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Introduction from the Chair

It is a great pleasure to introduce the new Faculty Newsletter. The Faculty still finds itself in a period where academic successes are counterpointed by increasing financial challenges. A major new academic success was the creation of the Sybille Haynes Lecturership in Etruscan and Early Italian Archaeology and Art, which was made possible by the tireless efforts and magnanimity of Sybille Haynes herself, and by a munificent donation from Lord Normanby plus further generous contributions from individuals and trusts. An exceptionally generous legacy came also from Edita Wesseley de Butterworth, for the study of Alexander the Great. Baron Thyssen ensured the continuation of the Oxford Roman Economy Project for six years, made it possible to open the lower floor of the Cast Gallery to the public, and supports study of the ancient world and in particular Classical Art and Near Eastern languages at Wolfson College. Alumni support for fund-raising for Classics posts has been splendidly generous: the Faculty now has a number of ‘Teaching Fund’ posts (and the prospect of more), where College and University jointly ensure future funding. We maintain our success in winning research grants, with nearly 40 from a wide range of sponsors since January 2011. Four Research Centres and 20 Research Projects currently operate: the Dictionary of Medieval Latin from British Sources is coming to its triumphant conclusion. We still attract excellent graduates, and the very high number of undergraduate applications (some 300 for Lit Hum alone) has been sustained over nearly a decade. Finally, the Faculty has its first spin-out company in Oxford Multi Spectral Limited, which originated in the work of the Oxyrhynchus Papyri project under Dirk Obbink, and involved the development of an original multispectral imaging device. The techniques will be applicable not just to the study of historical documents but also to the evaluation of forensic evidence, the detection of fraud etc.

These are not easy times for British Universities, and especially for Humanities Faculties, as funding for any activity is always difficult to come by. This is especially true of funding for graduate study: it is becoming extremely difficult for British graduates to secure scholarships, something which can get lost in the debate on undergraduate funding. The Faculty has made this its top priority for fund-raising, and we are very grateful to the Stavros Niarchos Foundation for funding this year three scholarships. We have had to suspend our Saturday Latin Teaching Scheme until money is available, but we were very pleased this year to be able, for the first time, to offer a place to a student from the Scheme. The financial situation has meant that we have had to think of ways of using our resources most effectively to increase our income. We are looking at how the beauties of the Ioannou Centre could be used commercially in the vacations. We have begun in a small way, but the level of interest leads us to hope that this could benefit us substantially. Core academic activities will of course always be our prime concern, but we have ourselves to do all we can to secure the funds in order to continue our activities when the public coffers are empty.

In the past, it has been the Colleges which have played the major role in maintaining contact with Old Members, but the Faculty now thinks that a closer relationship between itself and its former members would be beneficial to both sides. For this reason, we are looking at possible events, such as dinners, days when the Faculty can display its activities, garden parties etc. We shall keep you all informed of these events through the newsletter.

The Faculty is strong therefore, but to maintain that strength it does need the help of its Alumni. To those who have recently contributed to Classics in the Colleges and in the Faculty, we are extremely grateful indeed.

Dr Angus Bowie, Chair of the Faculty Board

Curator’s column

Since the Faculty moved into the stunningly beautiful Ioannou Centre building in 2007, it quickly established itself as a vibrant hub for intellectual debate and energetic outreach activities. There are regular exhibitions in the Outreach Room and large-scale conferences in the lecture theatre that bring audiences from across the world into the Centre to learn more about Graeco-Roman antiquity and its reception.

The Centre recently acquired some display cabinets from Oxford University Press and with the advice and guidance of staff from the Ashmolean, the Research Projects are now able to exhibit objects from their rich collections in the foyer and the common room areas.

Some serious damp emerged earlier in the year and this, together
with some work to the windows in the Georgian front of the building, necessitated the erection of scaffolding in St Giles’ which is still in situ as the Newsletter goes to press. It is hoped that remedial work to the stone frontage will be completed shortly. There are other minor disruptions anticipated in the next few months as changes to the reception and office areas are being made, with the new reception area planned for the space immediately outside the Outreach Room and adjacent to the pigeon-holes. This is intended to improve security and to continue to guarantee that the Centre remains a genial and welcoming venue for all our visitors.

Dr Fiona Macintosh

The Faculty of Classics will offer part-time doctorates starting in October 2015.

* The CSAD has recently received on permanent loan from Amgueddfa Cymru - National Museum Wales a full-size replica of a marble dedication slab from Caerleon, RIB 330. The replica was made by Richard Grasby, an associate member of the CSAD since 2007. The inscription is on display on the 2nd floor landing, outside the main doors to the CSAD.

* Professor Bert Smith has been awarded a British Academy Senior Research Fellowship for 2013–14.

* Dr Armand D’Angour has been awarded a British Academy Mid-career Fellowship for 2013–14, and will be on sabatical leave in 2014–15, to research the sound of ancient Greek music in relation to texts. He is planning to make a documentary film about his investigations in Sardinia, Turkey and elsewhere. Moreover, he was commissioned to write the Pindaric Ode for the London Olympics 2012 by Boris Johnson, who recited it and had it engraved on a bronze plaque in the Olympic park!

* Sophie Bocksberger and Helen Slaney are co-ordinating a practice-based research project on ancient dance funded by The Oxford Research Centre in the Humanities, in collaboration with Caroline Potter (Institute of Social and Cultural Anthropology). www.torch.ox.ac.uk/ancientdance

* Dr Philipp Niewöhner has become a William Golding Fellow at Brasenose College (from October 2012) and a Privatdozent at Göttingen University (from December 2012).

* Prof Tim Whitmarsh and Dr John Ma both won British Academy Mid-Career Fellowships.

* The CSAD announces the recent success of a major grant application to the AHRC for the funding of a three-year project to create a corpus of up-to-date editions of the Greek, bilingual and trilingual inscriptions on stone from Ptolemaic Egypt (323–30 BCE), numbering almost 400 items, based on material collected and annotated by the late Peter Fraser FBA (1918–2007). The project will be led by Professor Alan Bowman, Dr Charles Crowther and Professor Simon Hornblower, and will employ one full-time Postdoctoral Research Assistant for three years, beginning in MT 2013.

* Prof Dame Averil Cameron, President of FIEC, announced the next congress will be held in Bordeaux (France), 25–30 August 2014.

* Dr Peter Thonemann won a Leverhulme prize in 2012 for substantial and recognised contribution to Ancient History and the Runciman Award for his book The Maeander Valley.

* Dr Gail Trimble was awarded an AHRC Early Career Fellowship for work on her commentary on Catullus 64 and metalepsis.
As one of the newest members of the Faculty of Classics I am delighted to report, after completing a full year’s cycle as the Classics Outreach Officer, on the greatly valued Classics Outreach Programme at the University of Oxford.

Since its inception in 2004 the Classics Outreach Programme has gone from strength to strength; through our new Faculty website, Classics Outreach Facebook group and Twitter account (with over 1000 followers) we are able to reach out to an increasingly wide audience.

