



Classics Newsletter

September 2021 | Issue 19

INTRODUCTION BY HEAD OF DEPARTMENT



Welcome to another issue of the Newsletter from UCL Greek and Latin, the annual overview of what has happened in the Department over the past academic year and what is planned for the year to come. As you will see throughout this Newsletter, the past academic year, like the previous one, was an unusual one, including a number of novel challenges and changes to long-established practices. Nonetheless, the Department's excellent and committed staff and students adapted swiftly to the changed environment and carried on with numerous great initiatives or even capitalized on the situation by introducing new activities or expanding existing ones. The examples in this Newsletter demonstrate this vibrancy of the Department; they feature mainly activities undertaken in addition to the day-to-day business of teaching, research and administration (for details on individual members of staff see our [Staff pages](#)).

After a period of six months of working from home the academic year started with a limited re-opening of campus: while it had already been decided that all core teaching would take place online, some extracurricular sessions and individual face-to-face meetings were initially possible on campus. When the pandemic situation worsened throughout the autumn and winter, these activities had to stop, and, as a result of subsequent lockdowns, the academic year turned into an entirely digital one. All colleagues did a superb job in adjusting teaching and assessment to online delivery and have become true experts in the various systems and software packages one can use; the academics were wonderfully supported by the professional services staff team, who discovered ever more efficient ways of running everything remotely and were always at hand to support staff and students. Still, it was hard to be without personal contact and

to engage with students who have never been able to meet staff or fellow students (some students on one-year programmes will even finish those without ever having seen the UCL campus). It was impressive to watch how everyone responded to the challenges promptly, cooperatively and in good spirits, so that the move to an entirely virtual world was almost seamless; despite the trial run at the end of the previous academic year, starting off a new academic year digitally and running a full academic year without any access to campus for most of the time still was a new task. Staff deserve a huge thank you for working tirelessly to make this possible (and they all needed and deserved a proper summer break this year, which was not possible last year owing to the necessary preparations for the new world). Students, understandably, did not like the isolation and the reduction of opportunities to meet others and make new discoveries, but were grateful for the teaching, support and additional activities the Department provided and also organized their own group activities where possible. Thus, with a lot of dedication, staff and students mastered the challenge: students obtained their degrees or met the requirements for progression to the next stage, some with very pleasing results. Congratulations to everyone and best of luck for the next phases of their studies or careers!

Not surprisingly, with in-person events impossible, there were fewer conferences and workshops than in most other years. At the same time the Department made the most of the move to the digital world and organized a number of online events, which had a large and more diverse audience than they would have had on campus. For instance, the annual Housman Lecture was delivered by Professor Ellen Oliensis in autumn 2020 from the US, while people from all over the world listened. Most impressively, the annual Classical Play in February 2021 was turned into a digital community endeavour (see report below), and the accompanying lectures were attended by hundreds of people from all over the world. Some members of staff organized virtual research events, such as the annual roundtable discussion with the author of a recent or forthcoming scholarly book, this year featuring Professor Bonnie Honig (see details below). It was pleasing to see that the online format was especially conducive to enhancing the Department's outreach programme: Open Days, Taster Days, Summer Schools and the annual study days in cooperation with the British School at Athens and the British Museum had larger and more diverse audiences, including some students who otherwise would not have had the chance to engage with Classics (see reports below). A particular success were special thematic events linked to current exhibitions, memorable days or the work of well-known individuals for a wider public. Like everybody else, therefore, the Department is planning to keep on online element for its events and develop a blended programme, so as to retain accessibility for as wide an audience as possible and also to offer the campus experience to those who would like it.

The coming academic year will provide new challenges amidst the uncertainty of the development of the pandemic; for now, we are preparing for a year of blended activity, where we are aiming to combine the best of both worlds that we are now experts in, the physical on campus and the digital in the cloud. One thing to look forward to is the expansion of the Department and the arrival of new colleagues. Thanks to a generous anonymous donation the Department was able to create the position of an Associate Professor in Ancient Middle Eastern Languages: Dr Mark Weeden, currently working down the road at SOAS, takes up this role at the start of the academic year and will add the teaching of Hittite to the Department's offering. Earlier this year Prof Phiroze Vasunia was successful with an application for a collaborative Leverhulme-funded research project. Thus, Dr Maddalena Italia joined the Department as a Research Fellow on this project in the spring and adds expertise in Sanskrit to the range of languages covered by departmental staff. Unfortunately, the Leverhulme-funded project run by Dr Victoria Moul is coming to an end; accordingly, the second Research Associate on this project, Dr Edward Taylor, will be leaving UCL shortly: we thank him for everything he has done while at UCL and wish him all the best for the next stage of his career. We are delighted that he will remain a member of the departmental community as an Honorary Research Fellow. Since several established colleagues have been successful in applying for funded research leave or secondments, the Department was able to appoint three temporary teaching staff to step in and to cover some teaching next academic year: Dr Dimitra Kokkini, Dr Elizabeth McKnight and Dr Caterina Pellò. The first two are alumni of UCL and have long been associated with the departmental community, always ready to assist if any teaching or administrative help is needed; Caterina is joining as a new member (see portraits of new members of staff and of research projects below). We welcome (back) all these colleagues and look forward to working with them over the next academic year.

As we are getting ready for the new academic year, we are aware of the challenge to make the partial return to campus and the creation of a blended environment for research, teaching, administration and events a success. A lot of preparation has been going on; we now know what we are doing; there is a collaborative spirit and the belief that everyone, each in their own way, contributes to the greater good; this makes the Department a pleasant place to work and ensures that it remains successful and flourishing. Thus, we are confident that the Department will rise to the next challenge. 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 to engage an even wider range of people in future.

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. The move to online for events, which is there to stay for some, means that we can reach a larger audience and make it easier for alumni and friends to stay in touch. We are inviting everyone to the Housman Lecture 2021, offered as an [online event in October 2021](#), and the [Classical Play in February 2022](#); we encourage everyone to watch out for announcements of further events. As ever, we are 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, UCL Greek and Latin



Newsletter 2021

Three New Members of Staff at the Department of Greek and Latin:

Dr Mark Weeden



I am joining UCL Greek and Latin from a couple of hundred yards down the road at SOAS, where I have had a job teaching and researching the history, languages and literature of the cuneiform world (Akkadian, Sumerian and Hittite – ancient Iraq, Syria, Turkey and western Iran) for the last ten years. Before that I was a British Academy Research Fellow at SOAS, worked briefly as a lecturer at Oxford, and did my PhD and MA at SOAS again. I joined academia quite late and thought myself very lucky to have landed a job doing something I love, an incredible privilege. But it was around the same time that the Cameron government brought in the new and still persisting fees regime; thus, it was pretty clear that small subjects at small universities were going to have a very hard time of it in what had essentially become a market environment.

And so it came to pass, SOAS had to stop teaching the subject due to poor student enrolment, and I was all ready to go off and do something else with my life. However, as part of an extraordinary anonymous donation given to UCL for teaching and research on the heritage of ancient Iraq and the surrounding areas, it was possible to employ me at the Department of Greek and Latin as an Associate Professor of Ancient Middle Eastern Languages. The set-up of competing colleges, then universities in London has always been a hindrance to sharing expertise and collaborations, so I am hoping that having cuneiform studies at UCL is going to mean that the subject can really grow and prosper in

a way that previously just was not possible, and I feel really proud that I am in a position to participate in making that happen.

