



CLASSICS CONVIVIUM

Fall 2018 • VOLUME XX

Included in Newsletter

- ◆ Letter from the Chair
- ◆ Olynthos—2018 Field Update
- ◆ A Conversation about Diversity, Equity, and Inclusion with Professor Sara Ahbel-Rappe
- ◆ Onassis Distinguished Diversity Scholarship for Graduate Study Fund
- ◆ 20 Years Later: Remembering Glen Knudsvig
- ◆ Latin Day 2018
- ◆ Jerome Lecture Series 2018
- ◆ Graduate and Undergraduate updates
- ◆ Carrie Arbour 2018 Scholarships
- ◆ Alumni Profile
- ◆ 2018 Photo Competition

Letter from the Chair

Faculty Recognition

My first year as chair introduced me to endless facets of running a department of Classical Studies. Classics is a field of enormous breadth. Members of this department cover a lot of ground. They study several thousand years of ancient Greek and Roman materials and texts and their afterlives from the Bronze Age through late antiquity to the medieval and modern periods from the disciplinary standpoints of literary studies, linguistics, history, philosophy, medicine and science, gender studies, archaeology, papyrology, and anthropology. They also teach, advise, arrange student study abroad and internships, supervise, oversee field projects, raise money, and lead. Certainly, I knew that my colleagues covered a wide range of activities. As chair, I see up close just how active the department is and how much work is needed to maintain the highest quality of research in an equitable public learning environment.

An especially important initiative is the new Bridge to PhD MA. I arrived in time to sign the memorandum of understanding among Classics, LSA, and Rackham but the process was in place already under previous chair of Classics **Sara Forsdyke**. It was the resolve of **Sara Ahbel-Rappe** to create a fully funded Classics MA offering intensive language instruction to help prepare a diverse pool of students for PhD studies, so as to make access to Classics PhD studies more equitable. As the program's first director, Professor Ahbel-Rappe and other faculty worked to recruit students from underrepresented backgrounds. **Katie Mikos** arrived last summer in time to study Latin in Italy in the Inter Versiculos workshop in Latin verse composition organized by **Gina Soter** and enter the program this fall. Meanwhile Sara and I worked with Dr. Young Kim (UM PhD in history, 2006), the director of educational programming at the Onassis Public Benefit Foundation, to create the Onassis Distinguished Diversity Scholarship for Graduate Study Fund offering students in the Bridge MA extra money to spend on enriching programs. Sara Ahbel-Rappe's interview by Arum Park, "Diversifying Classics: UM's Bridge MA," can be found [here](#) on the Society for Classical Studies (SCS) webpage

Our faculty continue to accumulate prestigious awards. **Sara Ahbel-Rappe** won the highly competitive Harold Johnson Diversity Service Award for her outstanding leadership in the area of cultural and socio-economic diversity, particularly her efforts to enhance the success of students from underrepresented groups in the department and beyond. **Sharon Herbert** gave her inaugural lecture as Distinguished University Professor, "Snowflakes and Quicksand: An Overview of Hellenistic Archives and Sealing Practices." Sharon is a past chair of Classical Studies, director of IPCAA, and director of the Kelsey Museum of Archaeology. She was the first woman to be granted tenure in the department. Fall of 2018 was her last semester of teaching, and she ended with a class in vase painting, circling round to the first course she taught. Sharon named her professorship after Charles K. Williams II, who from 1966-96 directed the excavations at ancient Corinth for the American School of Classical Studies in Athens. She is the third professor to win this highest university award, joining **Richard Janko** and **Bruce Frier**. **Ruth Scodel**, former chair of Classical Studies, president of the Society of Classical Studies (SCS), president of CAMWS, and director of UM Honors (to name a few of her leadership roles), was honored by the SCS in January 2019 with the Distinguished Service Award for her excellence in scholarship, teaching, and career of service to scholarly organizations. This is another major recognition for a faculty member in our department who has published, taught, mentored, edited, and served brilliantly. Ruth finished teaching last year and will retire in 2019. **Arthur Verhoogt**, currently Associate Dean for Academic Programs and Initiatives in Rackham Graduate School, won the University of Michigan Press Book Award for his book, *Discarded, Discovered, Collected: The University of Michigan Papyrus Collection*, published by UM Press in 2017.

Faculty and students were also recipients of promotions, grants, fellowships, and media attention. **Basil Dufallo** was promoted to Full Professor. **Natalie Abell** received an ACLS award for her project, "Makers, Maritime Networks, and Markets in the Bronze Age Cyclades, Greece."

Ruth Caston received a grant from the Associate Professor Support Fund to complete her book, *Terence's Comic Art*. **Despina Margomenou** and graduate student **Katherine Beydler** were offered senior and junior fellowships respectively for the Sweatband Fellows Seminar. **Lisa Nevett** and **David Stone** were awarded a Franklin Research Grant to support excavations at Olynthos. **Chris Ratté's** collaborative archaeological research project, "Notion Archaeological Research Project: The Biography of an Ancient Greek Urban Community," received full funding from the NEH. The money will support excavation and analysis at Notion, an urban site from the Hellenistic and Roman periods located in western Turkey. Chris also received a Michigan Humanities Award. A Loeb Classical Library Foundation Award went to **Donald Sells**. Recent PhD **Jenny Krueger** received the ProQuest Distinguished Dissertation Award. **Carrie Wood** and doctoral student **Zachary Hallock** won the first H. D. Cameron Prize in Honors Teaching for GSIs.

It was a year of significant publications. There was Arthur Verhoogt's, *Discarded, Discovered, Collected* (UM Press, 2017); **Ian Fielding's** *Transformations of Ovid in Late Antiquity* (Cambridge UP, 2017); **Basil Dufallo's** edited volume, *Roman Error: Classical Reception and the Problem of Rome's Flaws* (Oxford UP, 2018, "Classical Presences" series); and **Francesca Schironi's** major opus, *The Best of the Grammarians: Aristarchus of Samothrace on the Iliad* (UM Press, 2018). Faculty work received media publicity too. Current World Archaeology, a leading archaeological magazine, included a big feature on the excavation at Gabii led by **Nic Terrenato**. There was also a large feature on EWTN Vaticano. In *Michigan News*, the story "[Fault line below Rome set scene for success of city](#)" featured **Laura Motta** and **Andrea Brock** talking about their work reconstructing the environment and early human activity in Rome on the Sant'Omobono Project directed by Nic Terrenato.