With my background in widening participation and access work, coupled with a keen academic interest in Classics, I look forward to continuing and expanding the work of this successful programme. As someone who did not have the opportunity to study Classics prior to higher education I understand the many challenges that Classics as a subject faces within the school curriculum. We need to work towards supporting schools and colleges in re-introducing this wonderful, captivating and diverse subject to the curriculum. Classics is gaining momentum and drive at the moment through recent media coverage such as the popular BBC documentaries on the Greeks and Romans presented by Dr Michael Scott and Professor Mary Beard. One of the most successful exhibitions of all time at the British Museum entitled ‘Life and death in Pompeii and Herculaneum’ has caught the public’s imagination in an unprecedented way. Vanessa Baldwin, a former student of Classical Archaeology and Ancient History at Oxford and the Exhibition Project Curator assisted in bringing the collection alive. Proposed reforms to the national curriculum see the ancient languages Greek and Latin being introduced to primary schools in 2014. Organisations such as The Iris Project, The Latin Programme – Via Facilis, Minimus, and Mayor’s Love Latin Scheme have made learning Greek and Latin fun and engaging for a wide audience, opening them up to those of all ages and all backgrounds. There are far more schools pursuing lunch-time and after school Latin and Classical Civilisation clubs than ever before. With the determination of teachers and support from Classics organisations such as JACT, Classics for All, the Classical Association, the Classics Library and many more, there has been a steady increase in the take up of GCSE and A-Level Latin, Classical Civilisation and Ancient History. Alongside this it has also become imperative to diversify our Classics Outreach Programme in order to meet the demand.

With this in mind it has become essential to raise awareness of the varied Classical subjects available at Oxford, the majority of which do not require prior knowledge of Greek or Latin.

**Oxbridge Classics Open Day**

The biggest event of the year has been the Oxbridge Classics Open Day held on Friday 15th of March 2013. This is a collaboration between the Oxford and Cambridge Classics faculties that traces its roots as far back as the late 1970s. Both universities take turns in holding this prestigious event, and we were very privileged to host the day at Oxford this year. Over sixteen colleges, forty Classics students and thirty tutors were involved; the day attracted over eight hundred potential students accompanied by teachers and parents with a passion for the Classical subjects. Attendees were given the chance to explore colleges and the city’s famous sights, as well as the celebrated Ashmolean Museum. Attendees were also treated to taster lectures on Philosophy, Philology, Art and Architecture, Greek and Roman history and literature given by the Regius Professor Chris Pelling, Dr Llewelyn Morgan, Dr Katherine Clarke, Professor Ursula Coope, Professor Bert Smith, Dr Philomen Probert and Professor Tim Whitmarsh (podcasts of most of the talks are still available on our website).

In addition to the Oxbridge Classics Open Day, the Faculty of Classics also participates in the University’s three main open days throughout the year, two in June and one in September. The Faculty has tried very hard to balance sample lectures, designed to provide potential students with a taste of university, with the opportunity to speak to Oxford tutors and students on a one-to-one level. These events are incredibly popular with students and parents alike and give the Faculty the chance to showcase its world class degree courses.
I found that the trip was very informative and really opened my mind to the possibilities and advantages to studying Classics at Oxford. I enjoyed looking around the college that we visited and it really changed my opinion about the university.

**Bennett Memorial - Year 10**

I enjoyed the whole day but what I enjoyed the most was the learning ancient Greek workshop as it was fun and extremely interesting. It was a fantastic, fun filled day and very thought provoking.

**Kelmscott School – Year 7**

Rome and Hollywood was my favourite aspect of the day. It tied with my love for film and the love for Classics I have already. The day definitely made me want to consider doing Classics at university as it seems a much more open choice for work.

**Year 12 Totton College student**

I would just like to take this opportunity to once again thank you for what was an excellent day for students and staff alike. The sessions were interesting and informative, the students that took us for lunch and a tour of St Hugh’s were very welcoming, and the tour of the Ashmolean Museum was a real highlight for many of the group. I know how much work goes into organising a trip such as this and really appreciate all of your efforts and those of your colleagues and students who gave up their time to host us.

**Poole Grammar School teacher**

The class enjoyed Dr Mannack’s style and sense of humour! He was excellent at involving the group and it was very good for them to experience a new approach to learning! The day has clarified the desire to aim for Oxbridge for many of them and some of them are now more keen to continue with Latin to A Level and keep this as an option for university.

**King’s School, Winchester teacher**

A fantastic day which allowed our students to have experiences they will always remember. It has allowed our students to see that Oxford University is within reach and is not only for a selected few. It has also increased their enthusiasm for studying Classics at university.

**Totton College lecturer**
Outreach Programme

Talks at Schools

Academics continue to be extremely generous with their time and guidance and are very active in giving school talks. We have over fifty titles covering a great range of subjects from which schools can choose. Talks are delivered on site in schools across the UK by tutors and graduate students. Here is just one of the many pieces of feedback we have received from students at a recent visit to a youth centre (Leaders of Tomorrow organisation) in Peckham:

‘Thank you for coming down to L.O.T. I really enjoyed your stay. You opened my mind to things I had never been exposed to before. I really did enjoy the teaching you did, seeing as it was really interesting finding out about the origins of the languages and learning a bit of history. I really enjoyed the Classics as it also covered a lot of topics under one subject.

‘Personally my favourite part of the sessions was finding out a bit about your backgrounds and other cultures we discussed. I was very happy as we got a great insight into how to get into Oxford and the steps I need to take to get into Oxford or any good university. The talk you gave us really inspired me to go and read up a bit more about Greek history especially and the Latin symbols. Thank you so much for giving up your free time to come and give us a very informative and fun talk.’

'I just want to say thanks again for igniting my love for Classics. Since your speech I've started trying to teach myself the basics of both languages via the Internet and ordered a simple Greek poetry book. Profuse thanks for giving up your free time to enlighten a few young people.'

In addition to the talks at schools, tutors have been very busy giving Classics admissions talks at the Oxford and Cambridge Student and the Oxford Regional Teachers' conferences held throughout the UK.

Literacy through Latin scheme with The Iris Project

We are continuing our invaluable partnership with The Iris Project in providing Latin classes to primary schools in Oxfordshire. A number of Oxford Classics students have now been recruited and trained and will be going into schools on a weekly basis during term time. The scheme has been extremely successful over the years, as this recent media coverage highlights:

‘Free Latin lessons are helping to open doors and create a brighter future for underprivileged primary school children’, reports Judith Keeling. For more on the story please visit the website: https://www.oxfordtoday.ox.ac.uk/page.aspx?pid=1849

Classics Summer School

Since the launch of the East End Classics Centre at Brooke Sixth Form College in the summer of 2012, this project has been steadily developing, culminating in the first ever Classics Residential Summer School at Oxford, hosted by Wadham College. Over the past year students from schools and colleges across the London boroughs of Hackney, Barking & Dagenham, Havering and Redbridge, Newham, and Tower Hamlets have participated in a year-long academic programme, including lectures given by academics from the Faculty of Classics. Twenty Year 11 and Year 12 students were selected from these to attend a week long Classics Summer School in August. For a whole week students were engaged in daily ancient Greek classes, taught by our DPhil students, attended seminars on Women in the Ancient World given by Dr Stephen Heyworth, Christopher Mallan (DPhil student), Dr Lydia Matthews, Dr Llewelyn Morgan, Dr Peter Thonemann and Professor Tim Whitmarsh. Students were also given essays to complete during their stay at Oxford and participated in one-to-one tutorials with tutors.