Cuneiform texts are three-dimensional physical objects that date directly from the ancient world, and a good deal of my work is bound up with that materiality – reading original texts and trying to understand their functions or meanings. I think it is important to work closely with archaeologists, and I work as an epigrapher at a number of excavations in Turkey during the summer, preparing newly excavated cuneiform and Anatolian Hieroglyphic inscriptions for publication. A great deal of my research is connected with working out the historical and social background of these documents, which date to the second and first millennia BCE, the Late Bronze and Iron Ages. I am also working on a project with Iraqi and other colleagues concerning agricultural cuneiform tablets from the third millennium BCE that were discovered in Iraqi excavations. Since my PhD I have been interested in the transmission of scholarly knowledge across the cuneiform world and in the social and material contexts of writing, as well as of the literature, as we refer to it, that is written in it. Some topics of my recent research have been: publication of an important Sumerian source for a rebellion in southern Babylonia in the 18th century BCE, the relationship between Babylonian epic poetry and the materials of scribal training, the social contexts of Babylonian love poetry as well as chapters on Hittite and post-Hittite history in Bronze and Iron Age Anatolia and Syria.

Dr Mark Weeden

Associate Professor in Ancient Middle Eastern Languages

Dr Caterina Pellò



I am delighted to join the Department of Greek & Latin as an Associate Lecturer in September 2021. I work on ancient Greek and Roman philosophy, and I look forward to interacting with the students and scholars of Classical antiquity at UCL.

I was educated in Italy, where I completed a BA in Philosophy at the Università San Raffaele in Milan. I have a MA in Philosophy from Durham University and a PhD in Classics from the University of Cambridge. In 2018/19 I was a DAAD Postdoctoral Researcher at the Humboldt University in Berlin in the research group 'Medicine of the Mind, Philosophy of the Body: Discourses of Health and Well-Being in the Ancient World'. In 2019/20 I was a Bye-Fellow, College Teaching Associate, and Director of Studies in Philosophy at Downing College and St John's College Cambridge, where I taught ancient philosophy as well as Greek and Latin language. In 2020/21 I was an Associate Lecturer in Ancient Philosophy at the University of St Andrews. I was also awarded Visiting Fellowships at the Fondation Hardt in Geneva, the History of Philosophy Forum of the University of Notre Dame and at the Harvard Centre of Hellenic Studies.

My primary research areas are Presocratic philosophy, ancient Greek biology and ancient women philosophers. I am also interested in other ancient philosophical traditions, early modern philosophy, contemporary feminist theory and the study of women in antiquity. I wrote a MA thesis on the contemporary reception of ancient theories of virtue and a PhD thesis on the role of women in early Pythagorean communities and thought. I am currently writing an Introduction to the Pythagorean Women for Cambridge University Press and, together with Katharine O'Reilly (Ryerson University), I am co-editing a book on ancient women philosophers, which will include a vast array of thinkers stretching from eighth-century Indian philosophers to the Neoplatonist scientist Hypatia.

My current research focuses on Presocratic philosophy of life and death. I explore how Greek thinkers before Plato and Aristotle raised and debated questions such as: What is it to be a living thing? When does life begin and end? What happens at death? And what are the differences between various forms of human, animal and plant life? I am especially interested in the relationship between early Greek philosophy and medicine and the resonance of ancient Greek theories of living, dying and living beings in contemporary ethics of life.

I am thrilled to pursue this project and teach Latin and Greek at UCL next academic year.

Dr Caterina Pellò
Associate Lecturer

Dr Maddalena Italia

I am really excited to be joining the UCL Department of Greek and Latin, where, over the next three years, I shall be working as a Research Fellow on the Leverhulme-funded project “Comparative Classics: Greece, Rome, India”, with Professor Vasunia as the principal investigator.

Thanks to my hybrid academic background combining the study of Classics with that of Sanskrit literature, I plan to pursue case studies entailing a comparative approach to both the production and the reception of Sanskrit and Graeco-Roman ‘classics’. At present I am particularly interested in the role played by ancient and modern anthologies in the process of canon formation as well as in the interactions and mutually constitutive relations between the popular/vernacular and the lofty/‘classical’ in the Greek, Roman and Sanskrit literary cultures – both in ancient times and over the course of their reception history.

My Sanskrit studies began in 2008, during my BA in Classics at Milan University. I continued studying Sanskrit language and literature throughout my MA in Classics (Milan University) and my MA in Languages and Cultures of South Asia (SOAS). These studies fuelled my multilingual, cross-disciplinary doctoral project at the School of Oriental and African Studies (SOAS, London). I wrote my thesis, “The Erotic Untranslatable: The Modern Reception of Sanskrit Love Poetry in the West and in India”, under the guidance of Professor Francesca Orsini.

Focusing on modern commentaries and translations of Sanskrit love lyrics, my thesis explores the intertextual and multilingual connections activated by 19th- and early 20th-century translators as they compared and cross-pollinated Sanskrit erotic poetry with other literary traditions, especially – but not exclusively – the Greek and Roman classics. As I argue in my thesis, it was often by discovering or imagining such literary parallels that modern translators were able to overcome the ‘untranslatability’ of the sensual mood and erotic imagery of Sanskrit poetry.

For two academic years (2014–15 and 2015–16), while working on my doctoral degree, I taught introductory Sanskrit grammar at SOAS (University of London). In 2017, I moved on to adult teaching and taught several Sanskrit modules at the SOAS Language Centre.

Since the award of my PhD in September 2018, I have been gaining extensive experience in adult education, teaching a variety of Latin and Classical/New Testament Greek courses at City Lit (London) with students of all levels. Finally, in 2018 I inaugurated a Sanskrit course at the British Museum (in partnership with City Lit), which allows me to teach the rudiments of the language while sharing my ever-growing passion for South Asian manuscripts and miniature paintings.



Dr Maddalena Italia Research Fellow

Comparative Classics: Greece, Rome, India

What is a classic? For T.S. Eliot, the answer was 'Virgil'. But what do authors and cultures that are themselves 'classical' have to say on the subject? An exciting new project about the classical traditions of India, Greece and Rome started in the Department of Greek and Latin at UCL in April 2021: "Comparative Classics: Greece, Rome, India" explores the ancient cultures from a comparative perspective. Each of these classical traditions is rich and has exerted a powerful and long-lasting impact on the world, but an interesting feature of these cultures, and what makes them so appropriate for comparison, is that they each developed a substantial body of texts that reflected on their own status and value. The project brings together scholars with diverse skills and expertise and explores the idea of the classical within these cultures. It compares the understanding of the classical in ancient Greece, Rome and India; and it analyses the modern investment in the term 'classical' and the establishment of a classical canon in Europe and South Asia.

I am lucky to be convening the project, which is funded by the Leverhulme Trust and runs for three years. We will be joined by colleagues from SOAS, Lancaster and elsewhere. We are especially fortunate to be joined by Maddalena Italia as a postdoctoral research fellow. Dr Italia is an expert in Greek, Latin, and Sanskrit, and she brings to the comparative project an expertise in three different traditions. The study of a 'global' antiquity is drawing more and more interest from students and scholars worldwide, and we are excited to be exploring this approach at UCL.

