



Classics Newsletter

September 2020 | Issue 18

INTRODUCTION BY HEAD OF DEPARTMENT



Welcome to another issue of the Newsletter from UCL Greek and Latin, the annual overview of what has been happening in the Department over the past academic year and what is planned for the year to come. As everyone keeps saying and you will find repeated in this Newsletter, the past academic year was an extraordinary one with a number of novel challenges. Still, the Department can be proud of its excellent and committed staff and students, who adapted to the rapidly changing situation in next to no time and carried on with numerous great initiatives, as examples in this Newsletter demonstrate, featuring mainly activities undertaken in addition to the day-to-day business of teaching, research and administration (for details on individual members of staff see <https://www.ucl.ac.uk/classics/people>).

In what now seems a long time ago the academic year started last autumn more or less as usual: we welcomed a new cohort of students and made plans for the year, including further improvements to the student experience and the organization of various events. Through term one and into term two things continued smoothly: particular highlights (see reports below) were the Homer Day and the Calgacus symposium in January, the annual Classical Play in February, events for prospective students and school teachers throughout the year (including the annual study days in cooperation with the British School at Athens and the British Museum respectively) as well as the re-confirmation of the Department's Athena SWAN Bronze Award, demonstrating officially its long-standing commitment to equality and openness, and another Green Impact Gold Award, certifying efforts to achieve sustainability and encourage environmentally friendly behaviour (<https://www.ucl.ac.uk/classics/>), and, last but by no means least, another series of 'Wine @ 6' events (see sample below) and guided museum visits for students, to enhance the interaction between staff and students outside the classroom.

Like everywhere else, the situation changed completely, when, as a response to the worsening global pandemic, the UCL campus was closed to staff and students in March, and all activities then had to be conducted online from home. Because of the rapidly evolving situation the decision to close the campus was made at short notice and gave staff just one weekend to get used to new online platforms and develop a method for teaching, holding meetings and interacting with one another online. It was really impressive to see how everyone responded to this challenge immediately, cooperatively and in good spirit, so that the move to an entirely virtual world was almost seamless and operations continued without major interruptions. Staff deserve a huge thank you for working tirelessly to make this possible. The Department subsequently received a number of grateful messages from students, acknowledging the effort and appreciating the support provided. Moving teaching and meetings online turned out to be the easy part, as it were; additionally, all final-year exams, traditionally sat in huge exam halls, had to be replaced with online equivalents. With a lot of dedication staff and students also mastered this challenge: students obtained their degrees or met the requirements for progression into the next year, some with very pleasing results. Congratulations to everyone and best of luck for the next stages of their studies or careers!

The Department was able to continue its outreach and engagement activities in a digital world: Open Days and Taster Days for prospective students were offered virtually (and attracted large numbers), two of the Department's annual summer schools were moved online, and the postgraduate research seminar continued (see detailed reports elsewhere in this Newsletter). A number of other planned events, including the annual Housman Lecture and some academic conferences, unfortunately, had to be postponed. On the positive side, this gives us something to look forward to for the coming academic year.

As we are getting ready for the new academic year, we are aware of the challenge to start an entire academic year, involving new staff and students, almost entirely online (while continuing with ongoing tasks, such as finalizing the Department's submission to REF 2021). A lot of preparation has been going on over the summer (which was therefore busier than most summers), and the Department is now well set up and in pretty good shape. In this climate particularly not everything can be foreseen, and the proof of the pudding is in the eating, as they

say. With everyone's commitment and the experience gathered over the last few months, the Department will be able to adapt to any changes and eliminate any glitches quickly. In any case, we are delighted that so many talented and eager students at all levels (BA, MA, PhD) are keen to join us, as the study of Classics continues to have a wide appeal. We look forward to welcoming them and introducing them further to the exciting world of Classics. At the same time we will continue our outreach activities (now with the support of students, see below) to engage an even wider range of people in future.

At the turn of the academic year we have to say goodbye to Tom Mackenzie after four years as the Leventis Research Fellow in this Department, since this role, generously funded by the A. G. Leventis Foundation, is meant to provide a temporary position to another early career researcher every few years as a starting point for a future career. We are grateful to Tom for all he has done for the Department while with us, including teaching, organizing conferences, contributing to outreach and looking after the Classical Play (see further reports). We wish Tom all the best, as he moves on to work as a teacher at an independent secondary school in the coming year, and are delighted to welcome Dr Giovanna Di Martino as the new Leventis Research Fellow (see portrait below).

This Newsletter can only offer a snapshot of the Department's activities, but it hopefully shows that the past year has again been busy and exciting, filled with a diverse range of events and initiatives by staff and students. The wide range of areas covered paired with a collaborative spirit and the belief that everyone, each in their own way, contributes to the greater good makes the Department a pleasant place to work and ensures that it remains successful and flourishing.

Despite the uncertainty surrounding the coming academic year, we plan to carry on with what we are doing and to enhance and improve it where possible. While we are missing the daily personal interaction due to remote working, the move to online means that we can potentially reach a larger audience and make it easier for alumni and friends to stay in touch with us. We are inviting everyone to the postponed Housman Lecture 2020, now offered as an online event in October 2020 (<https://www.ucl.ac.uk/classics/news-events/events/housman-lectures>), and the virtual streaming of the Classical Play in February 2021 (<https://www.ucl.ac.uk/classics/classical-play>). As ever, we are always open for enquiries (online or by phone) and requests for talks, grateful for any support, delighted to receive comments and welcome everyone at our events.

Prof Gesine Manuwald
Head of Department, Greek and Latin

New Member of Staff at the Department of Greek and Latin

I am delighted to be joining UCL as the new Leventis Research Fellow in Ancient Greek Literature. I completed a BA and MA in Classics at the University of Milan with a period of study at the University of Notre Dame (Indiana), where I wrote a thesis (now a book) on the reception of Aeschylus' *Seven Against Thebes* in the US.