We are still continuing to provide a very comprehensive programme for the Classics strand of the UNIQ Summer School, held every year at Oxford. UNIQ is a programme of free summer schools at Oxford University and is open to Year 12 (or equivalent) students studying at UK state schools/colleges. The Faculty of Classics has offered a summer school in Classics for all three years of the UNIQ programme. In 2012 at least eleven of the thirty summer school participants applied to do a Classics course at Oxford. For 2014 UNIQ will be extending its programme to host over nine hundred students, and this will provide scope for further Classical subjects to be included in the scheme.
New projects on the horizon

We are continuously looking for ways to improve and expand our Classics Outreach Programme, to build on relationships that have been established with stakeholders and to seek out new collaborations with external organisations who are interested in the promotion of Classical subjects. The new academic year promises to be even more exciting for the programme and the Faculty as a whole. We are very pleased to be involved in two forthcoming projects, one a local initiative (the East Oxford Community Classics Centre), and the other a national initiative with an international remit (Classics in Communities).

East Oxford Community Classics Centre

The East Oxford Community Classics Centre, founded and run by The Iris Project in association with Oxford Classics Outreach and Cheney School, is a vibrant new Classics learning venue where people of all ages will be to attend events, workshops, lessons and exhibitions. The purpose of the Centre is both to provide a permanent presence within the school for all pupils to engage with the Classics in a range of different ways and to provide an exciting and accessible place for visitors of all ages from the local community to experience Classics and attend lessons, workshops, storytelling sessions and other events.

Oxford Classics students will be delivering weekly Classics themed workshops, and every month Oxford Classics tutors will be presenting talks on their research to a wide audience. Donations of books to the centre have come not only from academic tutors but also through the Alex Roberts-Miller Foundation. If you would like to donate to the centre (be it books or other items), please do contact me. The launch of the centre will officially take place on Thursday 24 of October with a keynote speech by Professor Mary Beard.

Classics in Communities

Classics in Communities is a new and exciting project set up by the University of Oxford, Swansea University, and the Iris Project in order to promote Latin and ancient Greek in primary schools. This project responds to the inclusion of the two ancient languages in the primary curriculum from September 2014 onwards. We start with a conference in Oxford on 30 November, will tour the country with a series of eight workshops for primary teachers in January and June 2014, and will provide help and support to schools and teachers who wish to start teaching one of the languages. We will also start a research project on the impact of Latin and Greek teaching on children’s literacy skills, so schools which already teach Greek and Latin are welcome to get in touch.

As the project has only just started, everyone involved is a volunteer. While we have gratefully received financial support from the University of Oxford, the Classical Association and the Society for the Promotion of Roman Studies, we welcome support from anyone who would like to help. If you are interested in supporting us or getting involved in some way, or have questions, please do not hesitate to get in touch.

The project’s website is http://classicsincommunities.org/, and you can stay in touch on Facebook (Classics in Communities) and Twitter (@ClassicsinCommunity).

Mal Musié,
Classics Outreach Officer
Latin Teaching Scheme

The Story So Far...

In an earlier newsletter, we reported on the success of the first pilot Latin Teaching Scheme. This began in the winter of 2007-8, organised by our Outreach Officer at the time, Lizzie Sandis and then by her successor, Cressida Ryan. It took advantage of our new Ioannou Centre and of the opportunities this offered us to do something more sustained than going into schools for a one-off visit to spark interest in things Classical. The pilot project gave two groups of students from schools near Oxford, who did not otherwise have the opportunity to study Latin, the chance to learn it to GCSE level through two-hour classes on Saturday mornings over two and a half years. They had enthusiastic, professional local teachers in Polly Caffrey and (first) David Hodgkinson and (later) Carolyn Saunders. They had textbooks donated by OUP and CUP, with one group reading the Oxford Latin Course and the other the Cambridge Latin Course.

It was a big commitment. There are other calls on the time of 14- to 16-year-olds on Saturday mornings, not least all their other GCSEs. We anticipated a high drop-out rate, but only four students decided not to continue. The rest continued to devote their Saturday mornings to Latin with enthusiasm for the full two and a half years, hearing talks by Faculty members, visiting the Ashmolean and British Museums, and taking the GCSE in the summer of 2010. They relished the challenge and the opportunity to study with a group of like-minded pupils, who really wanted to learn. Many of them still keep in touch as a group. And their hard work paid off.

Polly Caffrey recalls: ‘that group really made me think about why it is important that young people should have access to learning to read Latin. ... All got more out of the experience than the exam grade alone. They say it made them more aware of language and grammar in English and other languages. They say knowing the vocabulary contributed to their understanding elsewhere in new areas of study including sciences. They say they loved the stories and mythology and seeing those stories re-surfacing in literature and art. They say that getting through the difficulties made them better at sticking with difficult problems in other areas of their studies.’

Grades were pretty impressive, too. Despite having many fewer than the 250+ hours of teaching given to those learning Latin on timetable in schools, six of the cohort obtained A* or A grades, and nineteen passed at A*-D grade. Some were inspired to carry on to A-level. One is now reading Classics at Bristol University, one has taken up a place to read Classics at St John’s College, Oxford and another has offered a place at Pembroke College, Cambridge. One comments that without the scheme, ‘I would not be where I am today, doing a degree I enjoy so much.’ Another is applying to university to read Veterinary medicine.

We repeated the experiment, with some modifications, in 2010-2012. One group was taught in Oxford, one in Chipping Norton. St Edward’s School kindly supported the scheme, with Mark Taylor teaching one of the groups. Regrettably, we had to charge a small fee for each lesson to cover costs, the scheme took up more of the Outreach Officer’s time than could easily be spared, and there were a few organisational hiccups. The grades achieved were not quite as high the second time round, but the underlying value of the scheme remains proven. Indeed, parents and teachers from schools where Latin is not offered to GSCE continue to send us enquiries about it and express their disappointment that we have not been able to continue.

The Faculty is keen to relaunch the scheme in a manner that will benefit more young people who, like most teenagers in the state sector, simply do not have the opportunities to study Latin or Greek that they might have enjoyed only a few decades ago. The principal avenue through which we as a Faculty help talented young people from this group is through ‘Course II’, the version of the Literae Humaniores degree that teaches Latin and/or Greek ab initio to those who have not been able to learn it to A2 level or equivalent before coming to Oxford. The language teaching team here in Oxford do incredible work in bringing these learners up to a high linguistic standard in a very short time. The team needs another member. We hope to be able to fund a post for someone to divide their time between ab initio undergraduate teaching of this kind and administering the Saturday Latin Teaching Scheme, as well as teaching one of its classes. If we could do this, it would enable us to bring the joys and benefits of learning Latin to more local pupils, and without charge, and to continue to support undergraduates from all over the UK and beyond who embark on the exciting journey of learning an ancient language as they begin their degree course here.

For alumni interested in finding out more about the future plans for the Latin Teaching Scheme and opportunities for involvement, please contact outreach@classics.ox.ac.uk.

Professor Chris Pelling
The Archive of Performances of Greek and Roman Drama (APGRD), now in its eighteenth year, promotes discussion and research relating to the afterlife of ancient texts in any medium and any period, from Greek tragedy to Roman epic, from stage to screen, from antiquity to the present day. During this past year our public lecture series hosted theatre director, Tim Supple, on ‘Theatre on an Epic Scale’, the prize-winning poet, Alice Oswald, performing her latest collection, ‘Memorial’ and theatre director, Adrian Noble and actor, Joanne Pearce recalling their collaboration on the RSC’s Thebans 1991.