It was also a year of comings and goings. Arriving was **Zachary Quint** as the librarian for Classical Studies in the University Library. Zachary holds an MA in Classics from the University of Colorado, Boulder, and an MS in Information

Studies from the University of Texas, Austin. As Cataloging and Metadata Librarian at Belmont University in Nashville, his portfolio included collection development, library instruction, reference, digital collections, and cataloging. At Michigan, Zach will be providing subject expertise and collection development for Classical Studies and Modern Greek. The department offered affiliated faculty status to **Michael Galaty**, the new director of Museum of Anthropological Archaeology and a Professor of Anthropology who studies the bronze age. **Aileen Das** returned from the Institute for the Humanities, where she was a Fellow. In July 2018, **Susan E. Alcock**, Special Counsel for Institutional Outreach and Engagement in the Office of President Mark Schlissel, became the interim provost and vice chancellor for academic affairs at the University of Michigan-Flint.

Retirements

A sadly anticipated retirement in 2019 is that of **Deborah Pennell Ross**. Debbie earned a BA and MA in Latin and PhD in Linguistics all at UM and has served as coordinator of the Elementary Latin Program and advisor of the MA with Teaching Certification Program from 1998 to the present. Debbie has diligently honored the memory of her predecessor, Glenn M. Knudsvig, who directed the Elementary Latin Program from 1977 to 1998. After 20 years upholding the high standards of one of the most respected Latin programs nationwide, it is Debbie we will be remembering for her extraordinary work.

Vassilis Lambropoulos is now C. P. Cavafy Professor emeritus of Classical Studies and Comparative Literature. He retired from active faculty status on June 1, 2018. He was the Director of the Modern Greek Program from 1999 to 2018, building the curriculum to offer an undergraduate minor and major in Modern Greek and graduate studies. He was also a founding member of Contexts for Classics. He brought national and international recognition to Modern Greek studies with his teaching, research, graduate supervision, and leadership. Among his PhD students, 12 holding faculty positions contribute to Modern Greek Studies in various disciplines.

He has published three authored books: *Greek Literature As National Institution*, *The Rise of Eurocentrism*, and *The Tragic Idea*; two co-edited books; two special issues of journals; and the complete works of modernist author Melpo Axioti. In addition to numerous academic papers, he has been writing in newspapers and literary magazines since he was a university student. His most recent work appears on two blogs, where he posts reflective essays and a book in progress on the tragedy of revolution in modern theater. Vassilis remains active on the steering committee of Contexts For Classics, recently organizing the panel discussion on “Cosmic Designs: Reflections on Jim Cogswell's Installation ‘Cosmogonic Tattoos’.”

Student Recognition

At our graduation last spring we congratulated 33 departing majors and minors in Classics and Modern Greek. Classics celebrated graduation with an Honors and UROP Research Symposium organized by **Netta Berlin** and a Phillips Awards ceremony and department graduation ceremony organized by the undergraduate studies committee led by **Ruth Caston** and by our department staff.

From April 2017 through August 2018, 17 graduate students also completed degrees—5 MAs (**Amy Barker**, **Tynan Graniez**, **Erica Canavan**, **Emily Lime**, and **Andrew McCaffrey**) and 12 PhDs: **Mara Kutter**, **Louise Loendorff**, **Amy Pistone**, **Jacqueline Stimson**, and **Drew Stimson** in Language and Literature; **Andrea Brock**, **Dan Diffendale**, **Jenny Krueger**, **Paolo Maranzana**, and **Jana Mokrišová** in Art and Archaeology (IPCAA); and **Tim Hart** and **Alexandra McLaughlin** in Greek and Roman History (IPGRH). Classics doctoral degrees are very challenging, as many of our readers know. Students acquire deep learning in two ancient languages and master decades of scholarship in English and at least two other foreign languages while also teaching for several semesters in the program. They must also develop research questions and methodological sophistication that speak to the present era. Supporting them are their mentors, supervisors and committee members, instructors, and the directors of graduate studies and of interdisciplinary graduate programs: **Basil Dufallo** (Language and Literature), **Lisa Nevett** and **Chris Ratté** (IPCAA), and **Celia Schultz** (IPGRH).

In an academic environment with a diminishing number of teaching jobs in the humanities, our graduate students work especially hard to forge diverse career paths as humanists. Several MA students are high school teachers of Latin or pursuing a PhD. Of our recent PhDs, **Andrea Brock** is a Lecturer in Ancient History at the University of St. Andrews. **Dan Diffendale** is AMS Research Fellow in Ancient Mediterranean Studies at the University of Missouri. **Tim Hart** is a postdoctoral research assistant for **David Potter** and a reader at the Dumbarton Oaks Research Library and will begin a curatorial and education internship at the Walters Art Museum in Baltimore. **Alexandra McLaughlin** is attending UM Law School. **Jana Mokrišová** is a Teaching Associate in Classical Greek Archaeology at the University of Sheffield. **Amy Pistone** is Visiting Assistant Professor at Notre Dame University. **Jacqueline Stimson** is a Postdoctoral Teaching Consultant at Carnegie Mellon University. **Drew Stimson** is a Freelance Software Developer and Editor. Two former graduates entered tenure-track positions: **Evelyn Adkins** (2014) at Case Western Reserve University and **Bram ten Berge** (2016) at Hope College.

Department Events

Faculty and students generated over 30 events. Standouts in 2017–2018 were the “Numa Numa: The Life and Afterlife of the Second King of Rome” conference organized by **Celia Schultz**; the Gerald F. Else Lecture on “Office and Anarchy As Constitutional Ideas in Ancient Greece and Today” given by Melissa Lane; the Dimitri and Irmgard Pallas Modern Greek lecture on “Philhellenism and the Invention of American History” by Johanna Hanink; a talk by **Ruth Scodel**, “Valley of the Muses: The World of Hesiod's *Ἔργα καὶ Ἡμέραι*,” at St. Nicholas Greek Orthodox Church; readings from *Antigone* on Martin Luther King Jr. Day, followed by discussion of the play's relevance to current issues of justice, violence, and dissent; a talk by Professor Jinyu Liu on “Writing Roman History in China in the First Half of the Twentieth Century”; panel discussions and performance by Rhodessa Jones on the Medea Project (Theater for Incarcerated Women); and the East Coast Indo-European Conference (ECIEC) organized by **Ben Fortson**.