I came to the UK in 2015 as a postgraduate student in Classical Languages and Literature at St Hilda's, Oxford, with a project on the reception of Aeschylus' tragedies in Italy (1550-1960), supervised by Fiona Macintosh and in collaboration with the APGRD (Oxford). I have taught Classics at both St Hilda's (2017-2019) and St Anne's (2019-2020). In these years, I have also been involved in and led theatre and outreach projects on Greek theatre and the ancient world more generally (Oxford Greek Play, 2017; APGRD Blog and APGRD Podcast, 2019-present; Theatre Workshop on the Agamemnon with Estelle Baudou, 2019-2020; Theatre Workshop on Epic Fragments with Estelle Baudou, forthcoming 2020-2021). I am particularly looking forward to contributing to UCL's yearly Classical Play and outreach activities.

At the moment, my research focuses on early modern translations of ancient Greek drama in Italy (1400-1600). It fills a gap in the history of theatre translation theory and practice, of ancient Greek drama, and of the Italian vernacular and Latin as they both developed through, and were influenced by, translation practice. I am particularly interested in the relationship not just of ancient Greek with Latin and the Italian vernacular, but also between Latin and the vernacular themselves and on how each impacted on, and influenced, the other. I am thrilled to be working on this research project here at UCL.

Dr Giovanna Di Martino
Leventis Research Fellow in Ancient Greek Literature

Summer School in Homer 2020



We initially started the academic year with the plan of hosting two summer schools, one in London, UK, and one in Chios, Greece; and there was enthusiastic interest in both from the beginning. In addition, the Summer School organised a Homer Day on Saturday, 25 January 2020, with the participation of more than 100 people and talks on Troy in the Bronze Age (Ian Rutherford), the Reception of Homer in Modern Greek poetry (Gonda Van Steen and Antony Makrinos), emotions in Homer (Fiachra Mac Góráin and Peter Agócs), and a screening of the film "For an empty tunic, for a Helen".

Unfortunately, our plans were then unexpectedly interrupted by the Covid-19 crisis because of which we decided to postpone the Summer School in Chios to next year. Nevertheless, we decided to carry on with the Summer School in Homer 2020 and host it online with live interactive teaching from Monday 3 to Friday 7 August 2020. The Summer School had immense success and welcomed 107 participants of various ages (12 to 80 years) from 15 different countries, who followed various classes and events on Homer and came together to share their experiences and knowledge about the epic poet.

This year's Summer School included six classes:

Homer in Translation and Reception of Homer (Antonio Cartolano and Antony Makrinos), Greek for Beginners (Raffaella Colombo), Intermediate Greek (Theophano Charalambous), Advanced Greek (Dimitra Kokkini), Ancient Philosophy and Homer (Nicolò Benzi), and, for the first time, a new class on Comparative Literature and Homer (Stefano Bellin).

The Summer School also offered many afternoon events synchronously, including a talk on "Textuality in Homer: the British Library papyri" by Dr Federica Micucci (British Library) and two very interesting lectures, delivered by Dr Marigold Norbye (UCL), who talked about "Opera and Homer", and Ahmed Alameen, who talked about "The autistic hero project and the epics of Enkidu". All events took place online and they were free and open to the general public. On the fourth day of the Summer School there was an "International reading of Homer" in which 50 participants read passages from the Homeric epics in 13 different languages (English, Chinese, Russian, French, Italian, Sardinian, Swedish, Manx Gaelic, Portuguese, Greek, Latin, Spanish and Polish). On the last day Dr Antony Makrinos presented the Homeric map of London project to all participants.

Feedback from the students of the Summer School in Homer has been very positive. They all appreciated the resilience of the organisers to hold the Summer School online and the continuous efforts of all teachers to deliver live, high-quality classes even if this included many challenges because of the online teaching. There were also very positive comments on all talks and afternoon events, and the international reading has been enjoyed and praised by many participants.

Finally, as the Director of the Summer School, I wish to thank the Department of Greek and Latin and especially Prof. Gesine Manuwald for kind advice and support, the Secretaries of the Summer School, Naomi Miller and Alexandra Zhirnova, for their laborious efforts and precious help, our speakers for the engaging talks and discussions, all our committed teachers and all those who helped and supported the Summer School in their own way.

This year the Summer School is offering a scholarship for an MA in Classics at UCL (the first of its kind) to a graduate student who is starting studying this September. Next year we intend to increase the number of scholarships and of our participants, and we will try to introduce new exciting classes including Homer and the Romans and Linear B. We are planning to hold the Summer School in Homer in the summer of 2021 in London and Chios, for which preparations have already started.

For more details about the Summer School in Homer 2020, please visit our website: <https://www.ucl.ac.uk/classics/outreach/summer-schools/summer-school-homer-2020>

or contact Dr Antony Makrinos on a.makrinos@ucl.ac.uk or +44 (0)20 7679 4576

Dr Antony Makrinos
Senior Teaching Fellow in Classics and Director of the Summer School in Homer

Summer School in Ancient Philosophy 2020

The School of Athens (after Raphael), from *Mengs, Anton Raphael*, 1728 - 1779



The fourth edition of the UCL Summer School in Ancient Philosophy took place from 13 to 17 July 2020 (<https://www.ucl.ac.uk/classics/outreach/summer-schools/ucl-summer-school-ancient-philosophy-2020>). Due to the Covid-19 pandemic the Summer School was held online, with live classes and recorded guest lectures. The Summer School offered a five-day intensive programme on the major themes and thinkers of ancient philosophy. We welcomed 102 students, who studied the following modules: Introduction to Ancient Philosophy; What is Happiness? Ancient Theories on Ethics; A Week With Plato; Mystery, Science and the Divine; Roman Philosophy; Bringing Order to Chaos: The Origins and Nature of the World in Plato's *Timaeus*; World Philosophy: India and Europe in Dialogue; Beginner's Greek with Plato.