Terracotta amphora, ca. 490 B.C., attributed to the Berlin Painter. New York, The Metropolitan Museum of Art, Fletcher Fund, 1956. Accession Number: 56.171.38



Prof Phiroze Vasunia
Professor of Greek

Summer School in Homer 2021

Because of the on-going Covid-19 crisis, we hosted for one more year the Summer School in Homer online with live interactive teaching from Monday, 2 August, to Friday, 8 August 2021. Once more, even if our interactions were limited to our electronic Zoom environment, the Summer School had immense success and proved the huge interest of people in Homeric studies. We hosted electronically 101 participants of various ages (12 to 73 years) from eleven different countries, who enjoyed several classes and events on Homer for a week and shared views on the Homeric world.

SSH 'Digital Exhibition' 2021



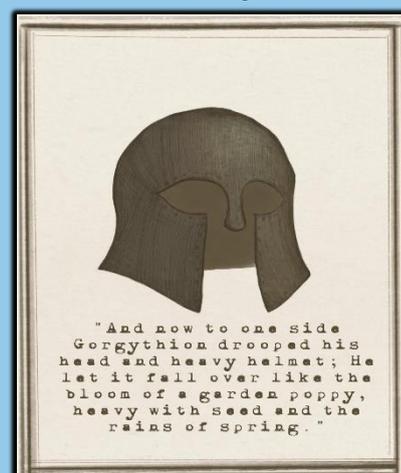
This year's Summer School included seven classes:

Homer in Translation and Reception of Homer; Greek for Beginners 1 and 2; Intermediate Greek; Advanced Greek; Ancient Philosophy and Homer; and Comparative Literature and Homer. The tutors for the classes were: Antonio Cartolano and Melissa Pires Da Silva (Homer in Translation and Reception of Homer), Serena Cammoranesi and Marina Pavlidou (Beginners 1 and 2), Theophano Charalambous (Intermediate), Chiara D'Agostino (Advanced), Nicolò Benzi (Ancient Philosophy and Homer) and Stefano Bellin (Comparative Literature and Homer).

The Summer School also offered many afternoon events synchronously, including a roundtable on "Emotions and Homer" with many undergraduate and graduate students participating as speakers (Ellice Hetherington, Eloise Knight-Smith, Mridula Gullapalli, Peter Xiao, Marina Pavlidou). There were also very interesting afternoon lectures delivered by Dr Emma Griffiths (Manchester), who talked about "Homer and AI", and Dr Giovanna Di Martino (UCL) and Dr Estelle Baudou (Oxford), who talked about

"Epic fragments from the Trojan Cycle: a theatrical perspective". 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 a Digital Exhibition on Homer with works by Ffion Snaith and a talk by the Director Dr Antony Makrinos on "Homer and Heroism". On the last day, Dr Antony Makrinos interviewed Dr Anastasia Bakogianni (Massey University, New Zealand) on "Homer, tragedy and their reception in cinema". For the first time ever, the Summer School hosted a Photography exhibition with photos from all the participants and the tutors.

SSH 'Digital Exhibition' 2021



Sketch by Lara Pomphrett



Feedback from the students of the Summer School in Homer has been very positive as always. Many of the participants commented that next year they would like to participate face-to-face, and they also praised the organisers and the tutors for the high-quality classes, the organised approach and the successful afternoon events.

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, Aurora Gatta and Safa Malik 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.

Next year, if the circumstances permit, we intend to hold the SSH 2022 face-to-face or to use a hybrid system of both face-to-face and online classes. We will try to introduce new exciting classes, including Homer and the Romans and Reception of Homer. We are planning to hold the Summer School in Homer in the summer of 2022 in London and Chios, for which preparations have already started.

For more details about the Summer School in Homer 2022, please visit [our website](#).

or contact Dr Antony Makrinos on a.makrinos@ucl.ac.uk.

Dr Antony Makrinos
Associate Professor in Classics (Teaching) and Director of the Summer School in Homer

Summer School in Ancient Philosophy 2021

The School of Athens (after Raphael), by Anton Raphael Mengs (1728–1779)



The fifth edition of the UCL Summer School in Ancient Philosophy took place from 12 to 16 July 2021. For the second year in a row, due to social-distancing measures, the Summer School was held online, with live classes and guest lectures. The Summer School offered a five-day intensive programme on the major themes and thinkers of ancient philosophy. We welcomed 96 students from all over the world, who studied the following modules: *Introduction to Ancient Philosophy*; *What is Happiness? Ancient Theories on Ethics*; *A Week With Plato*; *A Week With Aristotle*; *Mystery, Science and the Divine*; *Roman Philosophy*; *Early Greek Philosophy*; *Bringing Order to Chaos: The Origins and Nature of the World in Plato's Timaeus*; *World Philosophy: India and Europe: Dialogue, Difference, Decolonisation*; *Beginner's Greek with Plato*.

Throughout the week students had the opportunity to discuss and examine some of the most important philosophical questions raised by ancient philosophers, with particular attention devoted to exploring how ancient philosophical ideas can contribute to the development of a critical attitude to today's world as well as to fostering dialogue among people. In addition to classes, students further engaged with ancient philosophy through a series of interactive guest lectures: 'Why Are We Moved by the Fate of Oedipus? Aristotle and Randford on Emotional Responses to Fiction' (Dave Preston, Royal Holloway, University of London); 'Aristotle on Moral Habituation' (Margaret Hampson, Trinity College Dublin); 'Ancient Cosmology' (Robert Heller).

As the director of the Summer School, I wish to thank everyone who contributed to its success: first and foremost, our fantastic tutors for their passion, commitment and excellent teaching; our wonderful students; and, last but not least, the staff and colleagues of the Department of Greek and Latin for their invaluable support.

The sixth edition of the Summer School in Ancient Philosophy will run in summer 2022. We are planning to introduce new modules and further expand our afternoon activities. Most importantly, we hope to welcome our students back to London! Alongside face-to-face classes, we will keep some modules online in order to make ancient philosophy accessible to the widest possible range of students both nationally and abroad. We will do our best to ensure that the Summer School continues to provide a unique opportunity to discover the exciting world of ancient philosophy, which never ceases to surprise, puzzle and charm us.

Keep philosophizing!

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

London Summer School in Classics 2021

Rembrandt, *Aristotle with a Bust of Homer* (1653)



David Klamen, *Contemplating Bust of Homer* (2009), from the series *Painting Paintings*



Otis Kaye, *Heart of the Matter* (1963)



The London Summer School in Classics took place from 20 to 29 July 2021, after a one-year hiatus due to the Covid-19 pandemic outbreak. The Summer School was held online for the first time in its long history due to ongoing restrictions caused by the pandemic, with live classes and guest lectures/workshops. This year marked a couple of firsts, namely the extraordinary high number of student applications as well as a wider array of countries represented. Overall, we had 312 applications; 294 students completed the course distributed over 27 language classes and representing 23 countries in Europe, Asia and North America.

We offered Classical Greek and Latin at all levels (from complete Beginners' to Advanced reading classes), Beginners' Sanskrit, Beginners' and Advanced Biblical Hebrew, and Advanced New Testament/Koine Greek. All classes and afternoon lectures/workshops were recorded for the benefit of students in different time-zones.