There were also readings of new creative work on Greece by UM MFA alumna Natalie Bakopoulos at the Detroit Institute of Arts and by poet and scholar Gail Holst-Warhaft from her new book, *The Fall of Athens*, at Literati. The 2018–2019 academic year got a running start with the “Urban Biographies, Ancient and Modern” exhibition showcasing three Classical cities where UM sponsors field projects by our faculty: Gabii in Italy (**Nic Terrenato**), Olynthos in Greece (**Lisa Nevett**), and Notion in Turkey (**Chris Ratté**) and with the Thomas Spencer Jerome Lectures featuring Robin Lane Fox, organized by senior Latinist **David Potter**.

Among our regular outreach events are tours of the Papyrological Collection. Last year **Brendan Haug** offered 23 tours to 403 students and many tours and lectures to community groups. Together with **Donald Sells**, Brendan also participated in the Warrior-Scholar Project, a transition program for US veterans consisting of a series of highly intensive, totally immersive, one- and two-week college-preparatory academic boot camps hosted at America’s top colleges and universities. We held “Latin Day” again last spring, as we have for the past four years, with 160 students attending from secondary schools in southeast Michigan, and “Ellinomatheia,” a proficiency testing event by the Modern Greek program organized each year since 2011 and attracting 25-35 elementary to high school students from the upper Midwest. **Donka Markus** and **Cathy Person**, Educational and Academic Outreach Coordinator for the Kelsey Museum, will coordinate “Latin Day” in 2019, with help from graduate student Malia Piper, and I continue to organize “Ellinomatheia.”

Staff Recognition

Holding together the department, besides faculty who chair and serve on committees, is our exceptional administrative team. **Michelle Biggs** and **Sarah Kandell-Gritzmaker**, our trusted student coordinators, are the anchors, overseeing various aspects of our undergraduate and graduate students’ education. **Anna Moyer**, the department’s Executive Secretary, plans, organizes, manages,

orders, archives, corresponds, and responds to the department’s emergencies with aplomb. **Rachel Sutton**, who has edited this newsletter, arrived in October 2017 as the department’s Events and Communications Coordinator tasked with organizing and publicizing all the department’s many activities. She holds a similar position in History of Art. **Jeff Craft** temporarily replaced **Sonia Schmerl** from July to December of 2017 and became our new Chief Administrator when Sonia retired in January 2018. Jeff comes with significant experience from the budget office of LSA. He serves simultaneously as Chief Administrator of History of Art. In October 2018, we took time to honor Michelle for her dedicated 27 years’ service. It is a delight to work with this marvelous group together with the faculty and students who are shaping the future of Classics.

The department’s work is greatly enhanced by the generous gifts of donors and by people who attend events. It has been my pleasure to meet some of you at Classics events or correspond with you. I hope to connect with many others in my years as chair. Thank you for supporting Classics at Michigan!

Artemis Leontis

Professor of Modern Greek
and Chair of Classical Studies



OLYNTHOS

2018 Field Update—*Lisa Nevett*

For the past five years the Olynthos Project has been working to understand the urban environment and settlement dynamics of the Classical city of Olynthos, in the Halkidiki region of northern Greece.* Our study has used a combination of geophysical survey (with instruments designed to detect buried structures), field survey (systematic collection of artefacts—particularly ceramics—from the ground surface) and excavation. We have been investigating a number of aspects of the city including: when it was established; how it grew through time; how it was laid out; how the residents supported themselves (what they ate, what craft activities they practiced); and what trading networks the individual neighborhoods and households tapped into.

In Summer 2018 our 80-strong team included 9 UM undergraduate and graduate students and 3 UM faculty members, who had the opportunity to work alongside students and specialists from 8 other countries. Despite an unusually rainy six weeks, we made good progress towards a number of our objectives. We continued excavating a deep trench in a road on the more southerly of the city's two hilltops, where the oldest settlement evidence originates. Our aim was to date the laying out of the street grid which was visible here in the results of our geophysical survey from 2016. We also continued excavation in a house that belonged to a newer residential neighborhood on the North Hill. This house has consumed much of our attention (and person-power!) since 2015 because of its size: it is approximately 290



square meters in area and had at least 11 rooms which were arranged around an open courtyard. We have been studying the distribution of artefacts in the house and undertaking various soil analyses to understand in detail what activities the inhabitants carried out in different spaces. Our excavations in these two areas were complemented by surface collection. Within the central part of the city this was designed to detect differences in the date and density of occupation, and in the range of activities carried out in various neighborhoods. At the edge of the urban area surface collection aimed to establish where the edge of the city lay, what the nature of the transition was between the city and the countryside beyond (for example, were the houses less dense? Was there a city wall?), and to reveal what kinds of activities were carried out at the settlement's edge. A third, equally important, component of our work was the processing of artefacts and scientific samples. Ceramics were studied to determine their dates and patterns of use, and soil samples were floated to isolate botanical remains and the residues of diverse activities. As always it was a particular pleasure to see what our own UM students managed to achieve during the 2018 season, ranging from undergraduates new to archaeology learning for the first time how to wield a trowel or tell a stone from a pot-sherd, through returning students taking on new responsibilities such as supervising teams in excavation trenches, through to our more experienced graduate students increasing their knowledge and experience of supervising excavation in complicated trenches or their understanding of different artefact types at the site. We were very grateful to have them all with us, and hope to work with many of them again in summer 2019!

*The Olynthos Project is a collaboration between the Greek Archaeological Service and the British School at Athens, which is represented by the universities of Michigan and Liverpool. The Project takes place by permission of the Hellenic Ministry of Culture and Sports. We are very grateful to the Department of Classical Studies and Kelsey Museum of Archaeology here at UM, as well as to the Loeb Classical Library Foundation, Delmas Foundation and the American Philosophical Society, all of whom provided financial support for our work this year.



DIVERSITY IN THE CLASSICAL WORLD

In April of 2018, the Office of the Provost presented Professor Sara Ahbel-Rappe with the **Harold R. Johnson Diversity Service Award**, a highly competitive award that recognizes the service and contribution toward the development of a culturally and ethnically diverse community within the University of Michigan. “For more than a decade, she has been a leader in diversifying the Department of Classics and the field at large,” wrote Department Chair Artemis Leontis. In a field marked with a lack of diversity and representation from historically underrepresented groups, Professor Ahbel-Rappe “put her brilliant mind to work to plan how to bring equal opportunity to students with diverse backgrounds so as both to diversify Classics and to push its study outside its comfort zone.”