Classes consisted of lectures and close reading of texts. The students engaged with some of the most puzzling philosophical issues, which they discussed and critically examined with their tutors. Special attention was devoted to the significance that ancient philosophical ideas have in today's world, especially as a way to promote critical reflection as well as dialogue among people. The students particularly appreciated the friendly and engaging, but always philosophically rigorous teaching style of our tutors, who included some of the most passionate and talented teachers from all over Europe. The online format was a success, and students invited us to consider keeping it alongside face-to-face teaching for the next edition, in order to make the course accessible to a wider range of students.

In addition to classes, the students had the opportunity to explore further topics in ancient philosophy through a series of guest lectures: 'Pythagoras and Pythagoreanism' (Nicolò Benzi, UCL / University of Manchester), 'Epicurus on Why Death is Nothing to Us' (Elena Cagnoli Fieconi, UCL) and 'Laughing at Funerals' (Dave Preston, Royal Holloway, University of London).

As the director of the Summer School, I wish to thank all those who contributed to its success: Stefano Bellin, Giulio Di Basilio, Robert Heller, Peter Larsen, Antony Makrinos, Karen O'Brien-Kop (University of Roehampton), Dave Preston, Emma Ramsey, Athanasios Rinotas and Pauline Sabrier for their passion, excellent teaching and willingness to accept the challenge to teach online with excellent results; our wonderful students; and, last but not least, the staff and colleagues of the Department of Greek and Latin for their invaluable support.

The fifth edition of the Summer School in Ancient Philosophy will run in summer 2021. We are planning to broaden the range of modules and topics and to offer modules online in addition to face-to-face teaching. We hope we will be able to welcome our students back to London and, through our online offer, make ancient philosophy accessible to as many people as possible. We will do our best to ensure that the Summer School continues to provide a unique opportunity to explore and examine the exciting world of ancient philosophy. We will keep dreaming!

Dr Nicolò Benzi
Honorary Research Fellow and Director of the Summer School in Ancient Philosophy

Academus Education Summer School 2020

Academus Education is a Classics Outreach programme that was initially founded by UCL Greek and Latin students Emily Shead (Managing Director) and Lucy Bilson (Director of Operations) as a response to the Covid-19 crisis. Since their start in April, they have recruited a team of 28 staff, comprised of undergraduates and postgraduates. Many of their team came from UCL: Kitty Cooke as Chief Outreach Officer; Antoine Breteau as Communicationss Officer; AJ Choy as a Junior Specialist; Mansi Dhokia, Mia Duffy, Zarifah Nawar and Jude Hedges Robinson as tutors; and Peter Xiao as a content producer.

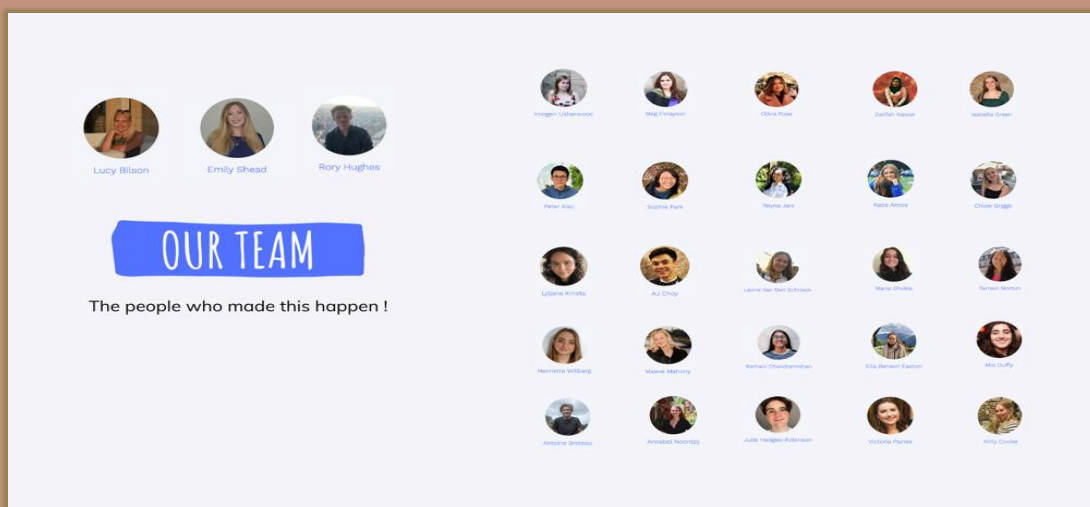
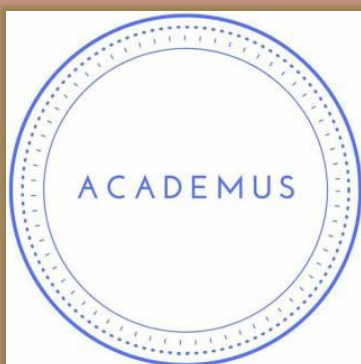
Academus was a non-profit set up to provide access to Classics to students who are not offered these subjects in school. All of the work of Academus is carried out online through their virtual learning platform that was developed on Moodle. The organisation has provided Classical Education in the form of 3 Summer Schools and 1-1 coaching sessions to 71 students this summer. The Summer Schools included over 125 hours of language, literature and history tuition with specific modules tailored to Junior and Senior Students. Many of the modules set up, such as 'Witchcraft in Greek Literature', 'Lucan and the Principate' and 'Greek Social History', were designed to go beyond school specifications and inspire students to pursue Classics at University. They also offered specialisms based on the research areas of our educators; these showcased an array of topics including portrayals of Hephaestus, mythological narrative in classical art and ancient Christianity and Judaism.

Academus brought on board 12 external speakers from various backgrounds and institutions, including UCL, Oxford and King's College London, to speak about the value of studying Classics at University. Participants were fortunate enough to receive a talk from Fiachra Mac Góráin on 'Death of the Youth in the *Aeneid*', which was fascinating.