The APGRD was very proud to organize a Study Afternoon in November 2012 to accompany the first modern performance of Rameau’s Anacreon (1754) in the Sheldonian with the Orchestra of the Age of Enlightenment, directed by Jonathan Williams. The event began with a harpsichord recital in the Holywell Music Room by Kah-Ming Ng followed by talks from APGRD Advisory Board Members, Peter Brown (Trinity), Felix Budelmann (Magdalen) and from world experts on baroque dance and music, Roger Savage (Edinburgh), Graham Sadler (Hull), Jennifer Thorp (Oxford), Roger Scruton (Oxford).

We also hosted the Faculty’s ‘Translation, Oxford and the Classics’ event in December with a panel discussion chaired by Chris Pelling including Judith Luna (Oxford World’s Classics), Simon Winder (Penguin) and translators from the Faculty (David Raeburn, Peter Brown and Rhiannon Ash). There were also lectures on the history of translation from Stuart Gillespie (Glasgow), Robert Crow (Bristol), Chris Stray (Swansea), Peter McDonald (Oxford) and Oliver Taplin (Oxford). The day concluded with the playwright, Timberlake Wertenbaker in conversation with her longstanding collaborator, Margaret Williamson (Leverhulme Visiting Professor in Classics, 2012). This event formed a part of one of the APGRD’s major research strands, ‘Translation of Greek and Roman Drama’, which has a current focus on French translations (undertaken by the APGRD’s John Fell/Mellon funded Postdoctoral Research Fellow, Cécile Dudouyt).

The APGRD’s second major research strand is the Leverhulme-funded ‘Performing Epic’ project, led by APGRD Director, Fiona Macintosh and Post-doctoral Research Fellow, Justine Williamson in our termly lecture series.

The APGRD Archivist, Naomi Setchell, co-curated with Dr Eleftheria Ioannidou (Birmingham) a timely exhibition in May on ‘Identity and Community in Performance: Greek Festivals 1927-2012’. On Saturday 23 November, she will be curating and co-organising a major event to mark twenty-five years since Tony Harrison’s production of Trackers at Delphi, with an exhibition (in collaboration with the Jocelyn Herbert Archive, The Brotherton Library and The National Theatre Archives). There will be talks from Peter Parsons on Oxyrhynchus and former cast members and a performance of the satyr chorus organized by choreographer, Laurence Evans.

For details of all APGRD events and publications, visit our website www.apgrd.ox.ac.uk

Dr Fiona Macintosh

From Beazley to Buddhism at CARC

The Classical Art Research Centre on the top floor of the Ioannou Centre is known for its outstanding photographic library and archival collections, which are available for all Oxford students and researchers to use. However, the last nine months have been marked by a variety of initiatives intended to take its resources to wider audiences and open up fresh subjects for research.

April 2013 saw the launch of Gandhara Connections, a project aimed at documenting and studying the relationship between Graeco-Roman art and the ancient Buddhist sculpture of Gandhara - a region roughly corresponding to parts of modern Pakistan and Afghanistan. In the first few centuries AD, the Buddhist monuments of this area were richly decorated with works which, to the eyes of a classicist or western art historian, uncannily echo Hellenistic and Roman models in style, composition and, sometimes, subject matter. Even the anthropomorphic image of the Buddha himself is generally believed to derive from classical ideal sculpture. This extraordinary example of trans-contiental influence has been commented on since the nineteenth century but it remains only partially explained. With abundant new evidence coming to light and the distance required to cast off some of the baggage of early scholarship, it is an excellent time to return to the subject through interdisciplinary discussion. A CARC workshop supported by the John Fell Fund brought together...
The western half of the Turkish peninsula is shaped by the valleys of four great perennial rivers, running down from the Anatolian uplands to the Aegean sea: the Maeander, Kaystros, Hermos and Kaikos. These deep, alluvial valleys, the heartland of Croesus’ Lydian kingdom, were the richest part of ancient Asia Minor, densely populated and blessed with a mild and pleasant climate. Still today, these valleys are the heart of the Turkish agrarian economy: the valley floors and the lower slopes of the intervening mountain ranges are thickly studded with fruit-trees, fig- and olive-groves, and (in the rivers’ humid lower courses) cotton plantations. The towns that grew wealthy from these rivers — Pergamon, Smyrna, Sardis, Ephesus, Priene, Miletos — were among the most prosperous in the ancient Mediterranean world. To quote Menekrates, an ancient peasant farmer in the middle Hermos valley near Sardis: ‘I had the good fortune to place my livelihood in my crops, and I loved to break up the clods of earth for the grain-bearing shoots; nor did my hands rest from their labour, until the day’s warmth departed from the sun’s setting rays; and with the joy of Demeter, I took delight in guiding the plough’.

In few other parts of the ancient world can one see a landscape so favourable for human settlement, and in few regions has the landscape been so visibly and repeatedly reshaped by human activity. In the Graeco-Roman period, as a result of intensive agriculture further upstream, vast quantities of silt were carried down to the mouths of the west Anatolian rivers, creating new, marshy and insalubrious delta-plains along the Ionian coast. For centuries, the cities of Ionia struggled to bring these alluvial wetlands under cultivation. Around Miletos, in autumn, one can still see vast flocks of migrating birds settling around the rich lagoons of the Maeander delta, one of the finest natural fisheries in the eastern Mediterranean, which we know to have been formed only during the fourth and fifth centuries AD.

In The Maeander Valley: A Historical Geography from Antiquity to Byzantium, I tried to understand how one of these great Asiatic river-valleys has shaped the lives of its inhabitants, and how it has been reshaped in turn by them. Between 2003 and 2007, I spent some three months a year in the Maeander valley, walking or hitchhiking from village to village. I was, of course, interested in the remains of ancient settlements, and I turned up a handful of sites (and very many Greek inscriptions)
which had not previously been recorded. But more important was to get a sense of the rhythm of valley life, its colours and seasons, its possibilities and limits. Why did no Greeks ever choose to live on the valley floor? Why was the plain around the modern town of Çal, apparently one of the most fertile and sheltered parts of the entire Maeander basin, so poor and thinly populated in antiquity? How easy is it to cross the mountain range that separates Aphrodisias from the prosperous Graeco–Roman cities of the Lykos valley?

From the outset, I decided to give equal attention to the Graeco-Roman and Byzantino-Turkish history of the Maeander region. The period between the fourth and seventh century AD (‘Late Antiquity’) has traditionally served as a kind of disciplinary no-man’s-land between ‘Classics’ and ‘Ancient History’ on the one hand and ‘Medieval History’ and ‘Byzantine Studies’ on the other. Very few historians are comfortable on both sides of this particular intellectual iron curtain. This is a great shame. In Asia Minor, as in mainland Greece and much of the south Balkan peninsula, there is simply no clear cut-off point between antiquity and the Byzantine middle ages. The seventh- and eighth-century Arab conquests, which brought Roman rule to an end in much of the eastern and southern Mediterranean, had nothing like so cataclysmic an effect in Asia Minor.

For example, one of the key arguments of the latter part of the book is that the economic development of the great mediaeval monastery of St John the Theologian on Patmos is directly illuminated by the history of its near neighbour, the old Greek city of Miletos, which lies immediately opposite Patmos at the mouth of the Maeander river. In the course of the thirteenth century AD, the monastery of St John built up a large and diverse portfolio of estates strung along the west coast of the Asiatic mainland, including large parcels of land in the Maeander delta. The huge, dispersed constellation of estates eventually controlled by Patmos looks remarkably similar to the vast, dispersed territory of the ancient city of Miletos, which had in fact controlled the island of Patmos through much of antiquity. These two very different communities, the large and powerful mainland city and the small and isolated island monastery, eventually ended up developing remarkably similar strategies of territorial diversification in response to ecological risk. For the ancient Milesians, the easily accessible offshore islands of Patmos, Leros, and Lepsia served as excellent marginal territory for grazing animals and cultivating tree-crops; for the mediaeval monks of Patmos, the nearby Maeander delta served as their primary bread-basket.