On realizing the award was incredibly competitive (indeed, between 5-7 recipients are selected out of hundreds of nominations each year), Professor Ahbel-Rappe shifted focus from her volunteer efforts to work on creating structural changes to the Classics program, “changes that would systematically work to make the University a more welcoming and fundamentally diverse place. Winning the award itself is not as important as the fact that the award exists at all, and that it works to dismantle some of the barriers in higher education—usually we are working hard toward competition, maintaining a meritocracy, and a feeling of exclusivity, but this is an award that works to question that elitism and exclusivity of the University. It makes it institutionally acceptable to change the attitude of the University itself and give the faculty a scope to rethink what and who academia is for.”

These efforts toward structural changes came about, most notably, through the creation of the Bridge MA program, a fully funded, three-semester program that assists students in developing the ancient Greek and Latin language skills needed to pursue a Ph.D. in Classical Studies. It aims to draw in first-generation students, students from non-traditional backgrounds, or those from diverse cultures. There are very few such programs across the board and even fewer in the humanities. The department welcomed Katelin Michos in Fall 2018 as the first student in the Bridge MA program.



Pictured: Sara Ahbel-Rappe at the Harold R. Johnson Diversity Service Award ceremony with previous department recipient, Bruce Frier.

Professor Ahbel-Rappe’s work with underrepresented communities extends beyond campus; she has spent the past four years teaching in prisons, three of which have been exclusively at women’s facilities. Often, her courses will bring students into these areas to study alongside the incarcerated. “These women are typically very under-educated, few college graduates if any, poor literacy and writing skills...they don’t see themselves as intellectual people whose views matter, or that their ideas about the world have any merit. The goal is to empower them, to make them think of themselves as lifelong learners, citizens of the world, and to see themselves as a person who can discuss issues, be rational, and be someone who cares about ideas.”

In February 2018, Sara brought [Rhodessa Jones and Cultural Odyssey Company](#) to campus. The residency was a multi-day project which included class visits, workshops with students and faculty, and a performance of the Medea Project: Theater for Incarcerated Women and HIV Circle. Rhodessa describes it as “a performance workshop designed to achieve personal and social transformation with incarcerated women and women living with HIV.”

Professor Ahbel-Rappe first saw Rhodessa perform at an annual meeting for the Society for Classical Studies. “I thought her work, the way she uses the myth of Medea in such a shockingly real way to talk about helping women think through their own actions was very powerful. Using performance to create social healing, maybe even a deeper sort of healing, tells us why we’re interested in these myths to begin with. Medea, a woman who kills her own child—it’s one of the more frightening images, yet we still think about the myth today and see the play performed. One of the things I discovered, teaching in the women’s prison, is that the idea of a family curse is a very real part of how American families think and work and why these women are in prison.”

To Professor Ahbel-Rappe, who often collaborates with other departments such as Comparative Literature and the Honors Program, it’s important to bring guests like Rhodessa Jones and others to campus to help create conversations about a variety of cultures and artists and how classical studies have informed their work. “It’s important to bring performative art to campus. We—and the Honors program especially—prides itself on not being an environment where people only just read books; one of my classes will be going to UMMA to see their Asian art collection to help understand how Asian art traditions tie in to the classics. Using arts is very important in teaching and creating a more 3-dimensional experience for students.”

The department would like to thank Sara for her continued work with underrepresented communities; she is instrumental in bringing Classical Studies within the larger conversation of Diversity, Equity, and Inclusion and its place in higher education—something that the Bridge MA will continue to highlight for years to come.



Onassis Distinguished Diversity Scholarship for Graduate Study Fund



The Department of Classical Studies at the University of Michigan is delighted to announce a marvelous gift from the Onassis Foundation USA, which has pledged \$80,000 to the Classics department with \$20,000 additional funds available for extra opportunities. The gift will be used to establish the **Onassis Distinguished Diversity Scholarship for Graduate Study Fund**.

The Onassis Distinguished Diversity Scholarship shall provide extra support for those eight students in the Bridge MA. Beginning in the academic year 2018-2019 and continuing for four years through 2021-2022, the Department of Classical Studies will admit two promising students specializing in Classical Studies, Ancient Philosophy, Ancient History, or Greek and Roman Archaeology to pursue a three-semester MA, so that they can develop their Ancient Greek and Latin language skills to the level needed to pursue a PhD in Classical Studies. The tuition and stipend for the Bridge MA's eight students from 2018 to 2022 are fully funded by the Rackham Graduate School, School of Literature Science and Arts, and Department of Classical Studies.

The gift gives \$10,000 in scholarship money to two Bridge MA students each year to spend on enriching educational and scholarly opportunities. This scholarship will also offer an additional \$5,000 per student (\$20,000 total) if students attend the Paideia Institute Living Greek in Greece program or pursue internship opportunities at the Onassis Cultural Centre in Athens.

The Department of Classical Studies and the Onassis Foundation found common ground to create this scholarship fund on the shared desire to offer equal opportunity to students of diverse socio-economic and cultural backgrounds and so to promote the humanities and increase diversity in Classical studies.

For nearly two decades the University of Michigan Department of Classical Studies and the Onassis Foundation have had a rich collaboration. The Onassis Foundation has historically supported Greek society through the pillars of Education, Culture and Health. It was established in December 1975 in accordance with Aristotle Onassis' last wish to honor the memory of his son, Alexander. Half of Aristotle Onassis' fortune was the initial funding for the Foundation. Since then, all the programs and initiatives of the Foundation have been financed by its successful business activity. The Onassis Foundation USA, an affiliate of the parent foundation, promotes cultural relations through two major initiatives, one cultural for the general public through its Onassis Cultural Center New York, and the other educational for scholars and students in partnership with academic institutions through the Onassis Humanities Impact Program. Since 1999, Michigan's Modern Greek Program and Classical Studies have hosted many Onassis Scholars. In 2002, Modern Greek and the Kelsey Museum received support for the publication of "*What these Ithakas Mean...*": *Readings in Cavafy*, the book that accompanied the exhibit "Cavafy's World" at the Kelsey Museum, Hatcher Graduate Library, and University of Michigan Museum of Art.

The Onassis Distinguished Diversity Scholarship for Graduate Study Fund is the next phase in this history of collaboration. Young Richard Kim, who joined the Onassis Foundation USA as Director of Educational Programs in 2017, played a central role. He is a classical historian who received his MA and PhD from the University of Michigan. With the Onassis Distinguished Diversity Scholarship, Dr. Kim, the Classics Chair Artemis Leontis, and the Director of the Bridge MA Sara Ahbel-Rappe, together with the entire faculty in Classical Studies, hope to open doors of life-changing opportunities for the next generation of classicists, archaeologists, and ancient historians.