Since students and tutors were scattered all over the UK and around the world, we were not able to offer our usual Petrie Museum visits and end-of-course party in Gordon Square; instead, we arranged for more live afternoon lectures/workshops on various topics.

Afternoon lectures were given by Professor James Robson (OU) on 'Sex Appeal in Classical Athens', Professor Gesine Manuwald (UCL) on 'The Reception of Nero in Opera', Professor Stephen Colvin (UCL) on 'Where did the Roman Alphabet come from?', and Dr Adam Goldwyn (North Dakota State University) on 'Author and Authority: Representing Homer in Visual and Material Culture from Antiquity to the Present'. Moreover, workshops were delivered by Dr Matt Jay (UCL) on 'Living Latin', Dr Peter Haarer (Oxford) on 'Reading Greek Inscriptions', Dr Caroline Barron on 'Reading Latin Inscriptions', and Dr Katherine Slinger (Liverpool) offering an 'Introduction to Hieroglyphs'.

Feedback on the online edition of the LSSC has been overwhelmingly positive, both from students and tutors. Many students who would not have been able to join us for a face-to-face event for a number of reasons, have now had a chance to study the ancient language of their choice online and benefit from the vast experience and resources that our tutors have been able to share with them. We have many requests for the LSSC to be offered online again next year or at least to plan to deliver a hybrid event with blended face-to-face and online teaching.

As the Director of this year's LSSC, I would like to thank Anna Andreopoulou, who was in charge of the Administration and carried her duties confidently and in good nature, despite the various technical issues we were faced with on the first day of classes; Robbie Macaulay, whose help (especially with technical issues) was invaluable, as always; and all the tutors who taught at the LSSC (especially those who stepped in at the last minute in order to replace others who had to withdraw) and did a fantastic job navigating the online system and offering an invaluable experience to all the students. We will be back in July 2022!

Dr Dimitra Kokkini

Honorary Research Fellow and Director of the London Summer School in Classics

Neo-Latin Poetry in English Manuscript Sources, c. 1550-1700

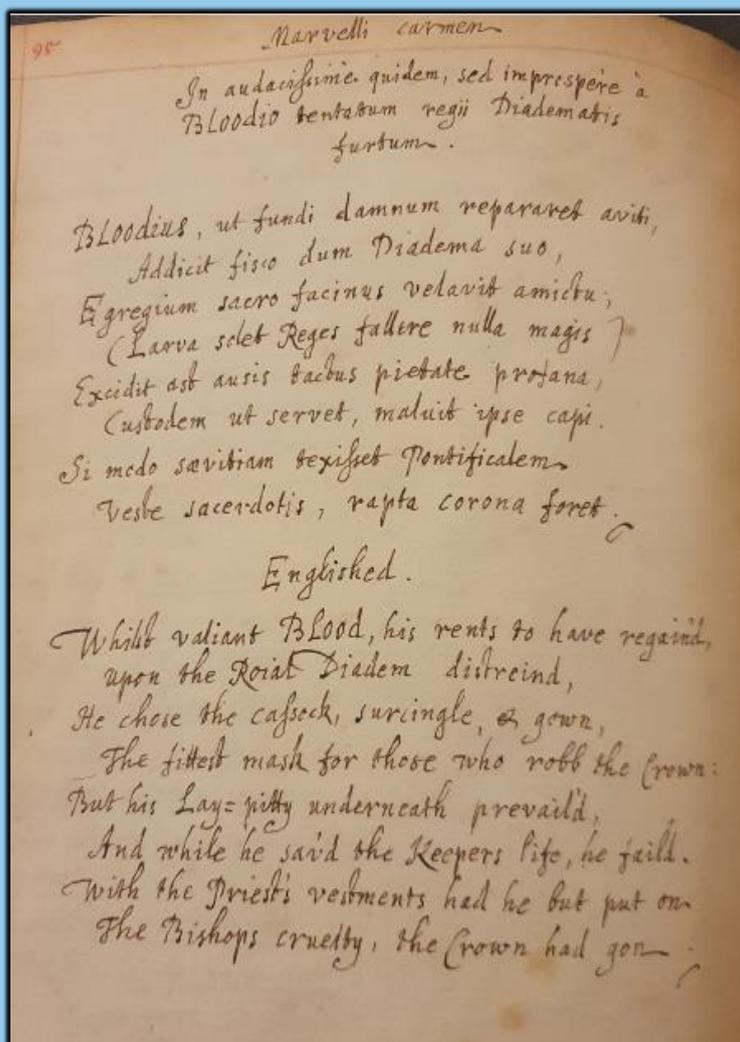
This large Leverhulme-funded research project, run by Dr Victoria Moul, comes formally to an end on 15 September, after just over four years. The project transferred to UCL in February 2019, when Dr Moul joined the department: two departmental PhD students (Sharon van Dijk, who passed her viva with minor corrections earlier this year) and Raffaella Colombo (due to submit at the start of October) were attached to the project, as were two post-doctoral fellows, Dr Bianca Facchini, whose contract ended in June 2020, and Dr Edward Taylor, whose work for the project ends on 15 September, but who will remain affiliated to UCL as an Honorary Research Fellow.

The project has surveyed for the first time post-medieval Latin verse (sometimes called 'Neo-Latin') in English manuscript sources, where the sources date or probably date from between around 1550 and 1700. This is a vast corpus of almost entirely unstudied material: the project has gathered basic data on around 28,000 poems, ranging from two to thousands of lines, in about 1230 manuscripts from forty different English libraries and collections. Luckily, the great majority of the survey part of the project was completed before the first lockdown, and we have been able to continue to analyse the material based on digital images despite the closure of libraries.

In addition to a large quantity of basic data, which has been freely shared with academics around the world, and parts of which have already been cited in various publications, the project has produced a considerable number of publications of its own. Victoria Moul (the PI) has completed a major monograph of around 200,000 words, *A Literary History of Latin & English Poetry: Bilingual Verse Culture in Early Modern England*, which will be published next year by CUP. Although not derived only from the project's findings, the scope and ambition of the book was transformed by the project, allowing Victoria to survey manuscript as well as print evidence for the place of Latin poetry in English literary culture.

In addition, around twenty chapters and articles are published or forthcoming, including pieces authored or co-authored by Bianca Facchini, Edward Taylor and Sharon van Dijk as well as Victoria Moul; recently, we even submitted an article co-authored by Victoria Moul and Giulia Li Calzi, a UCL Laidlaw Fellow now entering her third year as an undergraduate, who was attached to the project in summer 2020 and summer 2021. Publications have appeared in edited collections and leading journals of English literature, early modern history, Classics and classical reception as well as Neo-Latin, demonstrating the considerable interdisciplinary reach of the project. It has also led to productive and ongoing collaborations with a series of external partners, including curators and archivists at the British Museum, the National Archives and the Surrey History Centre.

Although the formally funded period of the project ends this September, the quantity of data is almost inexhaustible. Edward Taylor will continue to work with the project findings as he develops further post-doctoral research of his own, and Victoria expects to continue to publish findings deriving from this project regularly for many years.



A Latin epigram by Andrew Marvell, commemorating Thomas Blood's failed attempt to steal the Crown Jewels from the Tower of London in 1671. The poem circulated widely in the late seventeenth century, most often as here in a bilingual presentation — accompanied by an English translation (below). This image is from British Library, Sloane MS 3413, fol. 29v, reproduced with permission from the British Library.