The team have been developing online resources and publishing undergraduate articles on various topics. The articles have been engaging an audience who would otherwise be limited in what classical scholarship they can access. Articles have been written on a variety of themes including: '[The problematic icons of Greek Tragedy](#)', '[Finding Ourselves in translation](#)' and '[Are we living through the fall of the modern Roman Republic?](#)'

Academus is optimistic to continue operations in the coming academic year and educate more students in the wonders of the Classical World.

To find out more about Academus, check out their website: <https://www.academuseducation.co.uk/>



UCL Greek and Latin students Emily Shead (Managing Director) and Lucy Bilson (Director of Operations)

Calgacus and his Legacy 2020

On Burn's Night (25 January) Tom Mackenzie and KCL's Edith Hall decided to celebrate their Scottish heritage with what (we think) is the first ever academic symposium on Calgacus, the legendary Caledonian chieftain who, according to Tacitus, battled the Roman general Agricola at *Mons Graupius* (a still unknown location) and uttered the famous line: *auferre, trucidare, rapere, falsis nominibus imperium, atque, ubi solitudinem faciunt, pacem appellant* ('under false names, they call robbery, slaughter and plunder "empire", and when they create a desert, they call it "peace"'). Tacitus' account of this episode has often puzzled commentators: in his biography of Agricola (his father-in-law) he gives Calgacus this stirring speech which has proven to be the most memorable and oft-quoted part of Tacitus' entire corpus; yet Calgacus is, from Tacitus' perspective, the enemy, and his scratch-force is immediately slaughtered by the Roman war-machine. This raises a number of interpretative questions: why did Tacitus choose to give such a powerful speech to the enemy and opponent of the ostensible hero of his story? Could a Roman readership have admired and sympathised with Calgacus' objections against Roman imperialist expansion – or is that simply to read this text through the lens of our twenty-first century sensibilities, and the speech would instead have been taken as an indication of the vainglorious and ultimately self-destructive hubris of an insolent barbarian? And how *should* we read this text?

As the papers of this event revealed, the rich reception history of the Calgacus episode has supplied various answers to this final question. The *Agricola* is the only primary source for Calgacus (beyond doubt, Tacitus wrote the speech himself, and Calgacus may never even have existed), but in many ways the memory of the Caledonian chieftain has outstripped that of the Roman general. Hector Boece (1465-1536) first introduced him into Scottish historiography with his *Historia Gentis Scotorum* (1526) under the new name of 'Galgacus', a form designed to identify him more easily with the legendary early Scottish king 'Galdus'. For Boece, the battle of *Mons Graupius* was only a minor setback in a prolonged campaign in which Galgacus was ultimately victorious, as demonstrated by the fact that the Romans never fully conquered Scotland. His triumphant Galgacus would influence generations of subsequent Scottish and British historians and would provoke an obsessive hunt for the location of *Mons Graupius* that is memorably satirised in Sir Walter Scott's *The Antiquary*. Later on, in public speeches, letters to newspapers, poetry, historiography and even children's literature, the chieftain would be used as a symbol of British resistance to the imperialist expansion of Napoleon, but also as a justification for British imperialism on the somewhat spurious grounds that he demonstrates the innate freedom-loving and heroic nature of the British people. These uses and abuses of the original source material stand as a testimony to the complexity and multivocality of Tacitus' text, the finer points of which were heartily discussed over generous helpings of haggis and washed down with plenty of good single-malt.



Dr Tom Mackenzie
Honorary Research Fellow

Activities of the Administrative Team

Greetings once again to all our alumni and students. I hope you are all well and have been able to stay the course in good spirits over the past months.

This second yearly report is not quite what I imagined it would be when first thinking about drafting it. Our intentions for a 'behind the scenes view' have somewhat exploded in potential content due to the unprecedented situation (at least, unprecedented since World War 2, and the Spanish Flu prior to that, I would imagine)! Not only have we been working on business as usual, but also a double-pronged plan of attack with regard to conducting all activities online, returning to campus, and all points in between! I will try to refrain from too much detail.

I thought that last year was a bumper year, as I reported at the time, with regard to how we operate and our striving to harness new software systems and technology to streamline our operations (as well as keeping things fresh for our team of Alex Balciunas, Stephanie Dutton and myself, who have now been working together for three years), but in comparison last year seems triflingly devoid of content! The current environment has put us into overdrive with learning new systems such as Microsoft Bookings, Teams, Zoom and Blackboard, with more on the way as UCL looks for the best possible platforms, as well as improving our knowledge of possibilities with Moodle and the new DigiConnect baseline standards which have revamped the design and content of what we present to students as learning materials. I myself have had to learn new facets of my own role with the challenges in re-opening Gordon House after several months of closure, becoming delivery driver for new IT equipment to our academic staff and running a department from my underground bunker. As I imagine for so many people, being familiar with technology and remote working is one thing, but it is quite another when there is no opportunity for physical face-to-face interaction, making even the smallest tasks that little more challenging. The days of popping one's head around someone's door seem very distant, and staff in our Department now regard laptops as extensions of phones, always on in the corner of the room in case a video call comes in.

As such, our successes for the year are still pending clarification. All that we have been working on will no doubt be tested when students 'arrive' for the new year, and only then will we be able to recognise where we have done well and what we still need to improve upon. Despite the dress rehearsals and teaching experiences at the end of the second term this calendar year, there have been many changes since then, and we have not had the opportunity to test our developments against the 'live audience' of students. Some achievements that we did manage to hold aloft include defence of the Gold Award for Green Impact, making it three-in-a-row for the Department, after some stern testing from the auditor and great thanks to Alex Balciunas for once again organising our submission to the greater extent. Another, less auditable, achievement was that we became much more involved with the community within the Department (normally, as would be expected, this is driven by teaching staff and students); I started attending Staff-Student Consultative Committee meetings and was really pleased to see the strongest student representation at these committee meetings since I had joined the Department. It was good to bring the professional services side of the Department further forward in visibility and realise the strength of student voice for which the events of this year have certainly provided plenty of discussion material. At the

postgraduate taught and postgraduate research level I do not recall the common room (next to my office) so vocal before (joyously, I might add), and there seemed to be a real sense of camaraderie amongst the students, which was great to see, as well as the commitment shown to the Lyceum seminar by those involved on evenings when I left the office late to find them setting up for discussions once again.