For more information about the Onassis Foundation, [click here](#).

20 years later: remembering Glenn M. Knudsvig (1940-1998)

Donka D. Markus

What did you learn today? This was the title of the panel commemorating the 20th anniversary since the tragic death of Glenn Knudsvig, former director of the Elementary Latin program who died on July 24, 1998 just after finishing his term as president of the American Classical League. Glenn's concern for education on a global scale is evident from his service on the advisory boards of many national and international associations, including the College Board, the National Institute of Technology in New Delhi, India, and the American Council on the Teaching of Foreign Languages (ACTFL). He was a founder and partner in the Performance Management Group of Ann Arbor and the Performance Technology Group of Florida.

Six former students and colleagues gathered on June 30, 2018 at the annual American Classical League Institute on the campus of the University of Montana in Missoula to share memories, reflections and lessons learned from the respected and beloved teacher and colleague.

Sherwin Little, the current executive director of the ACL, shared his memories about Glenn Knudsvig's visionary leadership. He shared how Glenn's ACL presidency shepherded the creation of the first ever "Standards for Classical Language Learning". Glenn saw the importance of working side-by-side with our Modern Language colleagues to make sure ACL and the Classics were at the table and relevant. Twenty years later, the first revision of those Standards has come into existence. Glenn oversaw ACL claiming its spot on the internet at a time when educators were just beginning to understand its potential.

Deborah P. Ross, the current director of the Elementary Latin program, reflected on the legacy of what Glenn began to call "Michigan Latin" (ML), the methodology used at the U of M to teach introductory and intermediate Latin. ML encourages self-reflection and critical thinking, and it describes the language from a syntactic perspective, organizing everything that the reader encounters in the sentence into three major functional groups: obligatory elements (core/kernel), non-obligatory modifiers, and connectors. The ML approach encourages readers to take each sentence in its sequence as it was spoken, i.e. left to right, and to pay careful attention to Latin word order. This linear process naturally helps clarify ambiguous items and identify omitted ones. While the *Latin for Reading* textbook is no longer in use, replaced by *Introduction to Latin* by Susan C. Shelmerdine, many of Glenn's materials and innovations are still part of the Michigan Latin curriculum. The training of teachers to "make the implicit explicit," and the skill of asking good questions are still very much part of Latin instruction at the department, founded on the conviction that Latin should be 'do-able' for all. Glenn's insistence on the skill of asking good questions as key to unlocking all doors is still with us and "What do you know?", "How do you know?", "When do you know?" and "Where does this information get you?" are still part of our teaching. Our students come to realize that a statement such as "I do not understand (full stop)" is not an effective approach to deep learning.

Continuing with the impact of Glenn's teaching upon the college classroom, Molly Pasco-Pranger, currently Associate Professor and Chair of Classics at the University of Mississippi, gave a talk titled "*Don't be a jerk: Knudsvigian pedagogy and being a professor.*" She surveyed friends and colleagues with the question, "What of Glenn's work lives on in yours?" While some of the responses focused particularly on elements

of Latin pedagogy, more centered on broader attitudinal inheritances that have oriented generations of Michigan graduate students in their own approaches to teaching, advising, and mentoring students with compassion and respect. In exploring Glenn's influence upon high-school teaching, Patrick McFadden, currently teaching at St. Mary's Episcopal school in Memphis, Tennessee, spoke about *Infectious reflection: Glenn Knudsvig and the purposeful teaching of high school Latin*. He noted two patterns among former students of Glenn: 1.) a powerful revelation that there was an orderly system behind Latin grammar, a science to reading and 2.) an infectious desire to spread methodological insights. Many people had shared methods and insights with receptive colleagues and created Michigan-inspired programs in schools across the country. Patrick reflected on Glenn's confident, but empathetic reaction to critics, namely not to be upset, but to accept that they see the world differently—a useful perspective given the current tensions between methodologies among high school teachers.

Middle-school teacher Nava Cohen gave a lively presentation titled "*What do we need? Teaching reading in elementary and middle school.*" Nava, who never had the opportunity to meet Glenn but absorbed the Michigan approach working with Rickie Crown, discussed how in grades three through eight she created an engaging classroom with expectations puzzles, where students examine sentence fragments, either words or phrases, and answer three questions: 1) What do I have? 2) What do I need? 3) What's going on? Nava guides her young students in reading through a sentence linearly from left to right and building the expectations of the sentence word by word.

Donka Markus (Lecturer at the U of Michigan) concluded the panel with a talk on "*Glenn Knudsvig's interdisciplinary impact and the basics of critical thinking in the Latin classroom.*" She revisited Glenn's T(opic) C(lass) D(escription) R(elevance) approach to the teaching of critical thinking described in the manual that he co-authored with D. Smith and T. Walter called "*Critical Thinking: Building the Basics*" (Wadsworth 1998; 2003). The method is relevant to our day in the Latin classroom, guiding us in presenting new material by making explicit how it relates to old information. It is also our guiding principle in curricular design and in student evaluation. Beyond the teaching of Latin, TCDR can be found in textbooks about online learning, about nursing and even about the practice of mindfulness.

Glenn was a "builder of bridges throughout the classical community," a member of the ACL Executive Committee observed in 1998. The 2018 panelists demonstrated the stability of the bridges that Glenn had put into place. They also showed that these bridges had deep foundations in the minds and hearts of those whose lives he touched whether directly or indirectly. Most speakers became emotional, remembering Glenn as a warm and approachable human being and then as a model pedagogue with indelible impact upon teacher training, upon the world of language pedagogy and beyond that, upon other disciplines and fields of study.

2017 Standards for Classical Language Learning available from the ACTFL website.

Sheila K. Dickinson, who took on the stewardship of the ACL after Glenn Knudsvig, is quoting an anonymous member of the ACL EC in her brief note in *In Memoriam: Glenn M. Knudsvig (The Classical Outlook 1998 v. 76.1, p. 1)*.

Copley Latin Day 2018

Cathy Person

The 4th Annual Copley Latin Day took place this last year on April 11, 2018 at the Michigan Union on the theme of “Myth”. We had a good turnout, with over 150 students attending from 4 high schools in South East Michigan. Unfortunately, due to school budget cuts and last-minute scheduling issues, some of our usual schools were not able to attend this year. Not to worry, they have all said they will be back next year.