Dr Victoria Moul
Associate Professor in Early Modern Latin and English

A Roundtable Discussion with Bonnie Honig 2021

We usually hold a roundtable discussion once a year, but had to postpone the event originally scheduled for June 2020 because of the pandemic. The virus is still with us, but we decided to hold the roundtable in June 2021, on Zoom. The event was a grand success, and we are very grateful to our main speaker, Bonnie Honig, who is Nancy Duke Lewis Professor of Modern Culture and Media (MCM) and Political Science at Brown University, and (by courtesy) Religious Studies (RS) and Theater and Performance Studies (TAPS). Professor Honig is an influential and prolific scholar, a political theorist who ranges widely. She published not one but two new books in 2021, *A Feminist Theory of Refusal* (Harvard), which is based on her Flexner Lectures at Bryn Mawr College, and *Shell Shocked: Feminist Criticism After Trump* (Fordham), which collects revised versions of her public writing since 2016 along with several new essays on criticism, feminism, and politics. Our discussion focused on *A Feminist Theory of Refusal*. Bonnie Honig was joined by two respondents, Professors Barbara Goff and Maria Tamboukou, and an interested and engaged audience of some thirty-five other scholars. There was a lively discussion for about 90 minutes. We would normally have moved on to drinks and dinner but, sadly, the circumstances were such that we were unable to do so on this occasion.

Bonnie Honig's book is about the concept of *refusal*. Here is an abstract: *Refusal is not the entirety of any politics, but it is a necessary part of any decent democratic politics, and it is often needed by dissidents or minorities who, for no good reason, lack voice or power in current institutional arrangements. The book offers an examination of three refusal concepts in political theory, namely, inoperativity (Agamben), inclination (Cavarero) and fabulation (Hartman); reads Euripides' Bacchae through their lenses; and then offers Bacchae readings of each of the concepts. It de-pathologizes the women of the Bacchae and reconsiders them in connection with contemporary Bacchaes from recent film, drama, and literature.*

A Feminist Theory of Refusal is a fascinating and totally original exploration of feminism and Euripides' *Bacchae*, among other things, and I recommend it to you wholeheartedly.



Prof Phiroze Vasunia
Professor of Greek

Activities of the Administrative Team

Another annual salutation to all our alumni and students from the Professional Services team of myself, Alex and Stephanie. We hope that you are all well, in good spirits and able to start enjoying more freedom than this time last year!

This year has represented an unusual if steady pattern of remote-working and a steady increase in the use of software systems (there is little we do not know about Teams and Zoom at this stage). With our upcoming return to campus we are going to have to re-learn / refresh the art of face-to-face communications, which have been dormant for so much of the past 18 months. I myself last saw a colleague in the real world last December!

As last year, so this year; we have experienced another bumper year largely due to the expanded Late Summer Assessment period and the multi-faceted preparations for teaching next year. With the situation as it stands, we are planning both face-to-face teaching and livestreaming / recording of lectures, which brings together our experiences over the last two years into a new package. Over the past year we have also learned the advantages of creating videos for imparting information, and this is something we will continue to do going forward (gone are the days of 'I put these instructions in my email of XXXX').

Fortunately, the team has stood strong over the past four years, and I am extremely grateful to have Alex and Stephanie with me; their depth of knowledge of UCL and the Department of Greek and Latin is a real boon. While some training challenges have arisen across UCL, we have been lucky that no-one has moved onto pastures new, and no new members of staff have had to endure hours of webcam and screen-sharing based training from yours truly!

One of the unexpected bonuses of the past year is the increased inclusion of the Professional Services team in the general community of Greek and Latin. Despite offices being unused, it has never been easier for students to contact any of us via Microsoft Teams for a face-to-face chat ... in fact even email these days seems like an antiquated system. It has also been an especially important vehicle for first-year students, most of whom we have never had the opportunity to meet in person, to know who we are and what we are able to do for them.

One of the technological changes over the last year is the removal of dedicated phone lines; now phone calls are rerouted to our Microsoft Teams accounts with associated answerphones, which even transcribe messages to us via email. On returning to campus this system will stay in effect; the only downside is having to remember to load Teams every morning! Our team will return to campus on a rota basis in the first instance; the office will always be manned, but not always by the same staff, and the positives from remote working will be blended with a return to the old ways of being in the office.

An officially recognised success our team managed this year was an unusual one (and one that does not have an exceptionally long history of past winners) in being awarded a UCL Provost Education Award for 'Outstanding response to teaching or supporting teaching in a pandemic', which was a very pleasing acknowledgement for all the behind-the-scenes work that went into running an entire academic year remotely. Despite not being physically able to engage at work, the team also contributed to a greater extent to the Department's Green Impact Gold Award, giving us our fourth Gold Award in as many years.

Our attentions now turn back to Induction Week and ensuring that Moodle sites, room bookings, and available systems and technology are up to the task of another unusual situation; this time the complexities of providing both face-to-face and online teaching depending on individual, and evolving, situations among staff and students. We will also be welcoming second-year students onto campus (many of whom will be new to the campus) and our finalists,

who have experienced a term and a bit of face-to-face teaching, for what we hope will be an entirely face-to-face final year.

Stay safe and stay the course!



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

The Living Latin and Greek Society

The Living Latin and Greek Society has had an unexpectedly rewarding year: by running our Latin and Greek speaking sessions online instead of physically in London, we opened up our activities to new members all over the UK and indeed the world.

On the classical Greek side, Avitus took his beginner students from last year up to the next level. Consolidation took place, reinforcing grammar and vocabulary whilst discussing them orally in Greek. As summer approached, the sessions were mainly filled by the discussion of a variety of texts, from ancient inscriptions to poetry and the New Testament.

Elisabeth Ilgner (Elisabetha) taught a Latin beginners' class using Hans Ørberg's textbook *Familia Romana*. The class graduated to 'Intermediate' in the spring. During the summer, participants read and discussed short pieces such as Latin inscriptions and extracts from Erasmus' *Colloquia*.

For students with a basic knowledge of Latin grammar, Arslan Atabaev (Atticus) ran a reading group where participants translated passages from a selection of Latin authors, ranging from Pliny the Younger's ghost stories to Caesar's ethnography of Germanic tribes, and discussed how some themes and ideas contained within them are perpetuated and mirrored in our own societies.

In January Matthew Jay (Matthaeus), Abhilash Sivaraman and Atticus started an absolute beginners' class that ran for a term. Students were taught Latin in the same way as modern languages, with oral expression an integral part of the experience from the beginning.

Matthaeus' original Intermediate class ran throughout summer 2020. In the autumn, it became a reading group focussing on the *Iter subterraneum Nicolai Klimii* by Ludvig Holberg. This eighteenth-century 'science-fiction' novel is a satire similar to *Gulliver's Travels*. Marigold Norbye (Calendula) took over the hosting, and sessions carried on into the summer.

Matthaeus initiated another reading group in the spring, exploring texts by the great humanist Erasmus such as his *Adagia* and his *Colloquia*.

For the most advanced students, Finlay O'Duffin (Edmundus) again educated us in the Art of Rhetoric, employing the type of exercises used in the ancient world to teach rhetoric. In the spring term it was run in conjunction with the Oxford Latinitas Project, with whom we have had fruitful relations in previous years.