As a result, and to keep this flame alive, we have partly handed over Induction Week to the students, who have drafted an excellent script and storyboard for an Induction Week video to be directed, edited and narrated entirely by the students themselves. With Gordon House potentially not being visited by some students for some time yet, it will be nice for them to see the building, meet the tutors, and hear current and recently graduated student voices in a virtual environment; so when they do eventually arrive on site, it hopefully will not feel like starting university for a second time.

Finally, and on a positive ending, our team was very happy to welcome Stephanie Dutton back to the Department as the Undergraduate Programmes Administrator after several months at the Department of Anthropology and the Academic Model Project, working behind the scenes making improvements to overarching UCL systems. With Stephanie back the administrative triumvirate is rebuilt, and I am very happy, and not a little relieved, that it is the three of us once again facing into the next academic year.



Robbie Macaulay, Departmental Manager
Alex Balčiūnas, MA, Finance and Events Administrator
Stephanie Dutton, Undergraduate Programmes Administrator

Wine @ 6

The 'Wine @ 6' series is now in its second year. Convivial gatherings take place two or three times a year and involve students and academic staff getting together over pizza and wine to have an informal discussion about the staff member's research. Students have welcomed this opportunity to hear about what staff do outside the classroom and to learn more in an informal setting about the working life of an academic. The series has contributed to the good atmosphere and sense of community in the Department. Staff have found it a pleasant reminder of why they do what they do. Here is a report on one 'Wine @ 6' evening from Professor Maria Wyke:

The 'Wine @ 6' get-together was a great opportunity for me to reflect back on the various twists and turns my research has taken over the years and what has driven my interest. So, over the pizza as well as the wine, I reminisced about how my first research project, a PhD on the Augustan poet Propertius, changed in shape from the role of the poet in society to the place of women in the Roman discourse of love. Just before I left for Cambridge to start the project, I met some feminist publishers from Virago who asked me how could I write about the male poet and not also about his female beloved? Good question. Since then, I realise, I change direction every ten years. After the female beloved, ancient Rome in Hollywood cinema, then the reception of Julius Caesar, and now – in my fourth decade of research – ancient Rome in silent cinema. I realise that I enjoy the silent film research especially because I get to screen films to audiences around the world which they usually have never seen before: beautiful moving images accompanied to music by a pianist who has to interpret the mood of the scenes on the spot.



Prof Maria Wyke and Dr Fiachra Mac Góráin
Professor of Latin and Associate Professor of
Classics

Living Latin (and Greek!) Society

UCL Living Latin Society continued to grow in its third year as we welcomed members, both old and new, from the Department of Greek and Latin, other UCL departments and beyond. We added an exciting new Speaking Greek class to our three weekly Living Latin classes. We are now the Living Latin & Greek Society!

Much was re-invented at the beginning of the academic year. We bid goodbye to *magister* Vincentius and Caterina, Ollie, and Jamie from the student committee (*salvi sitis, veteres amici*). We were, nevertheless, delighted to welcome back two of the society's founding members (Avitus and Abhilash) and to be joined by Edmundus, a trained and experienced teacher of Latin using the direct method. The other committee members are Matthaeus, Atticus, Elisabetha, and our *bona patrona* Calendula.

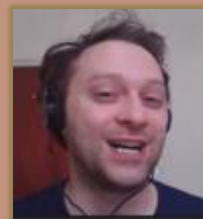
The Beginners' class again made use of Ørberg's *Familia Romana*, with which we encouraged our students to actively engage with the language as they acted out scenes of the textbook and were tested on their comprehension of the week's story in Latin, whilst grappling with the difficulties of the week's grammar topic, which Elisabeth Ilgner (Elisabetha) summarised in her useful weekly *comes habilis*. With greater confidence in their ability and under the guidance of Arslan Atabaev (Atticus), towards the end of the year, the beginners even began to read some lightly adapted passages from, for example, Sallust and Martial in a second weekly class.

Matthew Jay (Matthaeus), a PhD student in legal epidemiology at UCL and fluent Latin speaker, taught the Speaking and Reading class, which included conversational exercises and reading authors ranging from Horace and Sulpicia to Thomas More and William Harvey – an important reminder that Latin continued to be used beyond the Classical and Medieval periods. The members of the class further engaged with these texts by, for example, writing letters from the viewpoint of one of the texts' characters. Participants were also able to improve their Latin through other activities including games and conversation on day-to-day topics.

We were incredibly fortunate to have Finlay O'Duffin (Edmundus), another fluent Latin speaker and a working professional, join us on Tuesday evenings to teach us the Art of Rhetoric based on the *Progymnasmata* of Aphthonius, a series of exercises the ancients used to teach rhetoric. Towards the start of the year students composed summaries and re-writings of fables and Roman myths, which they delivered to the class with many an oratorical flourish. As their ability to express themselves grew, the students put their rhetorical skills to the test by, for example, discussing proverbs and taking on the role of Antony and Cleopatra debating whether to engage with Octavian at Actium.

UCL Teaching Fellow A. Gratus Avitus, who took us through our first year of Living Latin, returned to lead committed ἑλληνίζοντες to a speaking command of Classical Greek. Meeting on Wednesday evenings, an average of 15 participants covered Mario Díaz Ávila's *Aléxandros: Tò Hellenikòn Paidíon*, reviewing grammar and discussing all content in Greek. After completing *Aléxandros*, and as confinement closed in, a smaller group of around 6 participants read through *Athénaze 1* in a further 13 weekly sessions. Some of the participants are planning to go on to speaking Classical Greek courses over the summer, virus permitting. A number of them also attended Avitus' speaking Akkadian sessions this year at SOAS.