Under what was still, in the mid-2000s, a relatively liberal graduate funding regime, my four years of doctoral research writing The Maeander Valley were a joyfully happy period in my life, almost entirely free of academic responsibilities or accountability. (I owe a great deal, too, to my supportive and munificent Oxford college.) Of course, much groundbreaking research at Oxford continues to be done under the colourful umbrellas of the various research projects (the Roman Economy project, the Lexicon of Greek Personal Names, the Oxyrhynchus Papyri, and the rest). But nothing can substitute for the intellectual freedom furnished to individual men and women in their early and mid-twenties to pursue quirky ideas for the sake of it. I got great pleasure from the Maeander valley; I hope that others will too.

Dr Peter Thonemann

Oxford Centre for Phoenician and Punic Studies

2012 saw the launch of the Oxford Centre for Phoenician and Punic Studies (OC2PS, or Octopus to its friends), co-directed by Jonathan Prag and Josephine Quinn. The new centre pulls together and publicizes work on the Phoenician-speaking Mediterranean at Oxford and beyond, running a mailing list and organising an annual lecture in conjunction with a research workshop for graduate students from all over the world, many of whom do not have specialized supervision at their own universities. We also welcome visiting scholars, and encourage doctoral and post-doctoral applications to the Classics Faculty: our first post-doctoral scholar, Adriano Orsingher, starts his research here in October 2013. You can join our mailing list on our website (http://punic.classics.ox.ac.uk) and follow us on Twitter (@punicoctopus).

Dr Josephine Quinn
An Oxford reject

In the course of a reorganization of the holdings of the Beazley Archive in November 2011, several large cardboard boxes containing numerous unsorted photographs of South Italian vases mounted on Sir John Beazley’s coarse brown and drab-green mounts were discovered. Eventually, they filled 15 of the Archive’s distinctive blue box-files. One of the mounts names a notorious Austrian, not otherwise known as a connoisseur of Greek vases, as the owner. The name, Hitler, is inscribed at the top right hand corner. Below, Beazley mounted two photographs of a South Italian krater and a newspaper cutting from the Berliner Illustrierte Zeitung of May 12th, 1938 consisting of a short text and a large photograph (fig. 1).

The picture shows various grandees of the Third Reich and Italian notables. At the far right, Hitler and a black clad Italian official study a large, unidentifiable pottery fragment. At the right hand side of Hitler stands Mussolini’s party secretary, Achille Starace. In the centre, a stocky, uniformed Italian turns his back to the camera. He is holding a large South Italian column-krater, which is being scrutinized by a beaming Joseph Goebbels, the minister of the enlightenment of the people and propaganda. Behind Goebbels stands Hitler’s deputy, Rudolf Hess, whose grim face shows a deplorable lack of interest in the beauty of Greek figure-decorated pottery. The gentleman at his right, sporting glasses and a white beard, could be Giuseppe Sisto, a professor of history and geography, who specialized in stolen antiquities, and had procured the krater. His shady dealings were only discovered when his grandson proposed to return the family loot (Chicago Tribune, March 30, 2007).

Goebbels’ joy is explained by the short text, and a closer look at the vase. The text reads: “Historical hours... Reichsminister Dr. Goebbels studies the honorific present to the Führer. As honorific present from the fascist party, minister Starace presented the Führer with an ancient vase from the fourth century BC, which, having been found in Apulia, shows the swastika several times.” The author of these lines and the photographer was Heinrich Hoffmann (1885 -1957), an ardent Nazi, who joined the NSDAP in 1920 and was chosen by Hitler as his personal photographer.

Fortunately, Beazley also received good photographs of both sides of the krater (figs. 2-3).
The top of the mouth and panels on both sides of the neck are decorated with black ivy wreaths with berries, the outside of the mouth is adorned with a black laurel wreath with berries on the obverse and two rows of dots on the reverse. The shoulder is decorated with tongues, the frame with dot-net, and the base line with a maeander and saltire-squares. The panel of the obverse shows a komos: on the far left a woman in a long thin peplos is walking to the right playing an aulos. A youth in a very short, belted chitoniskos and a chlamys slung around his shoulders, places his right arm around the woman's shoulder, his left hand holds a small nestoris, a container with two horizontal and to tall vertical handles with attached clay discs invented in South Italy. Here it serves as a drinking vessel. Two crude black swastikas adorn the upper and the lower part of the youth's garment. In front of him walks a woman with a large nestoris, here probably used as a container for mixing wine and water. A youth wearing a narrow chlamys and playing a lyre leads the procession. The reverse is decorated with four youths wearing himatias.

The decoration is typical of Lucanian and Apulian red-figure column-kraters, and the nestoris was a favourite of the indigenous population of both regions. Shape and decoration are not unlike that of a column-krater once in the Matsch collection in Vienna (CVA Wien 1, pls. (238-239) 12.1, 13.1), thought to be Lucanian by Hedwig Kenner, but judged to be decorated by the Apulian Ariadne Painter by Arthur Trendall (The Red-figured Vases of Apulia (Oxford, 1978) I, 25.110). The draped youths on the reverse also recall vases assigned to the Apulian Tarporley Painter, for example a column-krater in the Metropolitan Museum in New York (17.120.241, Trendall, pl. 16.3–4).

There is a special link between this vase and the Beazley Archive. Beazley pasted a letter (fig. 4) to the back of the mount.

The letter was written by Giuseppe Sisto in Bari on October 8th, 1937, one year before the vase was presented to Hitler. He enclosed the two photographs now in the archive. Sisto proposed to sell the vase to Beazley’s university. According to him, the krater was found in Lucania, is 60cm tall and has a circumference of 110cm. Sisto offered to arrange the export licence and named a price of 12,000 Italian lira. Since Beazley appears to have declined the offer, Hitler was presented with an Oxford reject in 1938.

The present whereabouts of the column-krater are unknown. It may have been destroyed in the Reichs-chancellery, looted by victorious soldiers, or spirited to Moscow by the Russians.

Dr Thomas Mannack,
Beazley Archive
Facilitating Access to Latin Inscriptions

An Arts and Humanities Research Council Grant has been awarded to the Centre for the Study of Ancient Documents, Ashmolean Museum and the University of Warwick, for a three year project from October 2013 entitled Facilitating Access to Latin Inscriptions in Britain’s Oldest Public Museum through Scholarship and Technology, under the direction of Alison Cooley, Charles Crowther, and Susan Walker.

The main objective is to explore ways in which Latin inscriptions can be used to educatethe general public, visitors, and children about the Roman world, using as a case study the Ashmolean Museum, which has around 300 Latin inscriptions in its collection. Although inscriptions in Latin can seem inaccessible and intimidating for visitors, in reality they represent a direct window onto the ancient world, combining material culture and text. The project will explore ways in which the Latin inscriptions owned by the Ashmolean Museum can be both published for an academic readership and presented to the general public.