Last but not least, advanced speakers of Latin could also join classes run by Avitus on Virgil's *Eclogues* and *Georgics*. Having read the poems beforehand, the participants discussed the texts after an introduction by Avitus. It was an exciting experience to debate these texts in the language of the author himself.

The flexibility of the online world, where we have been able to join up with Latin-speakers irrespective of location at times of our choosing, has been one of the few positive outcomes of the current pandemic. Running at least some of our sessions online is an option that we consider continuing even after the resumption of face-to-face activities in UCL, as a way of sharing our enthusiasm for spoken Latin and classical Greek with more people. If you would like to join us, do get in touch (uclivinglatin@gmail.com).

Dr Marigold Norbye
Lecturer in Medieval Latin and Latin Palaeography

PowerPoint slide from Jay Matthew's Beginners' class

Quis sum? Sum Matthæus.



Mihi nomen est Matthæus.
Appellor Matthæus.

PowerPoint slide from Jay Matthew's Beginners' class



Interrogatum: **Responsum:**

- | | |
|-----------------|---------------------------------------|
| 1. Quis es? | Sum... Mihi nomen est... Appellor... |
| 2. Quid es? | Sum... ...discipulus/a ...magister/ra |
| 3. Ubi habitas? | Habito... ...Londinii ...in Galliâ |

Student Experiences:

MA Student

The UCL Classics MA has been a fantastic experience for me. I completed my BA in Classics at Durham University in 2017 and had therefore had two years out of the academic environment when I began my MA on a part-time basis in 2019. I immediately found myself welcomed by staff and students in the small and friendly department, and totally at home in the various libraries, coffee shops and bars around campus. I decided to enrol on the MA because I was keen to develop my language skills further, while also pursuing a newfound interest in classically inspired modernist literature. The MA has enabled me to achieve both of these aims, and much more.

The course's intercollegiate, and interdepartmental, nature is one of its most attractive features. Over the last two years, I have been able to focus on developing my knowledge of Latin, through modules focused on close readings of Book II of Horace's *Odes* (KCL 2019–20) and Book XI of Virgil's *Aeneid* (UCL 2020–21). To complement these text-based classes, I also took a module on the History of the Latin Language (UCL 2019–20). This latter module has profoundly affected my understanding of the nature and development of Latin linguistics – a skill that has proved invaluable in my studies so far and that will undoubtedly benefit me as I move forward into Classics teaching.

While there is a wealth of expertise across the London departments in such traditional approaches to classical scholarship, I have also benefited greatly from the tuition of academics interested in classical reception and modernism. I have been privileged to take courses on the Greek modernist poet C.P. Cavafy (KCL 2019–20), the History of Translation (SELCS 2020–21) and Ptolemaic Egypt (UCL History 2020–21). The module on Cavafy encouraged me to explore the Greek modernist's engagements with Homer, Greek tragedy and the Greek Anthology. This exploration developed my appreciation for how much modern poetry can aid and influence our interpretation of ancient material, a theme I am pursuing in my dissertation on Ezra Pound's use of Propertius. Few MA programmes offer such a diversity of subjects. This multi-disciplinary aspect of the course has given me the opportunity to study a fantastically wide range of topics that I had not previously had the chance to explore.

At the end of what has been a somewhat challenging couple of years for everyone, I can nevertheless wholeheartedly recommend this MA programme, and the department in general, to any prospective students. Students and staff alike are interesting, friendly and encouraging. The connections with the Institute of Classical Studies and other Classics departments in London enable you to connect with specialist academics across disciplines as well as a huge cohort of students. On the MA, I have studied fascinating material, developed my academic abilities, made good friends and engaged with talented and inspiring academics. I am extremely grateful to all the staff and students who have made these two years such a positive experience for me on both a personal and an academic level.



Jonathan Huish
MA Classics

Student Experiences:

PhD Student



At the start of the academic year, I moved back to London after weathering the first wave of coronavirus in my home county of Powys, Wales. The year before, I had completed the Reception of the Classical World MA at UCL, so was well-primed for life at the Department of Greek and Latin.

I found the Department as pleasant a place to study as I remembered, full of wonderful, supportive, brilliant professors and great, radical thought. The Department of Greek and Latin at UCL is a very exciting and effortlessly modern place to be.

My thesis is in English and Classics; so it is great fun to dip between the two, and working with people in the English department has been a fun and always-enlightening (and interdisciplinary) experience.

My supervisors are always putting me in touch with other students who are interested in similar stuff, which helps to build an exciting and tangibly community-oriented way of doing research (which is so often a cloistered practice).

This year has of course been an odd one in which to begin a PhD, with libraries and everything closed and socialising often off-limits. A thesis is a good way to spend lockdown time, but after a while even reading good poetry becomes a bit of a numb blur; so table tennis has been a big part of my year, too.

The UCL library staff have been a dream ordering books in and making them accessible; they really have made all research possible.

Although writing a thesis is a nice way to spend time lockdown, and it is a privilege to know that you have got a sort-of-job for a couple more years, I deeply miss in-person seminars, where you would hear ideas you would never normally chase, the odd revelatory comment in the post-seminar pub session, seeing moving stuff in galleries and museums, in short, the ability to make connections from books to the outside world, and in missing it you realise how wonderfully social academia can be. Though, despite Zoom fatigue setting in in the first quarter of my first ever Zoom call, it has been a great pleasure to be able to attend talks and conferences the world over online and meet and speak to people equally flung around the world, and I hope this accessibility continues to be available.

We have, despite everything, managed to be somewhat social at the UCL Department of Greek and Latin, mainly thanks to the energy of an ebullient Bostonian Latinist; our cohort (when allowed) managed to do much outdoors, and we have all kept in touch over the year, even when confined indoors, and have variously given talks, organised conferences, edited journals and the proceedings of UCL conferences for publication, published bits and bobs of academic writing and literary fiction, and of late have managed to go to outdoor classical-reception-y plays in park gardens in Hackney and have started drinking wine together in some of London's roomier public squares.

Thomas Edward Willis
Research Degree: Greek and Latin

UCL Classical Play 2021

This year's Classical play was not a conventional stage performance of a Greek play. Director Lewis Bentley and producer Elena Bashkova decided to organise something special for this very special year. Homer's *Odyssey* in the wonderfully contemporary and accessible translation by Emily Wilson presented itself as the perfect opportunity to trespass the boundary of traditional Greek plays to follow Odysseus' journey whilst making our own 'virtual' journey through this strange academic year.

In response to the government's announcement of national lockdown on 4 January, we decided not to move the play into an online format, but to produce something equally exciting and original: we created a '[living archive](#)' of the *Odyssey*, which is populated with interviews of cast members, stage and costume designs, insights into the text and visual responses to the *Odyssey* and its timeliness. We also invited the general public to take part in this 'living archive' and received an overwhelming number of contributions, which can be browsed [here](#).

Our production team also contributed with a staged reading of Book 16 to the international virtual reading [Odyssey 'Round the World](#), organised by the [Center for Hellenic Studies](#) (Harvard) in partnership with [Out of Chaos](#), a 24-hour event that featured performances of every rhapsody of the *Odyssey*, recorded by students, faculty and actors around the world.