Despite Covid-19, most of our activities carried on, moved online, and even continued during exam season and beyond. Sadly, we could not hold our annual workshop or a planned lecture series but look forward to doing so next year. However, the move online meant that we were joined by new members who were unable to make our classes in person. The Society is thus in an excellent position to continue delivering classes online for the next academic year and promoting spoken Latin and classical Greek. We are always open to all (including alumni!); so if you are interested in joining us, please do get in touch (ucllivinglatin@gmail.com).



expergo = e somno excito	expergiscor = e somno excitior
expergitus = qui saluatus somno sponte evigilat	experrectus = ab alio excitatus
Sextus pandiculiatur et oscitat	
a tintinnabulo	expergefacere
Nomen mihi est Sextus. Nomen mihi est Sexto.	
evigilat (vigi esse)	e lecto surgit
dormire sopire somnus	somniare = somnia videre

Student Experiences:

MA Student

When applying for MA programmes, UCL's MA in the Reception of the Classical World was the only one I seriously considered because I felt it offered the opportunity to explore so many different facets of the ancient world and its reception. Having only scratched the surface of classical reception in my undergraduate BA in Classical Literature and Civilisation, I was excited to see how this area of Classics would bolster my previous experiences with the subject of Classics. Having almost completed the course, I can honestly say that it has successfully advanced and enriched my love for the ancient world.

The modules offered by the Department of Greek and Latin have allowed me to explore such a wide variety of fields within reception. With the core module 'Approaches to the Reception of the Classical World' I have been given the opportunity to examine how the classical world presents itself and is consequently received in opera, film, museums, and the Renaissance, to name a few. This module has thus allowed me to cover a large variety of different fields over the short course of the year. Further, I have particularly enjoyed the 'Rome on Film' class, which covers the reception of Rome on film from pre-cinema up to the present day. Being able to study film as a part of my degree for the first time has really demonstrated just how far the boundaries of Classics can stretch.

The modules offered by UCL are further enriched by the intercollegiate programme, which has been greatly beneficial to my studies. Being able to take modules from any of the neighbouring London universities presents such a large expanse of subject areas, and it really means that there is a perfect class for everyone. I have found the Latin classes at Birkbeck particularly useful as they have helped me to develop my Latin language to a standard where I can now move past grammar exercises and on to texts, such as the *Aeneid* and Cicero's orations.

Additionally, I have found that my experience at UCL has been greatly enriched by the people of the Department of Greek and Latin. As an academic representative I have been able to witness just how much departmental staff genuinely care about the student experience and the ways in which it can be improved. On an individual basis, the academic tutors are supportive, welcoming, and genuinely interested in what you have to say, and this has not been lost with the chaos of the Covid-19 outbreak. Further, the Department's small size succeeds in creating a personal and welcoming community with tutors and students alike. Despite the MA being only one short year, the Department creates a number of events that are designed to help MA students build connections and friendships with each other. Speaking from personal experience, these friendships have provided invaluable support and encouragement not only with regard to my MA, but even outside of the realms of Classics.



Eleaner May Cross

MA Reception of the Classical World

Student Experiences:

PhD Student



I moved to the UCL Department of Greek and Latin from KCL with my supervisor (Dr Victoria Moul) in February 2019, when I was halfway through my PhD. Moving in the middle of the academic year meant that there were no official events to introduce me to the Department, but the Department was very welcoming, and I quickly felt at home. Both administrators and academic staff made sure the transition was as smooth as possible.

The Department is small and friendly; it is easy to meet fellow students in the postgraduate common room, and there is a nice sense of community. PhD students in the Department study an exceptionally wide range of topics, ranging from Hittite linguistics to classical reception in Caribbean literature and everything in between, which leads to interesting conversations. I think the departmental research afternoons, which take place twice a year, are a unique feature of the Greek and Latin department and in some ways reflect its nature; they are a platform for both staff and postgraduate research students to share projects they are working on. They are very supportive in nature and often lead to fascinating discussions involving members from across the Department. I really enjoyed being one of the chairs of the UCL Lyceum (the Department's postgraduate Classics seminar) this academic year; it was a great opportunity to be involved with the Department and get to know it better as well as meet postgraduate students from across London, the UK and Europe.

Being part of UCL's Department of Greek and Latin also means having excellent access to resources. Not only does UCL have a good main library, which houses the Classics and English collections most relevant to me, there is also a large number of departmental libraries in the area, including the Institute of Archaeology Library, which is next door to the Department of Greek and Latin. The British Library, the Warburg Library and the Institute for Classical Studies Library are also all within easy walking distance. Working on Neo-Latin, this has been particularly useful, making it possible to consult manuscripts at the British Library, read about Renaissance humanism at the Warburg Institute Library and take out some books from the main library, all in one day.

During the Coronavirus crisis, many departmental events moved online to make sure everyone could stay in touch and be informed about developments. Examples include staff-student meetings, which took place on Blackboard, and the annual PhD social, which was hosted on Zoom. I am now starting to approach the end of my PhD and feel grateful this excellent and friendly Classics department has been a part of my PhD experience.