At the core of the project is an online corpus and critical edition of the museum’s Latin inscriptions, to be researched by the project’s Principal Investigator, Alison Cooley. The corpus will be created according to EpiDoc conventions in order to maximise access to the data, not just as an online corpus, but also integrated into the international epigraphic online databases. The project will use this EpiDoc corpus as the springboard towards further web resources aimed at the general public and schoolchildren. In addition to inserting the Latin inscriptions into the museum’s existing Online Collections, further educational resources targeted at schools will be created. By creating a set of digital resources, the project will make accessible the whole collection of inscriptions - not just inscriptions currently on display in the galleries, but those in storerooms and on loan to other institutions - to different groups, whether scholars, students, children (particularly at KS2, GCSE and A levels), or visitors.

The project will also add a selection of Latin inscriptions not currently on display into various galleries and spaces in the museum to enhance visitors’ appreciation of the contribution of epigraphy to our understanding of the Roman world. The displayed inscriptions will be accompanied by interactive activities designed to engage visitors in themes such as Language and Literacy, Social Status, Living and Dying in the Roman World, and Economic Networks. The Museum already offers existing programmes on ancient Egypt and Greece for children at KS1/2; this project will complement those by making available resources on the Roman world which encourage children to engage with primary source material. The resources produced by this project will be available to school groups in the Education Centre, which attracts thousands of primary schoolchildren each year.

The last main objective of the project is to offer the opportunity for a PhD student to explore the wider significance of the museum’s holdings of Latin inscriptions from Britain, and to explore the nature of Latin literacy and epigraphy in Britain from Roman through late antiquity and into mediaeval times.

Dr Charles Crowther
The Dictionary of Medieval Latin from British Sources

One of the least-known research projects of the Classics Faculty, the Dictionary of Medieval Latin from British Sources is among the longest-running humanities projects in the world and this year it is celebrating the centenary of the proposal that led to its creation.

In 1913 RJ Whitworth, himself an in-veterate contributor of quotation slips to the Oxford English Dictionary, proposed to the British Academy that a new dictionary of medieval Latin should be prepared, using the same methods as the OED. Work finally began in the early 1920s, with the beginning of the mammoth process of collecting example quotations from original texts. This was undertaken by an army of volunteers, under the auspices of the British Academy, and the end in view was a new dictionary of medieval Latin based on British sources which would be the Academy’s contribution to a co-ordinated pan-European suite of dictionaries of the language. First based in the Public Record Office (then in Chancery Lane in London), for the last thirty years the project, and its now c.750,000 slips, have been based in Oxford. For much of its time in Oxford it has been ‘parented’ by the Classics Faculty, to which it owes a considerable debt of gratitude.

The first decades of the project were taken up with the reading programme that provided the slips on which the dictionary’s research has been founded, but since 1965 work has centred on the actual production of the printed dictionary, which has been published in a series of alphabetical fascicules of which the first (A-B) came out in 1975.

The basic method is essentially that of all major research-based dictionaries. The team (five assistant editors, Caroline White, Shelagh Sneddon, Kathrin Gowers, Mark Thakkar, and Giuseppe Pezzini; a consultant editor, Peter Glare; and the editor, Richard Ashdowne) examine in detail each word’s usage as seen in the original sources (still using the slips as a starting point), and then prepare draft entries based on their results, establishing senses and etymology and selecting illustrative quotations. The draft entries are then checked and revised as necessary before eventual publication. More than 3,000 printed pages have already been published.

In recent years, electronic resources have revolutionised the process of research and drafting, and a far wider array of material can be examined more quickly and easily than ever before. Technology has also made the print publication process radically easier, cheaper and more accurate. Moreover, plans are already in place for publishing the DMLBS online within the next year or two, making this invaluable resource available for free to all.

Still a British Academy research project, the DMLBS has for many years been funded by the AHRC and the Packard Humanities Institute, under a series of principal grants awarded to faculty members, who have overseen the management of the project as successive Principal Investigators, presently Prof. Tobias Reinhardt.

The centenary in 2013 coincides with another highly significant milestone for the DMLBS, in that the final fascicule (covering T-Z) will be published in December. At this point the DMLBS will be by far the most substantial of any of the dictionaries in the original European scheme to have been completed, covering a longer period (mid-5th cent. to end of 16th cent.) and wider array of material than any of the others.

To mark this landmark occasion, there are several events planned, open to all, including an exhibition in the Bodleian, a public lecture, and a conference and dinner (12-14 Dec 2013, registration required).

For more information about the DMLBS and its work see www.dmlbs.ox.ac.uk and to register for the conference (‘Latin in Medieval Britain: sources, language, and lexicography’) go to www.dmlbs.ox.ac.uk/conference-2013.

Dr Richard Ashdowne

Rare bronze rams excavated

The rostra workshop, organised by Dr Jonathan Prag, was attended by 50 people on 8 April 2013, including the directors of the Egadi Survey Project in western Sicily, Sebastiano Tusa (Soprintendente del Mare for Sicily) and Jeff Royal (RPM Nautical Foundation). An underwater survey has revealed the site of the last battle of the First Punic War (Battle of the Aegates Islands, 241 BC) between Rome and Carthage. Eleven bronze rams (rostra) have now been recovered from the sea-bed. The workshop studied and debated the form and function of the rams, and the evidence they provide for ship design and naval tactics. Other speakers included various experts on ancient naval warfare, including William Murray (South Florida) and Boris Rankov (RHUL).

Dr Jonathan Prag
Classics Course II: A student’s perspective

Andrew Sillett, 3rd year DPhil student, Brasenose College:

My decision to study Classics as a student from a Cotswold comprehensive school with no previous experience of studying Latin or the ancient world came about as a result of one long-standing process and one stroke of luck. By the time I was considering which university and which course to choose, I had rather fallen out of love with the idea of studying any of my four A-level courses for another three years (French, Spanish, English, History), but still wanted to continue certain elements of them. As a result of getting lost at an Oxbridge information day held at the Cheltenham Racecourse, I stumbled upon a talk on studying Classics given by Llewelyn Morgan (later my tutor and currently my supervisor). I found that the course offered just the combination of language, literature and history that I was looking for.

After interviews, which at the time I felt to have been tough but fair, I came up to Oxford to study Classics IIA in October 2006. Although we Course II students took different language classes and studied fewer texts for our first set of exams, we nonetheless participated in all the same tutorials, went to all the same lectures and (by Finals) all came out with similar levels of knowledge. The transition to graduate studies was a smooth one and I was happy to note that by the time one enters graduate study it is not possible to tell whether or not a researcher came to Oxford with a GCSE or A-Level in Latin. I have never felt that I have been hamstrung as a result of studying Classics \textit{ab initio}, either as an undergraduate or as a graduate student. It has rather continued to act as a stimulus to push myself as hard as possible in my studies.

Francesca Railton, Course II Literae Humaniores student, St John’s College:

Having taken History, Politics and Religious Studies at A-level, as well as taking German to AS-level while I was in the upper sixth, I found it very difficult to decide which subject to study at university. I was drawn to a Classics degree because it enables me to study a wide range of topics, and it followed on well from subjects I had already studied as well as offering an opportunity to learn something new. I had always had an interest in ancient literature, history and philosophy but had not previously had the opportunity to study them formally. I was initially unaware that anywhere would allow me to study Latin completely from scratch, and was pleasantly surprised to discover that course II existed. The fact that in the first year you take intense Latin classes alongside your other options was something I found intellectually stimulating and
very rewarding. Having attended a state comprehensive and rarely studied in classes of fewer than 25 people before university, I looked forward to Oxford’s tutorial system, which allows for a great deal of discussion and debate. I also greatly appreciated the emphasis on individual study and having the ability to access Oxford’s numerous libraries (the Sackler Library, as well as the college library and the Bodleian). One thing I was unaware of about Oxford when applying, but which I have found to be one of the most rewarding facets of studying here, is the ability to meet people from a wide range of backgrounds, studying a large number of subjects from across all year groups.