We also created a [Study Guide](#) that contains essays, short videos and video recordings of the public lectures held on 8–12 February on the *Odyssey* and its reception. Dr Emily Hauser contributed with a short video on contemporary retellings of Homer's women in fiction; Dr Antony Makrinos told us about the Homeric Map of London organised with UCL students; Dr Nicolò Benzi spoke about Odysseus as a philosophical hero and Dr Ahmed al-Ameen told us about his comic book *The Epics of Enkidu*, developed as a sequel to the oldest story ever found in human history, *The Epic of Gilgamesh*.

The essays in the study guide ranged from insights into the archaeological sites of the Homeric world (Dr Michael Loy) to the translation of the *Odyssey* into Roman culture (Prof Gesine Manuwald); and the differences and similarities between ancient and modern heroes (Dr Antony Makrinos). In a collaboration with [Academus](#), Lewis Bentley and Elena Bashkova also produced a '[Resource Booklet](#)' on Homer's *Odyssey* and its reception.

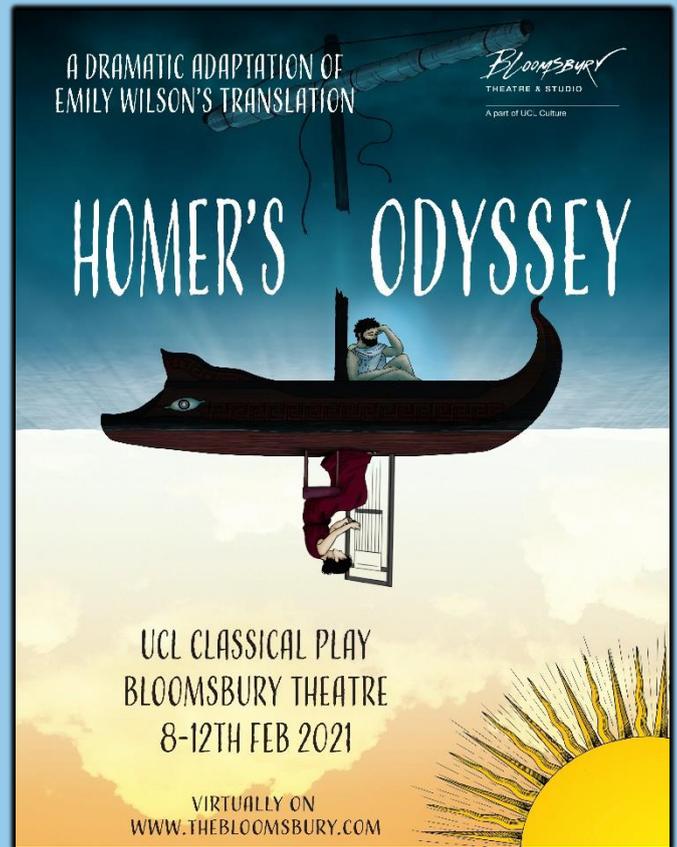
An equally overwhelmingly positive response was received from the more than 2,000 people who signed up to the public lecture programme, which this year featured Professor Emily Wilson on 'Translating the *Odyssey*', Dr Antony Makrinos on 'Cinematic approaches to the *Odyssey*', Dr Michael Loy on 'Odysseus and Mycenae', Professor Barbara Graziosi on 'The Talking Dead' as well as Professor Fiona Macintosh and Dr Justine McConnell on 'Performing the Epic Now'.

We were delighted to host all these exciting events, and we wholeheartedly thank and congratulate this year's UCL production team and cast members on an incredible range of wonderful artistic contributions and insights into this topical epic.

We are looking forward to hosting Euripides' *Electra* in Professor Emily Wilson's translation for next year, directed by Zoë Morris and produced by Meg Grant.

Dr Giovanna Di Martino
Leventis Research Fellow in Ancient Greek Literature

UCL Classical Play Poster 2021



A photograph from a rehearsal



Undergraduate Open Days and Outreach Activities

Chariot Racing in Antiquity



This academic year we ran six open days for different groups of students: three taster days for prospective applicants, two UCAS open days for offer-holders and one further event as part of UCL's general open day. These were all hosted either by Peter Agócs, the Outreach Officer, or by Fiachra Mac Góráin, the Admissions Tutor. Each of them involved a welcome from the Head of Department, an introduction to the Department and the programmes that we offer, at least one sample lecture by a member of academic staff at the Department of Greek and Latin, talks by a number of students about their experience on our degree programmes, and plenty of opportunity for questions and answers. All in all, the participants came away with a clear impression of what it would be like to study at UCL, and we hope that many of them will end up coming to us.

These open days were held online on Zoom. We missed the personal conversations that happen between staff and students during on-site open days, but the online format also brought certain advantages. More prospective students attended the open days than in previous years, and people came from farther afield than would otherwise have been possible (including students from Brazil and China). Today's applicants are digital natives, and they seemed content to interact with us and with one another online from the comfort of their homes, at least for the purposes of the open days. We ran an additional session on a platform called Remo, which has a 'banquet hall' format allowing students to move between different 'tables' and have different small-group conversations.

We also ran several outreach events online, each of which was attended by about 150-200 people, between students and members of the general public, with vigorous audience participation.

Before the pandemic struck, we were expecting to welcome Natalie Haynes (classicist, author, comedian, broadcaster) in person to an evening event at the Department to mark the publication of her new novel *A Thousand Ships*. Monica Williams of the Hellenic Book Service in Kentish Town was standing by to provide copies to audience members, which Natalie would sign. Once we had settled into the first lockdown, Natalie very kindly agreed to run this event online, and in June 2020 Antony Makrinos conducted a public interview with her, followed by Q&A.

In September 2020 we ran a similar event in which Miriam Leonard conversed with Timberlake Wertenbaker (playwright and screenwriter) about the inspiration she has drawn from the Classics, especially from Greek tragedy, in her own writing.

In March 2021 we held an event for students and the general public about chariot racing in antiquity. Antony Makrinos, Margaret Mountford and Maria Wyke spoke about chariot racing in Homer, papyrological sources and modern film respectively.

Our last online event took place in May, on Nero in ancient and modern culture. The topic was chosen to coincide with the start of the British Museum's Nero exhibition, to which we have since brought several groups of students. Mairéad McAuley spoke about Agrippina in ancient sources; Gesine Manuwald spoke about Nero in the pseudo-Seneca play *Octavia*; and Maria Wyke spoke about Nero in film.

Alumni are welcome to contact the Department with suggestions about possible future events, whether online or in person. Please write to classics.office@ucl.ac.uk.

Dr Fiachra Mac Góráin
Admissions Tutor

Natalie Haynes – Troy Story



Nero in Ancient and Modern Culture



Timberlake Wertenbaker



Postgraduate Open Days



The Department of Greek and Latin has a thriving postgraduate community, which is made up of around 30 MA students and 25 PhD students.

UCL participates in the Intercollegiate MA programme, which allows students to take modules across all the institutions with specialisms in Classics and Ancient History in London (UCL, King's College London, Royal Holloway, Institute of Classical Studies). Because we are able to share expertise across these different institutions, we are able to offer our MA students an unrivalled choice in modules from Papyrology and Epigraphy to Virgil and Catullus to Rome on Film and Classics in the Fin de Siècle. Our MA students benefit enormously from this pooling of resources and are taught by world-leading specialists in the ancient world and its reception. The highlight of the year for me as MA Tutor is the dissertation colloquium in June, where all the students present their research: the range and ambition of the topics is astounding. This year I heard fantastic presentations on topics as varied as Euclid papyri to the writing of 'Black Ulysses'.

