to his style and achievement. Each chapter addresses a distinct linguistic phenomenon that has left its mark on Horace’s poetry: lexical borrowings from both poetic and colloquial registers, syntactic interference, and linguistic purism. These foreign elements enrich the texture of Horace’s poetry in many ways, for instance by creating oppositions between proximity and distance that are central to Latin lyric, recreating voices from everyday life, and alluding to an elevated foreign presence.

Rose Maclean
Cultural Exchange in Roman Society: Freed Slaves and Social Values

My dissertation, Cultural Exchange in Roman Society: Freed Slaves and Social Values, is a study of the cultural dialogue that took place between freedmen and the Roman elite during the early Empire. I apply the techniques of close reading to both epigraphic and literary texts to identify points of exchange between these two subcultures within Roman culture, particularly around the concepts of citizenship, honor, glory, and personal virtue. I conclude that freed slaves, who occupied a unique position in Roman society, also made a unique contribution to the evolution of elite ideology as it responded to the rise of monarchy. In particular, freedmen cultivated qualities like loyalty and obedience as means of positive self-definition in their funerary and honorific monuments. As the upper orders struggled to adapt existing traditions to a new political environment that was founded on a basic power imbalance between ruler and subject, they found in freed culture an important model for how to locate legitimate honor in deference to a central authority.

Aikaterini Tsolakidou
The Helix of Dionysius: Musical Imagery in Later Euripidean Drama

My dissertation explores the area of late Euripidean lyrics and music. Focusing on the references to song and dance contained in the choral and monodic lyrics of four major later Euripidean plays, the Trojan Women, the Phoenician Women, the Hipsypyle and the Helen, its aim is to show that such lyrics engage in a fundamental and systematic reflection on tragedy’s internal musical discourse and poetics, and to further our understanding of the tragic genre’s self-inception and self-conception as a form of song and mousike. All four dramas are complex, modern, experimental, and are often thought to evade generic labels and to only tenuously conform to the formal and emotional requirements of tragedy. My dissertation shows that the lyrics of the plays engage in a systematic quest for the original voice of tragic song. I further trace a recurrent move that becomes an integral part of Euripidean musical discourse and poetics: that of presenting tragic song as new and distinctively Dionysiac, and at the same time as an old, primary form of music. This characteristic Euripidean move is a gesture of legitimation and redecoration of the new music poetics; at the same time, this gesture of cultural appropriation allows tragedy to represent itself as the master song-form, conscious of its belatedness in the Greek tradition but also capable of positioning its mousike at the very beginning of the poetic traditions that are evoked in the tragic lyrics. I thus argue that Euripides claims for his medium a place of priority in the hierarchy of the Greek poetic canon, casting his poetry as the Ur-form of poetry and music from which all other song-forms arose.

John Tully
Networks, Hegemony, and Multipolarity in the Hellenistic Cyclades

The connected studies in this dissertation draw on insights from network theory and international relations theory to reframe our economic, social, and political narratives of the Cyclades in the Hellenistic period. First, it synthesizes recent work on the Hellenistic coinages of the islands, including the first study of the coinage of Paros, to identify previously unrecognized sub-regional island numismatic networks. Second, study of the proxeny network in

Continued on page 9
To Rome for Ovid

by Andrew Feldherr

Last spring, with the support of the 250th Anniversary Fund for Innovation in Undergraduate Education and a Cotsen Teaching Fellowship, I was able to realize a career-long ambition by leading a class to Rome (with the help of my teaching assistants Madeleine Jones and Dawn LaValle).

The occasion was an upper level Latin course on Ovid, focusing specifically on his response to transformations in the visual culture of Augustan Rome. We read selections from the entire range of the poet’s work that either described actual monuments in the city or depicted similar scenes to those represented in contemporary art. Each student was assigned a passage of Ovid to present to the class while we were in Princeton, and a report on a related site during the trip. Then, as the final exercise, a term paper was required, exploring connections between the two.