The broad theme of “Myth” allowed us to showcase all the different ways one can think about myth. Our keynote lecture, “Romulus between Archaeology and Myth” delivered by Prof. Nic Terrenato, explored early Rome. Following the keynote, students spent the morning in smaller workshops and lectures learning more about the different ways to think about myth. The students had the opportunity to attend talks on the mythology around the role of the medieval scribe and on how the Greeks and Romans interpreted Egyptian mythology. They participated in workshops on topics such as the myths of the seasons, magic, and Vergil. The students also had the opportunity to practice speaking Latin, learn about epigraphy and squeeze-making, talk with current undergraduates about studying classics, and explore the archaeology of early Rome. There were also several rounds of a classical-themed version of the card game Apples to Apples and a gods-and-heroes themed version of Jeopardy. The high school students did have an opportunity to explore outside of the Michigan Union. Many of them took tours of the classical gods and heroes at the Kelsey Museum, encountered monsters in the Papyrology Collection, and discovered the classical influences on Central Campus in a scavenger hunt. The day ended with some excellent recitations by the students with prizes given to the top three.



the student volunteers. This day could not have happened without you. And, of course, thank you to the high school teachers who not only support Copley Latin Day, but who inspire their students to study Latin and Roman culture and prepare the next generation of Classicists.

I am very excited about next year’s Latin Day, which will take place **March 27, 2019** at the Michigan League. Based on feedback from the high school teachers, the theme will be “Antica Roma” and will focus on the city of ancient Rome. We hope to include activities on a variety of related themes, from Roman law and emperors to architecture and daily life. Joining me in planning Copley Latin Day this year are Prof. Donka Markus and Malia Piper. Please feel free to contact any of us with questions.

I want to thank all the faculty, those who lent their support to the planning process and those who participated in Copley Latin Day, the staff of the Classical Studies Department, and



Renee Mays

Recipient of the 2018 Glenn M. Knudsvig Award

Renee Mays attended Grand Valley State University for her BA in Classics with an emphasis in Latin Secondary Education. Although Classics always interested her, Renee's love affair with Latin started at GVSU when she started tutoring. For the last eight years she has taught Latin at Tappan Middle School.



Zachary Quint

Classical Studies welcomes a new librarian

This fall I said farewell to the Nashville Parthenon and relocated to Ann Arbor to join the UM Library as the Librarian for Classical Studies. In addition to my studies in library science, I studied Classical literature and art at the undergraduate and graduate level. Lately, I have been interested in Greek archaeology during the 8th and 7th centuries BCE and ancient Greek hymnography. Feel free to email me or stop by my office if you would like to talk about the library or the ancient world. I look forward to collaborating with everyone in the department!



2018 Jerome Lecture Series

David Potter

This fall, Robin Lane Fox delivered a splendid series of Jerome lectures inviting us to contemplate the radical differences between classical and Christian attitudes towards the natural world. Moving with ease through a thousand years of literature in each of his four lectures, Lane Fox showed us how reading and viewing the literatures and artistic production revealed a profound redirection in human understanding. In the beginning there was horizontal world of natural phenomena inhabited by divinities operating in local contexts. Christians, by way of contrast, introduced a fundamentally hierarchical, vertical view of the world which derived from the act of the creator God. In the second lecture, Lane Fox took us into the vegetal world, which, for pagans, was often evocative of sensual delight, that could be brought indoors through painted landscapes, often with mythological additions. For Christians, heaven held a paradisiacal garden of chastity, a place for the encounter with god in an ordered environment. On earth, Christians would often sought to cut themselves off from natural delights, in extreme cases even removing themselves off to the desert where they could prepare their souls for an encounter with god and the rejection of evil temptations. The third lecture was concerned with the animal world, the differing relations between humans and animals, who in Christian terms are servants rather than companions. No Christian would follow the example of Alexander in constructing a memorial for Bucephalus, his horse or Peritas his dog. The fourth lecture brought us quite literally to the end of time, especially with Christian visions of natural signs indicating the arrival of the world's demise. While pagans would look to signs in the natural world for guidance, they had no single doctrine of the world's end—they could sense divine displeasure through bad weather, lightning strikes or volcanic eruptions, but this was radically different from the Christian notion of a fixed end of time, and in this we returned once more to the significant differences between horizontal and perpendicular understandings of the natural world.

**THE NATURAL WORLD:
PAGANS AND CHRISTIANS**

Robin Lane Fox
*Emeritus Fellow
of New College,
Oxford University*

LECTURE 1:
COSMOS AND LANDSCAPE IN PAGAN
AND CHRISTIAN VIEWS OF CREATION
October 17, 2018 | 4:00 p.m.
Rackham Amphitheatre

LECTURE 2:
FLOWERS AND THE VEGETAL WORLD
October 19, 2018 | 4:00 p.m.
Palmer Commons, Forum Hall

LECTURE 3:
THE HIERARCHY OF ANIMALS
October 22, 2018 | 4:00 p.m.
Palmer Commons, Great Lakes Room North

LECTURE 4:
SIGNS AND CATASTROPHES
October 24, 2018 | 4:00 p.m.
3222 Angell Hall

2018 Thomas Spencer
Jerome Lecture Series

M | LSA
CLASSICAL STUDIES
UNIVERSITY OF MICHIGAN

The poster features a mosaic-style illustration of a man in a yellow and green robe, possibly a scholar or philosopher, looking towards the right. The background is a deep red color with white text.