India Collins-Davies,
Course IIB Classics & English,
Lady Margaret Hall:

I love looking at the links between the ancient and modern worlds, with a particular focus on literature. Studying Classics & English means I don’t need to compromise my interest in either subject, but I still get to experience the huge breadth of what Classics has to offer. I could never get bored with it!

Oxford was the only place offering exactly what I wanted from a Classics & English degree: the course is structured around the core “link” papers, as opposed to treating each half as a separate entity. I also really value the importance of learning the classical languages and have been able to learn Greek from scratch since coming to Oxford, despite it never being available to me as an A-Level option. Classics & English may have one of the smallest intakes of any course within the university, but I consider it unparalleled in the way it links the two components. The experience has been definitely unique!
In March, twelve undergraduates (selected from some fifty applicants) joined Neil McLynn and Robin Lane Fox on a six-day expedition round the classical sites of the Bay of Naples. The party worked its way through such places as Pompeii, Herculaneum, Baiae, Cumae, Capri, Naples itself, Puteoli, Oplontis, and Stabiae, and enjoyed the magnificent hospitality of the Villa Vergiliana at Cuma. The entire trip was funded through the generosity of Paul Pheby, who has supported similar ventures to Rome and Athens in the past two years.

The impact of the experience on the students is best expressed in a sample of their feedback statements:

**Daniella Finniear, Worcester College**

"The form of the academic study tour is an invaluable experience for anybody studying history. Being able to stand on the Acropolis of Cumae, or within a 6th-century Baptistry could never fail to be awe-inspiring and academically beneficial. But to do so with a group of fervently passionate, interested, and knowledgeable students and teachers means that not only can you find answers to questions that arise, but, more importantly, that you have equally inquisitive people to examine those questions with discussion. We were able to inspect Pompeian wall paintings and their dark themes close up, comparing them to modern film posters; to share our views on the possible effects of Mithraism on Christianity, and why one won over the other; and to walk past churches and cathedrals through rain-soaked Neapolitan streets; We attended an interactive lecture on the history of the Phlegrean fields, whilst standing within the sulphurous fumes and hearing the hollow caves of the Giants echoing beneath our feet; and when debating whether Tiberius was a “bad emperor” we stood within the remains of his isolated and remote retirement palace on the little island of Capri. Nothing can compare to such experiences for inspiring new ideas, new questions, and perhaps unexpected answers, and for marking these, and everything else you have learned, indelibly within your memory."

**Isabella Grunberger-Kirsh, Exeter College**

"Early on in the trip, as we sat in the haze of confusion which accompanies being suddenly and marvellously flown to Naples for a week for the sole purpose of deriving educational benefit (in whatever form it should happen to adopt), there was a poignant moment. We had been hearing a paper on the excavations at Monte Somma, which we were due to visit later in the week. After he’d given it, the scholar answered our questions articulately and thoroughly, until, midway through an answer on his access work with the local community, he broke off, sat back in his chair, and remarked forlornly ‘it’s difficult to get people to come—they think I spend my time looking at rubble, but when I go through an archaeological site, I see people in the buildings. But how do you make someone understand that?’ It struck me that, despite being three years through a classics degree and thus more willing to understand than most, I still saw museums as being full of rubble; interesting rubble, but rubble nonetheless. After seeing hell in the charnel, skeleton-spattered pits of Herculaneum, glimpsing the face of my tutor behind Alexander’s right shoulder in the Alexander Mosaic and cringing before the supercilious expression of a statue of Balbus atop his steed, I began to see in the remains the dandies (Oplontis and Villa Iovis) and the hacks (electoral graffiti), the charlatans (temple of Isis, Sibyl’s cave at Cumae) and the harlots (pretty much everywhere). Age cannot wither them, nor custom stale their infinite variety."

**Thanks to our donors**
Utica project

Digging at the ancient Mediterranean port of Utica – reportedly an older Phoenician colony than Carthage just up the coast, and after Carthage and Alexandria the third most important port in Africa in the Roman period – has been a more eventful experience than Andrew Wilson and I expected in 2009, when the Tunisian government invited us to start a project there. We were one of three teams invited to work at the site, hardly touched in the modern period by archaeology or building: an unusual treat. In response, the French team asked to investigate the earliest Phoenician activity at the site; the Spanish team declared an interest in the later ‘Punic’ phases; and we joined forces with our Rome-based colleague Elizabeth Fentress to propose an investigation of the economy and urban development of the Roman city. We co-directed a pilot season there in spring 2010, revealing the monumental centre of the city, preparing the largest house there for a conservation programme, producing a new terrain map and a geophysical survey of the Roman site, and rethinking the traditional story of the city’s topography.

We expected to return the next year to continue work in early 2011; instead the ‘Jasmine Revolution’ stopped the excavations in their tracks, but gave us an extraordinarily privileged point of view on events. Understandably enough, foreign excavation teams were not the new administration’s top priority, and the administrative upheaval was predictable; what came as a surprise was a new political culture: demonstrations launched in desperation had worked to secure freedom and basic human rights; now similar tactics were adopted with great brio to address more complex issues of pay and working conditions. The Institut National de Patrimoine never wavered in its support for the Utica excavations, but it was hard to accomplish a great deal when the Minister of Culture was unable to get into his office through the permanent sit-in outside the building.

Things gradually settled, and we finally returned in September 2012 for a second season, continuing work in the city centre and starting new excavations of salting vats and pottery kilns to cast light on the Utica’s economic life. We also launched a coring programme in collaboration with our French colleagues to try to locate the ancient port itself, a puzzle that has confounded archaeologists for centuries. Politics permitting, the third season is due to start in late August 2013; further details can be found on our website at utica.classics.ox.ac.uk.

The Tunisian–British Utica Excavations are just one of the Oxford projects in Classics, Archaeology and Oriental Studies funded through the generosity of Baron Lorne Thyssen. Baron Thyssen has also ensured the continuation of the Oxford Roman Economy Project for six years beyond its initial period of AHRC funding, made it possible to open the lower floor of the Cast Gallery at the Ashmolean to the public, and supports the study of the ancient world and in particular Classical Art and Near Eastern languages at Wolfson College.