I was able to accept 15 students in the course, from senior classics concentrators, sacrificing the treasured thesis-writing moments of spring break, to freshmen just discovering the department. We had nine days in Italy in all; five in Rome itself and three at the Villa Vergiliana in Cumae, which was our base for visiting Pompeii, Herculanenum, and the museum (and pizzerie) of Naples. Topics for reports included the splendidly re-displayed frescoes from the ancient Villa Farnesina, Tiberius’ grotto at Sperlonga, Bernini’s Apollo and Daphne, and, yes, the painted brothels of Pompeii.

Not only was the trip a delight and a revelation, even for people who already knew the city, but the papers were as a group, a model of sophisticated thinking and dedicated research. And the whole experience has given me a new ambition for the remainder of my career, to find the resources to make such courses a regular part of our program (and to go to Rome again as often as possible!).

At the Vatican Museum
Front row: Sarah Rose, Patrick Roche, Molly O’Neill, Rosalie Stoner, Sophie Tyack.
Middle Row: Christopher Cochran, Dawn LaValle, Andrew Feldherr, James Corran, Rosaria Munda, Cameron Hough, Daniel Rattner, Petra Laohakul.
Back Row: Neil Hannan, Adam Safadi, Stuart Chessman, Madeleine Jones.
Missing from group: Paul Fanto, photographer!

En route to Galleria Borghese in Rome.

Christopher Cochran, Rosaria Munda, and Paul Fanto in Naples.

Andrew Feldherr, lecturing with group, Pompeii.
Faculty Bookshelf

A Written Republic: Cicero’s Philosophical Politics
by Yelena Baraz
Princeton University Press
2012

When Cicero turned to writing his philosophical encyclopedia during his forced retirement under Caesar, he was acutely aware that this was a controversial undertaking for a Roman statesman, given Romans’ frequent hostility to philosophy as foreign and incompatible with one’s duty as a citizen. How are we to understand Cicero’s decision to pursue philosophy in the context of the political, intellectual, and cultural life of the late Roman republic? Yelena Baraz takes up this question and makes the case that philosophy for Cicero was not a retreat from politics but a continuation of politics by other means, an alternative way of living a political life and serving the state under newly restricted conditions.

Xenophon's Anabasis, or The Expedition of Cyrus
by Michael Flower
Oxford University Press
2012

Xenophon's Anabasis, or The Expedition of Cyrus, is one of the most exciting historical narratives to have survived from ancient Greece. It tells the story of Cyrus, a charismatic Persian prince, who in 401 BC enlisted thousands of Greek mercenaries in an attempt to seize the vast Persian empire for himself. Cyrus was killed in a great battle, and Xenophon, an Athenian aristocrat, found himself in the unexpected position of leading the Greeks from the vicinity of Babylon in modern Iraq back to the Greek cities in Turkey. This book unveils the literary artistry and narrative strategies that have gone into shaping one of the greatest survival stories of all time.

Gender: Antiquity & Its Legacy (Ancients & Moderns)
by Brooke Holmes
Oxford University Press
2012

Gender has now become a pervasive topic in the humanities and social sciences. Yet despite its familiarity within universities and colleges, some have argued that the radical debates which first characterized gender studies have become ghettoized or marginalized—so that gender no longer makes the impact on creative thinking and ideas that it once did. Holmes argues that much writing on gender in the classical age fails to place those ancient ideas within their proper historical contexts. By re-examining ancient notions of sexual difference, bodies, culture, and identity, Holmes shows that Plato, Aristotle, the Stoics, Epicureans, and others force us to reassess what is at stake in present-day discussions about gender.

Faculty News
Continued from page 5

museums and archeological sites on Crete and other Greek islands. Since last fall, I have been working happily on a new text and translation of the mysterious, enigmatic Corpus Hermeticum. Also on the front burner is a handbook of Neo-platonism, and the admittedly somewhat tedious task of turning a stack of papers, read the previous year, into respectable publications. Apart from the Michael-Frede-Lecture at the National and Kapodistrian University of Athens last June, I have decided, for the time being, to stay away from the lecture and conference circuit. Sorry, make that ‘circuit’.