This rich training at the MA level feeds directly into the PhD. At the PhD level students work closely on a research project with a subject expert. As well as the core areas of Greek and Latin literature, the Department has particular strengths in linguistics, papyrology, philosophy and Classical Reception. We also have strong interests in contact between Greece and Rome and the Ancient Middle East, which has been further enhanced by the recent appointment of Mark Weedon. We currently have PhD students working across all of these areas. As well as our own MA programme and other universities in the UK, students come to the Department from all over the world – we are proud to have a remarkably international student body.

This year we organised a number of events on Zoom to advertise our postgraduate activities to prospective students. One advantage of holding 'Open Days' online is that we were able to speak to the large community of international students who are interested in our programmes – we had participants from China, Brazil, the USA and Canada. It was also great to involve our own current students in these events, so they could share their experiences of studying at postgraduate level in London as well as speaking about initiatives they have launched like the London Classicists of Colour. We are very much looking forward to welcoming the 2021-2022 intake in September!

Prof Miriam Leonard
Professor of Greek Literature and its Reception



The UCL Lyceum Seminar

This academic year was challenging but also highly rewarding for the Department's UCL Lyceum Classics Community Seminar. In the face of the pandemic, the seminar was hosted online after only two in-person sessions, but the new online format only augmented the seminar's participation rate and impact. We had a good turn-out every week, and we were very grateful to see so many friendly faces each time – both new and familiar ones.

Our own postgraduate students from the Department of Greek and Latin as well as fellow postgraduate students from the UK and abroad, and even well-known scholars, joined us every Wednesday at 5 pm to discuss inspiring papers on a range of Classics-related topics. The topics included, but were not limited to, archaeology, drama, philosophy, classical reception, linguistics and publication methods in antiquity. Each term was in this way propitious for new debates and new insights on a large variety of classical subjects.

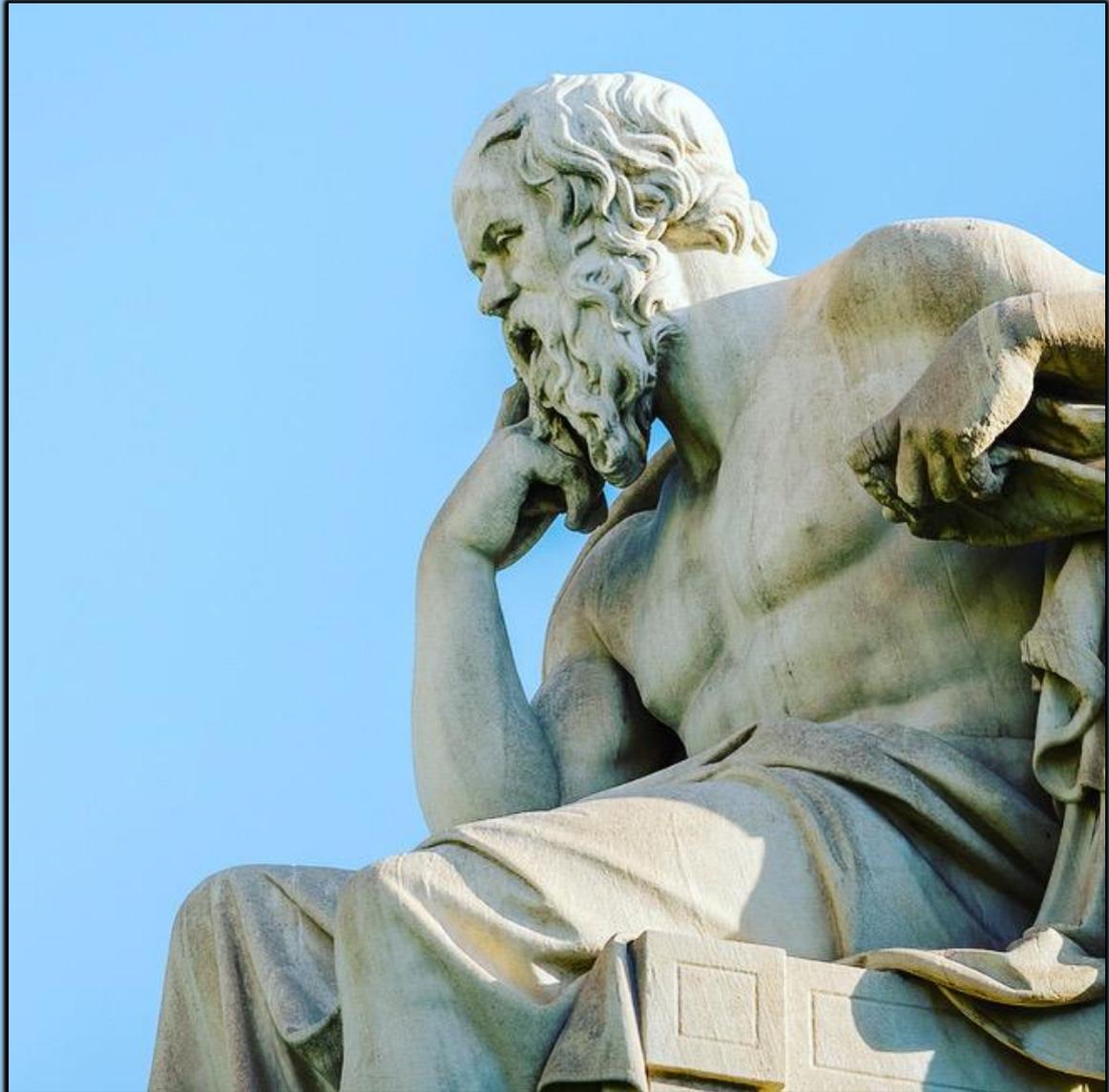
The fundamental purpose of the UCL Lyceum Seminar is to give postgraduate students the opportunity to practise conference papers, present work-in-progress or simply get some experience in giving an academic presentation in a friendly environment. This year we were delighted to see that the online format of the seminar opened up this opportunity to an even wider range of students from all over the world. We were thrilled to welcome speakers from multiple UK universities, but also from all corners of Europe, the United States, Australia and Israel. So, even during the imposed challenges brought about by the pandemic, the UCL Lyceum Seminar remained a special and stimulating place for students to connect and exchange on topics they were already passionate about or developed a new interest for.

Moreover, as tradition wants it, every UCL Lyceum Seminar was concluded by a virtual pub session. After holding the formal seminar, speakers and all their attendees were invited to an online pub meeting, which gave everyone the occasion to get to know each other and discuss all sorts of matters, academic or not. In fact, besides its academic purpose, the UCL Lyceum Seminar also serves a crucial social function, which we felt was especially important for and appreciated by our attendees, who experienced lockdown situations all over the world.

Overall, the UCL Lyceum Seminar has continued to thrive as an intellectual community of exchange, support and debate, and we are confident that it will continue to do so in the coming academic year.



Mélissa Pires Da Silva and Sofia Bongiovanni
UCL Lyceum Seminar Chairs 2020–2021



www.ucl.ac.uk/classics

Chief Editor: Alex Balciunas

G&L MA, Finance and Events Administrator