Classical Studies, Graduating Ph.D. Students

February 23rd, 2018: Mara Kutter (Sara Forsdyke)

Emotion in Politics: Envy, Jealousy, and Rulership in Archaic and Classical Greece

January 19th, 2018: Drew Stimson (Sara Forsdyke)

Characterization and Politics in Thucydides

April 30th, 2018: Louise Loehndorff (Sara Ahbel-Rappe)

Translation as Narrative and Translator as Active Guide: Rufinus' Process of Translating Origen's Narrative of the Soul's Descent

IPGRH, Graduating Ph.D. Students

March 30th, 2018: Zachary Hallock (David Potter)

Inclusion and Transparency: The Emergence of State Record Keeping in Rome in the 4th Century BCE

August 28th, 2017: Timothy Hart (David Potter and Raymond Van Dam)

Beyond the River, Under the Eye of Rome: Ethnographic Landscapes, Imperial Frontiers, and the Shaping of a Danubian Borderland

IPCAA, Graduating Ph.D. Students

September 21st, 2018: Elina Salminen (Lisa Nevett)

Society and Burials from Central-Western Macedonia, 550–300 BCE: Intersections of Gender, Age, and Status

May 2nd, 2018: Paolo Maranzana (Christopher Ratté)

The Death of the City and the Creation of a New Social Order in Late Roman Central Anatolia

April 21st, 2017: Andrea Brock Hallock (Nicola Terrenato)

Rome at Its Core: Reconstructing the Environment and Topography of the Forum Boarium

Latin, Graduating MA Students

Tynan Graniez

Amy Barker

Erica Canavan

Andrew McCaffrey

Classical Art and Archaeology, Graduating MA Students

Emily Lime

Kudos

Christian Axelgard earned a Rackham Predoctoral Fellowship in February 2018.

Awards

Amy Barker was awarded the Contexts for Classics Translation Prize for "Boethius' *Consolatio*"

Anne Sherfield was awarded the Classical Archaeology Prize, recognizing the top undergraduate senior for distinguished achievement in the study of Classical Archaeology

Edmund Fannon was awarded the Classical Civilization Prize, recognizing the top undergraduate senior for distinguished achievement in the study of Classical Civilization

Samantha Breecher and **Isabel Cusack** were awarded the Copley Prize, recognizing the most outstanding undergraduate senior who excels in the study of Latin

Molly Schaub was awarded the Seligson Prize, recognizing the most exceptional undergraduate senior who excels in the study of Classical Greek

Paula Babula was awarded the Phillips Classical Prize for Latin 5

Xhulja Biraku was awarded the Modern Greek Prize in Intermediate Modern Greek

Catharine Fennessey was awarded the Phillips Classical Prize for Latin 1

Scott Morton was awarded the Phillips Classical Prize for Greek 3

Ermelinda Ndoka was awarded the Phillips Classical Prize for Latin 2

Collin Parks was awarded the Phillips Classical Prize for Greek 1a (Classical)

Ajilan Potter was awarded the Phillips Classical Prize for Latin 3

Molly Schaub was awarded the Contexts for Classics Undergraduate Translation Prize for "Sapphic in C Major"

JC Schroeder was awarded the Phillips Classical Prize for Greek 1b (Koine)

Anthony Struthers-Young was awarded the Phillips Classical Prize for Greek 2

Liliana Talwatte was awarded the Contexts for Classics Undergraduate Translation Prize for "Aristophanes' *Frogs*"

Ashley Tomaszewski was awarded the Contexts for Classics Undergraduate Translation Prize for "Haris Psarras' *Gloria in Excelsis*"

Christina Triantafillopoulos was awarded the Modern Greek Translation Prize—Advanced Intermediate

Senior Honors Theses

Samantha Breecher (Aileen Das)

Threatening the Patriarchy: Socio-Religious Anxiety and Abortion in Classical Athens

Ryan George (Sara Forsdyke)

Ships, Sieges and Sacrilege: The Development of Greek Warfare in the Fifth Century

Cheyenne Paulson (Natalie Abell)

Deciphering Akrotiri's Marine Iconography within a Greater Aegean Context

Molly Schaub (Donald Sells)

The Comedy in Commodity: Discourses of Commerce in Greek Old Comedy

Anne Sherfield (Terry Wilfong)

Dig Until You Find Blood: A Textual and Archaeological Investigation into Egyptian Menstrual Seclusion Practice

New Graduate Students 2018

CLASSICAL STUDIES PHD

LUCCA GREEN

BA History, 2013
Michigan State University
MA Classics, 2015
University of Arizona



CLASSICAL ART & ARCHAEOLOGY PHD

ALEX MOSKOWITZ

BA Ancient History, 2015
Swarthmore College
MA Classical Languages, 2017
University of Georgia



CLASSICAL STUDIES PHD

SARAH KEITH

BA Latin and Classics, 2015
Randolph-Macon College
MA Comparative Literature, 2018
University of New Mexico



CLASSICAL ART & ARCHAEOLOGY PHD

THEO NASH

BA Classics, 2015
BA Honors, 2016
MA Classics, 2018
Victoria University at Wellington



CLASSICAL STUDIES PHD

ANTONELLO MASTRONARDI

BA Classics, 2013
MA Classics, 2015
Università Cattolica del Sacro Cuore



CLASSICAL ART & ARCHAEOLOGY PHD

LAUREN OBERLIN

BS Anthropology, 2015
Ohio State University
MA Classics, 2018
University of Arizona



CLASSICAL STUDIES PHD

ANDREW MAYO

BA Classics, 2017
MA Classics, 2018
University of Toronto



CLASSICAL ART & ARCHAEOLOGY PHD

JAMES PROSSER

BA Classics, 2015
MA Classical Archaeology, 2017
Tufts University



GREEK & ROMAN HISTORY PHD

MARINA GOGGIN

BA Classics and History, 2015
University of Colorado Boulder
MA Theology, 2018
University of Helsinki



LATIN MAT

ERIN HANEY

BA Classics and Ancient Mediterranean Studies, 2017
Penn State University



CLASSICAL STUDIES BRIDGE MA

KATELIN MIKOS

BA Classical Greek, 2018
University of Virginia



Carrie Arbour Study Abroad Scholarships, Summer 2018 Awardees

Made possible thanks to a bequest from Belle Arbour, who graduated in 1909 from the University of Michigan and died in 1967.

Haris Missler

The opportunity to work abroad at the American College of Thessaloniki in Thessaloniki, Greece, gave me a hands-on experience with historic elements of the late 19th and early 20th centuries. The focus of my work centered on materials donated by Dr. Constance Ecklund from her grandfather, Rev. Christo Papadopoulos. In many ways, Rev. Papadopoulos' life resembled that of the Anatolia College of Thessaloniki (from which the American College originates). Both centered on minority communities within the Ottoman Empire, introducing new, American elements—Protestantism in the case of Rev. Papadopoulos, and American education in the Anatolia College. Both also felt the strain of growing repression during the end of the 19th century, and the pain of prejudice, slaughter, and genocide against their flocks. In the end, though both were forced to relocate to lands foreign to them—Rev. Papadopoulos to America, Anatolia College to Greece—both continued strong, and the legacies of both still survive.