Dissertations
Continued from page 7

the Cyclades confirms the historical validity of the Cyclades as a unit at this time, and demonstrates the systemic centrality of Delos to communication both inside and across the Hellenistic Cyclades. Third, it re-conceptualizes the sanctuary of Delos as a locus of socially embedded competitive display, and argues that dedications were required for patrons to maintain their relevance, but rarely, if ever, could grant primacy. Finally, a reanalysis of Rhodian activity in the Hellenistic Cyclades presents Rhodes as one of several contemporaneously active competing powers, rather than one of a succession of uncontested hegemons. Each study individually allows more space for islander agency, regional complexity, and the diversity of the island experience than has previously been common. Cumulatively, the result is a richer pattern of narratives which are more consistent with our current understanding of the environmental constraints inherent in Cycladic life; which are embedded in the varying regional and sub-regional economic and social structures here identified; and which allow for more diverse diachronic engagement by a range of internal and external powers.
Q&A with Joy Connolly

Nancy Barthelemy interviews Classics Alum Joy Connolly, class of 1991. Currently, Joy is Dean for the Humanities at New York University.

Q Why did you choose to major in classics?
A I attended Middlesex School in Concord, MA, where I had superb teachers in Latin and Greek; I wanted to follow up my interests at Princeton. Even when I was young I resisted the insistent modern focus on the here and now. I was always driven by the conviction that by studying the ancient world, we gain insight into ourselves, and where we are today. I was a bit in love with the ‘exotic other’ of the past, but it was a productive love. It helped me think critically about the foundations of the beliefs I’d been brought up with as well as my tastes in art and culture.

Q What is your first memory of your time spent at Princeton?
A My first memory is of a classroom in the old East Pyne, pre-renovation days, where I read the Aeneid with Bill Levitan, who went on to be my thesis advisor. It was an advanced Vergil class, and I had a rather snobby attitude about it; I thought, foolishly, that I had “done” the poem already. But within minutes, I was catapulted into shock by Vergil’s brilliance and innovation, which I was not expecting. I experienced many moments like this.

Q Who/what people especially influenced you as an undergraduate?
A The list is so long! I have to say Richard Martin and Bill Levitan, both of whom urged me to write my senior thesis on Ezra Pound and Modernist classical translation. (Years later, when we had both moved to the Stanford Classics department, Richard and I taught a course together, and my lecture style improved immensely!). From Zeitlin inspired my interest in feminist theory and Greek tragedy, and Brent Shaw allowed me to take his graduate seminar on slavery, which was an eye-opening introduction to historical sources and methods. There were also some truly amazing graduate students in the program at that time: I think especially of Nancy Worman, Kathy McCarthy, and Daniel Mendelsohn, who bear more responsibility than they know for my choice to enter the profession. They were models for the type of person I wanted to be.

Q What did you do after graduation?
A After graduating from Princeton, I took German in Berlin, and then headed to the Classics post-baccalaureate program at the University of Pennsylvania. Penn is packed with marvelous scholars, and I decided to pursue my Ph.D. there.

Q When and how did you decide on an academic career?
A I knew when I was 21 years old that any career I pursued had to center on learning and seeing the world. My mental image of the field is a walk down a long hallway, where I imagine the wisdom behind each door: literature, philosophy, history, material culture, art, papyrology, and the list goes on. Studying classics prepares you for everything—you develop flexible habits of mind.

Q What is your current position, and how long have you been in the role?
A I am currently Dean for the Humanities at New York University (NYU), a position I’ve held since August 2012. I’m responsible for roughly 400 faculty and 30 academic units, including departments and institutes. I am also deeply involved in shaping the relationship between our New York City campus and NYU’s new independent campuses in Abu Dhabi and Shanghai. Teaching and writing is still crucially important to me: I’m teaching a graduate class this semester, and my second book is out for review right now.