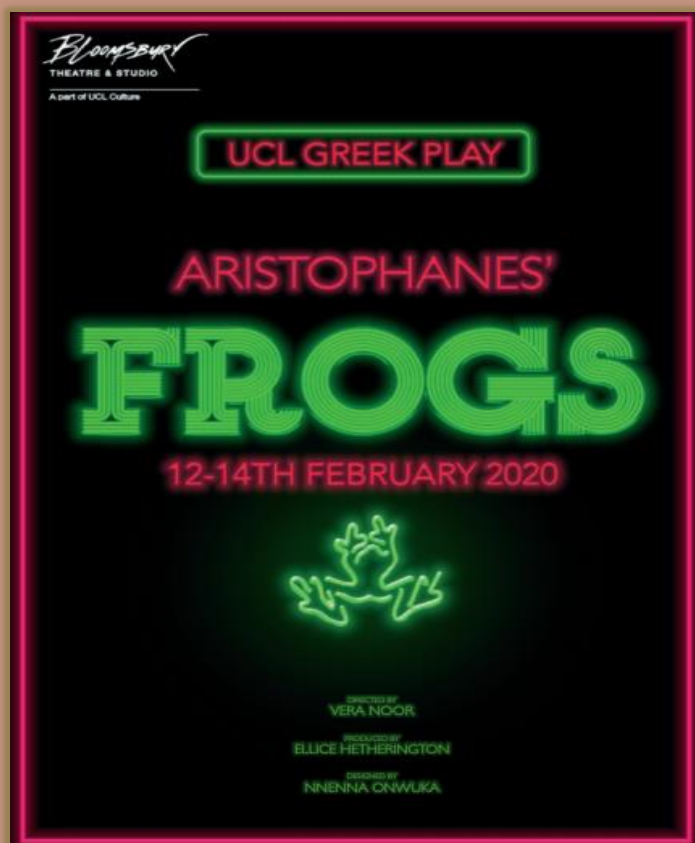
Sharon van Dijk
Research Degree: Greek and Latin

UCL Classical Play 2020

In what now seems like another world, February 2020 saw a riotous production of Aristophanes' *Frogs* at the Bloomsbury Theatre. This was a daring, original and roaringly entertaining take on what is probably the best-known ancient comedy. Most productions of ancient drama will aim for a historical, a timeless or a contemporary setting, but producer Ellice Hetherington and director Vera Noor found a new approach, setting Dionysus' and Xanthias' quest to retrieve Euripides from the underworld in a neon-filled London of the near future. Instead of going via the river Styx, the two heroes must undergo the ominous rite de passage of taking the tube. Hades has become the nightclub Infernos, where the millennial upstart Euripides is engaged in a rap-battle with the old-school Aeschylus. Aristophanes' artful set-pieces were brilliantly transported into this novel setting. From the moment at which Sam Dodgson's Xanthias roller-bladed onstage with William Bennett's effete Dionysus audiences knew that this would be a performance to remember. The opening lines drew cautious giggles, but it was with arrival of Jonny Harvey's thuggish Heracles that people could no longer contain their laughter. This was also a production that displayed the full range of talent among UCL students. The *Frogs* chorus is usually a cacophonous affair, but Kelly Mbarga's singing made it as much a musical as a comedic triumph. The decision to stage the contest between Joe Pattison's Aeschylus and Priya Krishna's Euripides as a rap-battle – complete with original beats provided by UCL's EDM society – proved to be inspired. A special mention must also go to set-designer Ocian Hamel-Smith, an architecture student who worked tirelessly to provide professional-standard plans, which resulted in the most visually stunning UCL production anyone can remember: the large luminous structures that populated the stage brought the audience into a world that was unmistakably futuristic yet uncannily familiar.

We again ran a series of outreach activities to coincide with the play. Pre-performance lectures were delivered by Prof. Constanze Gutherke of Oxford University as well as UCL's own Tom Mackenzie and Fiachra Mac Góráin. Once again, David Stuttard delivered an informative and extraordinarily fun workshop for some of the school groups attending the play. These events enriched audiences' appreciation of the performances and will hopefully inspire some young minds to pursue the study of Classics further.

Due to the global pandemic it will not be possible to stage the UCL Classical Play in the traditional manner next year. However, I am delighted to announce that a production will still go ahead in February 2021: a dramatic version of Homer's *Odyssey*, directed by Lewis Bentley and produced by Elena Bashkova (<https://www.ucl.ac.uk/classics/classical-play>). This event will be filmed and streamed to make it as accessible as possible. Make sure you follow the Department of Greek and Latin on social media, so as not to miss out!



Dr Tom Mackenzie
Honorary Research Fellow

Greek and Latin Taster Days and Open Days

This academic year we continued with our traditional Open Days for students holding an offer to study at UCL and Taster Days for (potential) applicants. These events involve talks from staff members on a wide range of topics pertaining to the ancient world, which are aimed at giving prospective students a sense of what it is like to study with us. At the Taster Day in January 2020, for example, we had the pleasure to learn more on 'Dionysus in Antiquity' from Fiachra Mac Góráin, Maria Wyke gave a fascinating lecture on 'Cleopatra and Augustus', and Marigold Norbye spoke about 'Reading and Writing in Ancient Rome'. Before her talk Marigold Norbye let the students see and manipulate some ancient writing materials, a novel and engaging experience for many of them. At the offer-holder Open Day in February Antony Makrinos spoke about the role of women in Homer, and Nick Gonis introduced the attendees to the wonders of Oxyrhynchus papyri.

In addition to our lectures, both Taster Days and Open Days featured the very valuable contributions of our students, who talked about their experience at UCL and answered questions from the attendees on all aspects of life as an undergraduate in our Department, including, of course, the Greek Play, but also the pleasures and challenges of living in London, the Greek and Latin Common Room, and how to balance working and studying. The administrative team, Stephanie Dutton, Alex Balciunas and Robbie Macaulay, helped us hugely by booking the lecture theatres and ordering the refreshments.

The third Taster Day of the year was meant to take place in June and had to be entirely re-thought after the lockdown. We moved online and had a Virtual Taster Day, which was extremely well attended (140 tickets sold out in a week!). One additional advantage of a virtual event was that it provided an opportunity for students who are based far away from London to see what it is like to study with us. The day involved a brilliant talk on 'Genre and politics in Xenophon' by Rosie Harman and some excellent presentations by our current undergraduates, with an emphasis on their fantastic outreach project *Academus*. While it was challenging to go online, we made the most of the opportunity to reach students who are interested in the ancient world and would not have had the chance to come to UCL in person. In combination with school talks and essay prizes, virtual Open and Taster events can be a way to inspire more students who do not have access to classes on classical antiquity in their schools and would like to study the ancient world at university. The success of the first virtual event prompted us to organise a further series of virtual events for offer-holders, with live and downloadable lectures, from, amongst others, Gesine Manuwald on Cicero and Andrew Gardner of Archaeology on Roman Britain, as well as live Q & A sessions with members of staff and undergraduates.