In my time in Greece, I did not solely experience history by means of historical artifacts: I lived history. I witnessed the anger of Macedonian Greeks through protests of the government's compromise with FYROM during the Macedonia naming dispute. I stood no further than five meters as the mayor of Thessaloniki was kicked, beaten, and thrown out of a commemoration for the Pontic Genocide. I analyzed how the subsequent reporting on the event by Al Jazeera, the BBC, and CNN never fully grasped why the attacks occurred. I spoke with locals and heard their grievances and hopes for the future in a city that still feels the lingering pain of the financial crisis. What had originally been a plan for work experience became a life experience for me. Thessaloniki is a city of not only ancient and medieval history, but of history in the making.

My sincerest gratitude to the Modern Greek program and the Classics Department of the University of Michigan, who not only created this opportunity but supported me financially with the aid of the Carrie Arbour Scholarship and the Calliopi Papala Politou Prize. And the most heartfelt thanks to the faculty of the American College of Thessaloniki for my stay at the campus.

Kelly Miklas

This summer I had the privilege to participate in two archaeological field projects. The first, in central-western Sardinia, was a field survey with the Sinis Archaeological Project in which we hoped to gather data and materials in order to better define the extent of Bronze Age to Roman settlements in the area. In completing over one hundred survey units, we collected a diverse assemblage of archaeological material including ceramic and lithic tools. In addition to learning more about different types of archaeological materials, I learned a lot about the unique archaeology of Sardinia, especially that of the island's Bronze Age nuraghes. These nuraghes provide interesting examples of archaeological evidence since they were used and repurposed for thousands of years by various groups of people, and in some cases are still repurposed today. Afterwards, I participated in excavations at Gabii in central Italy with the Gabii Archaeological Project and the University of Michigan. I worked in Area C of the excavations, which we believed was an early Iron Age hut complex. Throughout the season I learned how complex dirt can be, and how analyzing the appearance, inclusions, and changes in the dirt provides a rich corpus of archaeological data that can reveal information about things like the environment and daily life of people in the area during the early Iron Age. Overall, the two field projects differed tremendously from one another both in methodology and data collected which made the diversity of my work this summer an invaluable addition to my (hopeful) career in archaeology.



Hebe Clark

This summer, I spent 6 weeks in Greece digging at the archaeological site of Ancient Olynthos. This was my third year digging on the site and was the longest time I have spent there consecutively. For the first three weeks of the season, I was assistant supervisor in a large trench under a very experienced supervisor. I deepened my familiarity with the dig and learned about the management side by asking my supervisor questions both about the trench and finds themselves, and how the paperwork worked and how our research questions were changing. As we hit the halfway mark of the dig, I felt more deeply involved in the dig than I had in years prior, and truly had a sense of where the dig stood both bureaucratically and scholastically in a way that had not been as available to me before.

The deepened familiarity with the dig turned out to be very useful, because for the second half of the dig I became a supervisor. I was forced to learn on the job quickly to fill in the gaps of what I didn't know, but it was a good experience and it went well. It also improved my leadership skills, as every member of my team was older than me. I had to carefully think about how to conduct myself and instruct my team members in order to both get the work done quickly, but also go slowly enough to make sure I wasn't missing anything or creating a bad team environment by overlooking my team members' experience.

Overall, my experience in Greece this year got me more deeply involved with the dig than I had been before, and taught me leadership and archaeological skills along the way.

Alumni profile Alexis Jones

Alexis graduated in 2018 with a major in Biochemistry and a minor in Latin Language & Literature. In the Spring of 2018, she won a prestigious award, the Bonderman Fellowship, allowing her to travel far and wide for enriching studies. We asked Alexis a few questions about her time with Classical Studies:

What did you think your field of study would be when you first started at UM?

When I started at Michigan, I knew that I was going to study the sciences; however, I had enjoyed taking Latin throughout high school and did not want to stop studying it. I chose to minor in Latin to complement my degree in Biochemistry.

What specifically about Classical Studies hooked you?

From fairly early on in my studies, I fell in love with the idea that despite the thousands of years of separation between when things were written to now the themes of humanity have not changed much. I felt as though many of the works I read had relevance today and told us about the nature of humanity.

What important life and/or career skills did you learn because of Classical Studies? More broadly, how did Classical Studies have an impact on you?

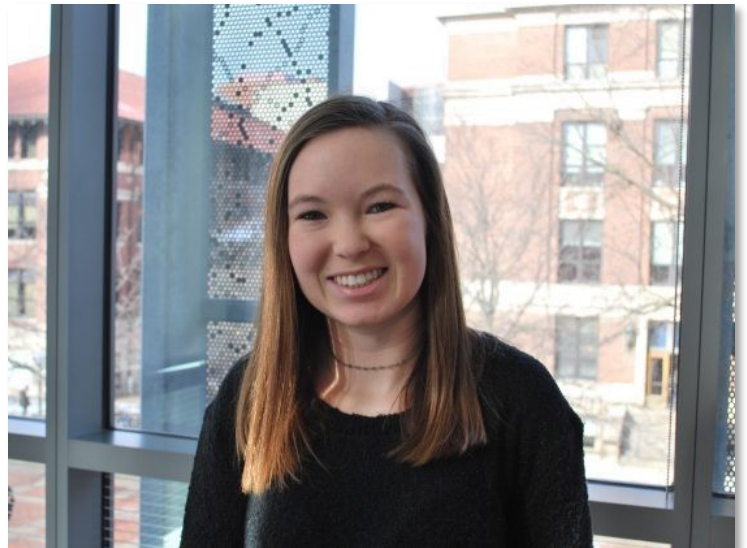
Classical Studies taught me to read carefully and to pay attention to detail. In reading Latin, word order plays such an important role and often times the text can seem like a puzzle. This complemented my work in biochemistry nicely and was also a nice break from the hard sciences.

What do you think is important for undergraduates to know / understand about Classical Studies as a major?

I think it is important to realize that the Classics have relevance in today's world. It is not simply about reading ancient texts but about applying what you read to the world in which we live.

Would you recommend Classical Studies to undeclared students? Why?

Regardless of whether or not you chose to major/minor in Classical Studies, I think it's important to take a class or two to understand the role that the classics played in shaping our world today.



2018 Summer Photo Competition

**Craig Harvey
(co-winner)**

"Al-Khazneh through
the Sig,
Petra,
Jordan"



**Amol Shah
(co-winner)**

"Colosseum, Rome."

Taken from the second level with a
wide angle to capture what the
view of the arena may have been
for the average spectator.