Q Thinking back on your educational experiences and career path, did you envision holding this type of position, or is it something that just happened?
A I always had an interest in organizing and running things. Back in my senior year at Princeton I was president of Terrace Club, and enjoyed designing events and encouraging people to work together. It’s not easy balancing research, teaching, and deaning, but I like the high wire! Long term in the academy, I suspect I’ll continue to seek out opportunities to lead.

Q How has your Princeton/classics education helped you throughout your career?
A I have to mention once more the enormous impact my teachers had on me. I met people who loved their work, who had pride in their intelligence and knowledge, who had passion without arrogance, who were justly confident in the value of their work. I was fortunate to study in a top department with brilliant scholars, which set me on a trajectory for a successful career.

Q What advice can you give students who are thinking about majoring in the classics?
A Do it! How can you go wrong? The classics department at Princeton is diverse, small, you have close contact with faculty and intensive classes. And Classics is a dynamic field. You will be exposed to an amazing variety of ways of thinking about and seeing the world. My mental image of the field is a walk down a long hallway, where I imagine the wisdom behind each door: literature, philosophy, history, material culture, art, papyrology, and the list goes on. Studying classics prepares you for everything—you develop flexible habits of mind.

Q Can you share one thing that we may be surprised to learn about you?
A Honestly? I am a secret wannabe artist! I started taking violin lessons this past fall (a humbling experience for an adult); I’m also an amateur block printmaker. My partner and I are working on a screenplay on the Gracchi brothers, which we hope to pitch some day. Know any contacts in Hollywood?
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<tr>
<th>Date</th>
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<tr>
<td>September 20</td>
<td>Lecture</td>
<td>“The Aesthetics of Varietas”</td>
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<td>William Fitzgerald, King’s College London</td>
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<td>October 8</td>
<td>Lecture</td>
<td>“Publishing Without Publishers: Books, Publication, and Community in Imperial Rome”</td>
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<td>William Johnson, Duke University</td>
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<td>October 16</td>
<td>Prentice Lecture</td>
<td>“The one absolute didactic poem, and its opposite: From Nicander to Paul Celan”</td>
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<td>Mark Payne, University of Chicago</td>
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<td>October 17-18</td>
<td>Tanner Lectures on Human Values</td>
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<td>Ian Morris, Stanford University</td>
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<td>Mark Janse, Ghent University</td>
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<td>November 8</td>
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<td>Guy Stroumsa, Oxford University</td>
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<td>“Ritual Dances &amp; Visual Culture in Classical Greece”</td>
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<td>Olga Palagia, Athens University</td>
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<td>Alessandro Barchiesi, Stanford University</td>
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<td>December 4</td>
<td>Lecture</td>
<td>“History, Fiction, Myth: Some Moments in the Ancient Struggle”</td>
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<td>Richard Hunter, Cambridge University</td>
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<td>January 9-10</td>
<td>Workshop</td>
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<td>January 11-12</td>
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<td>Postclassicisms Global Collaborative Network Workshop</td>
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<td>February 12</td>
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<td>“Crouching Odysseus: Action and Ending in Homeric Epic”</td>
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<td>Alex Purves, University of California, Los Angeles</td>
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<td>February 20</td>
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<td>“Accessing Late Antiquity: Syriac Digital Humanities Projects at Brigham Young University”</td>
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<td>March 4</td>
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<td>“Like a Winged Runner: Lycophron’s Alexandra and the Reconfiguration of the Messenger Speech”</td>
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<td>March 5</td>
<td>Faber Lecture</td>
<td>“Pagan Challenge - Christian Response: Emperor Julian and Gregory of Nazianzus”</td>
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<td>Susanna Elm, University of California, Berkeley</td>
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<td>March 26</td>
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<td>“Pindar’s Material Imaginary: Dedication and Politics in Olympian 7”</td>
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<td>Leslie Kurke, University of California, Berkeley</td>
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<td>April 16</td>
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<td>“Quintilian’s epic performances: the orator and the poet in the Institutio Oratoria”</td>
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<td>Elizabeth Asmis, University of Chicago</td>
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The department of classics is pleased to host the second annual alumni breakfast during reunions weekend. We look forward to welcoming you back to Classics!