The current pandemic has brought exceptional challenges, but it has also given us the opportunity to think imaginatively and inclusively about how we engage with interested students from different places and backgrounds, and we will continue, this year, to develop the potential for virtual encounters with the ancient world (<https://www.ucl.ac.uk/classics/outreach/open-days-and-classics-fairs>).



Dr Mairéad McAuley and Dr Elena Cagnoli Fieconi
Lecturers in Classics

The UCL Lyceum, the postgraduate seminar of the Department of Greek and Latin, has had a successful year. We were delighted that we were able to welcome speakers affiliated with the University of London, other UK universities and universities in Europe and the United States. We enjoyed papers on a wide range of topics, including, but not limited to, Egyptology, maritime archaeology, papyrology, Hittite linguistics, ancient philosophy, Greek tragedy, Neo-Latin and Classical reception.

The annual Careers Event, which took place on 26 February 2020, was particularly well-attended. It was a very helpful session during which Professor Gesine Manuwald, Professor Maria Wyke, Dr Benet Salway and Dr Edward Taylor shared their experiences and practical tips for starting an academic career as well as details about the application process for different post-doc schemes.

Due to Covid-19 restrictions, the Lyceum moved online for term 3. This gave us a chance to hear the remaining papers and share our thoughts as well as a chance to connect. It naturally involved some challenges, and we are grateful to all the speakers who adapted to present virtually and delivered excellent presentations. The change of format was also positive in some ways. It meant that people who cannot normally attend the seminars in person were now able to do so from the comfort of their own home; we had a good turn-out every week, and it was wonderful having people attend from all over the world.

In addition to giving speakers the chance to share their research and get feedback in a friendly environment, the Lyceum also serves a social function; the pub sessions that follow the seminar give postgraduate students from UCL and other London universities a chance to meet on a weekly basis and to discuss all sorts of matters, academic or not, creating a sense of community. We felt that this aspect of the seminar was particularly important during lockdown. Therefore, we decided to organise online pub sessions every week, not only following the seminars, but also outside of term time.

We have enjoyed convening the seminar and are confident that the UCL Lyceum will continue to thrive next academic year (<https://ucllyceumseminar.wordpress.com/author/ucllyceumseminar/>).

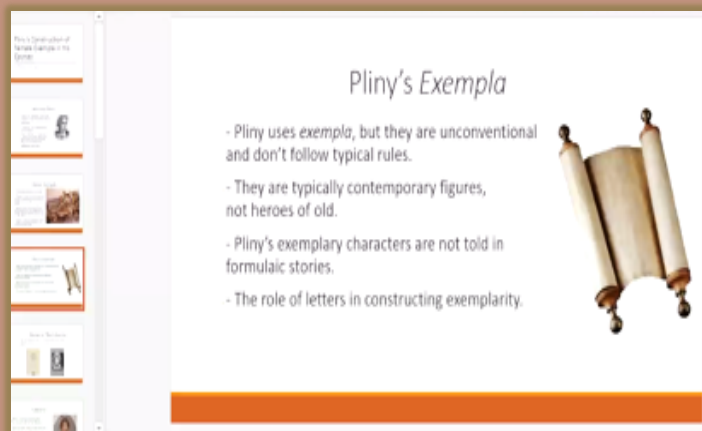


Image from the final Lyceum seminar of the year, which took place on 17 June. Matthew Mordue (University of Roehampton) presented on 'Pliny's Construction of Female *Exempla* in the *Epistles*'.

Sharon van Dijk and Yiming Zhong
Lyceum co-convenors 2019-2020

The exhibition 'Freud and Egypt'

For a number of years I have been exploring Sigmund Freud's interest in antiquity. I have been repeatedly struck by the way that the Greco-Roman world competed with other ancient societies to inspire his theories about the history of the human psyche. This research gave me the idea for an exhibition, which explored Freud's relationship to Egypt. The exhibition 'Freud and Egypt: Between Oedipus and the Sphinx' took place at the Freud Museum in London and ran from 12 August to 27 October 2019.

A painting of Oedipus' encounter with the Sphinx hangs over the psychoanalyst's couch in the museum. The significance of the figure of Oedipus to the development of Sigmund Freud's thought is well known, but the presence of the Sphinx in this picture highlights Freud's less celebrated interest in Egypt and other non-European ancient cultures. Freud had a very extensive collection of Egyptian antiquities and frequently wrote about Egypt in his psychoanalytic works. The antiquities collection is linked to Freud's interest in archaeology, which provided him with one of the most productive metaphors for exploring the layers of mind. Freud formulated his archaeology of the mind in tandem with important developments in professional archaeology and Egyptology. Flinders Petrie (1853-1942), Professor of Egyptology at UCL, the first Professor of Egyptology in the UK, was an almost exact contemporary of Sigmund Freud and is generally considered to be one of the founding figures of modern archaeology. The exhibition brought the Freud Museum's Egyptian antiquities into a dialogue with UCL's Petrie Museum. In particular, the exhibition highlighted the overlap between Freud and Petrie's fascination with the figure of Akhenaten. In 1891 Petrie conducted the first systematic excavation of Amarna, the site of the heretical Pharaoh's capital city. It was Petrie's finds that enabled ancient historians to understand the religious and cultural revolution that took place during his reign. Freud followed these excavations with great interest, and Akhenaten became the hero of his last major work *Moses and Monotheism*, published from London in 1939.



The exhibition was visited by over 8,000 visitors from all over the world, and it was named a Royal Academy Museum 'exhibition of the month'. It received extended positive reviews in the press. I was particularly thrilled that the exhibition inspired a special volume of the literary magazine *Pericles at Play*. The magazine is edited by Tom Willis, a former MA student at UCL. Tom will be returning to the Department this September to start a PhD on the poet W.H Auden and the Classics.

Prof Miriam Leonard
Prof of Greek Literature and its Reception



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