Dr Josephine Quinn
Recent publications


Averil Cameron, (editor), Late Antiquity on the Eve of Islam, Ashgate (2013)

Bert Smith, The marble reliefs from the Julio-Claudian Sebastian at Aphrodisias, Philipp von Zabern, Darmstadt (2013)

Felix Budelmann, Fiona Macintosh and Joshua Billings, (editors), Choruses, Ancient and Modern, Oxford University Press (2013)

Gregory Hutchinson, Greek to Latin: Frameworks and Contexts for Intertextuality, Oxford University Press (2013)

Henriette van der Blom and Catherine Steel, Community and Communication: Oratory and Politics in Republican Rome, Oxford University Press (2013)

Jonathan Prag and Josephine Crawley Quinn (editors), The Hellenistic West: Rethinking the Ancient Mediterranean, Cambridge University Press (2013)


Richard Jenkyns, God, Space, and City in the Roman Imagination, Oxford University Press (2013)

Stephen Harrison, Framing the Ass: Literary Form in Apuleius’ Metamorphoses, Oxford University Press (2013)

Tim Whitmarsh, Beyond the Second Sophistic: Adventures in Greek Postclassicism, University of California Press (2013)


Arrivals and departures

Arrivals

GAIL TRIMBLE took her first degree, MSt and DPhil in Classics at Corpus Christi College, Oxford between 2000 and 2010. After a year as a Junior Research Fellow at Trinity College, Cambridge, she returned to Oxford to take up the Tutorial Fellowship at Trinity College in 2011. She and Sebastian Matzner are making plans for an AHRC-funded conference on metalepsis in classical literature, scheduled for 2015.

GEORGY KANTOR joins us as a CUF Lecturer in Ancient History at St John’s. He works on political, social and institutional history of the early Roman Empire, history of Roman law, epigraphy of the Roman world (both Latin and Greek), and regional history of Asia Minor and the northern Black Sea area in the Hellenistic and Roman periods. He is also, since 2009, an assistant editor of the Supplementum Epigraphicum Graecum with responsibility for the Black Sea and Danubian regions.
CHARLOTTE POTTS joins us from King’s College London as the Sybille Haynes Lecturer in Etruscan and Italic Archaeology and Art at Somerville. Her research interests are Archaic Italy, Roman art and architecture; and museum studies.

WOLFGANG DE MELO has worked extensively on Plautus and the language of Roman comedy. He is currently looking at Varro’s De lingua Latina, the first Latin grammatical treatise of some length. This work is going to result in a critical edition, a translation, and a commentary. Together with Dr Scott Scullion (Worcester), Dr de Melo is also editing the Oxford Handbook of Greek and Latin Textual Criticism.

PETER STEWART was born in Belfast and read classics at Clare College, Cambridge. Before moving to Oxford in 2011, he was Reader in Classical Art and its Heritage at The Courtauld Institute of Art in London, where he served as Acting Dean in 2010-11. He previously taught at Cambridge and at Reading University, where he was Lecturer in Classics and Curator of the Ure Museum of Greek Archaeology. He joined us in 2011 as an University Lecturer (NTF) in Classical Art and Archaeology and Director of the Classical Art Research Centre. He is a Fellow of Wolfson.

MATTHEW ROBINSON joins us as CUF Lecturer in Classical Languages and Literature at Balliol. His primary research interests centre on Augustan poetry, though they also include Greek astronomy and astronomical mythology. His most recent book was a commentary on Book 2 of Ovid’s Fasti (OUP, 2010). His current research examines the ways in which Augustan texts interact with various non-textual aspects of shared cultural experience, ranging from art and architecture to memory training and the movements of the night sky.

AMIN BENAIISSA is a CUF Lecturer in Classical Languages and Literature at LMH. Dr Benaissa’s principal research area is the study of ancient Greek papyri, which are the oldest surviving manuscripts from Graeco-Roman antiquity. Dr Benaissa is currently preparing a new edition with commentary of the fragments of Dionysius’ Bassarica, an influential Greek epic poem of the first century CE on Dionysus’ conquest of India. He works on papyri in various British and European collections.

VOLKER HEUCHERT joins the University as Director of Roman Provincial Coinage in the Antonine Period, Collections Manager in the Heberden Coin Room at the Ashmolean Museum and University Lecturer in Greek Numismatics.

Departures

PETER BROWN has retired as University Lecturer in Languages and Literature.

JOHN PENNEY has retired as University Lecturer in Classical Philology.

HENRY KIM left in May 2012 and was replaced by Volker Heuchert in Numismatics.
Life after Oxford...

Two graduates talk about their career paths post-Oxford.

Vanessa Baldwin – Project Curator for the Pompeii and Herculaneum exhibition at the British Museum:

I had the most fantastic three years studying Classical Archaeology and Ancient History (Keble 2008) at Oxford. Until I was 16 I had not given Classical Archaeology, never mind Oxford, much thought. I grew up in the north-west of England and it was only at 6th form college, where I decided to take Classical Civilisation and Archaeology A-levels, that I started to think seriously about my University options. I was fortunate to have an incredible Class. Civ. teacher, who encouraged me to start attending outreach and open days offered by Oxford. The summer after my AS-levels I spent a week on the Sutton Trust summer school. The experience of living in Oxford and attending mock lectures and tutorials was so inspiring – it made the idea of studying there feel less ridiculous and more attainable for me.

I remember being interviewed at Keble, feeling surprised that I actually enjoyed the whole process and then pausing before I left the college to look around for a last time – it still felt like just a dream. Ten months later I was sitting in my first lecture in Exam Schools. I think CAAH is one of the most varied and multi-disciplinary degrees available at Oxford. In my year group there were about 20 of us and I feel we were each able to tailor the degree to our own specific interests. My own lay in Roman art and archaeology, and I chose to base my 15,000 word site report in the final year on the architecture of the sanctuary of Fortuna Primigenia at Palestrina.

In my final months at Oxford I applied for an internship at The British Museum through the Roman Society. I was successful and began helping Dr. Paul Roberts with his preparations for the Pompeii and Herculaneum Exhibition in October 2011. I was overjoyed when my subsequent application for the position of Project Curator for the Exhibition was successful. CAAH provided me with a background in object research which has been invaluable for my role – as I assisted with the Exhibition catalogue and co-authored the gift-book, whilst keeping track of over 300 objects on loan from the Bay of Naples. My highlights were the trips we made to Italy, during which we measured and photographed each object that we planned on borrowing. To handle some of the objects of which I’d only ever seen images, whether in a book, an exam or the PowerPoint of a lecture; to be in the Naples museum after closing time and the store rooms in Pompeii and Herculaneum, were truly special experiences that I will never forget. The exhibition has been tremendously popular, with pre-booked tickets sold out and a queue outside the museum gates every morning. Having had the most wonderful start I could have imagined, I hope to continue working in Museums – it is not necessarily an easy path to choose, but it is certainly rewarding.
Alumni and development

Georgina Paget – Georgina read Classics at Christ Church from 2002-2006 and is now a film producer, currently working on an adaptation of Euripides’ Trojan Women.

I've been working in film since I left Oxford: script-reading and assistant-directing, before producing short films, and I made my first feature film earlier this year. I was first drawn to Classics through the storytelling of the ancient poets and playwrights. What I loved most about my degree was the breadth of my studies, from history to art to poetry to politics to philosophy to drama. Classics is one of those degrees that people sometimes ask: what's the point of it? Aside from the obvious truth about training minds and understanding the roots of western civilization, I am currently working on a project where my classics degree is extremely relevant. This autumn I’m going to Jordan to produce drama therapy workshops and a theatrical production of Euripides’ Trojan Women in an Arabic translation with Syrian refugees. The play will be directed by an award-winning Syrian theatre director with a production team from Syria and the UK, and drama therapists from Israel. Following on from the workshops, my Syrian co-producer and I are putting together the first ever official UK-Palestinian co-production: a contemporary film of The Trojan Women in Arabic and English, with professional British, Syrian and Palestinian actors, and amateur refugee actors from the workshops as the chorus and extras. It will be shot on location in a refugee settlement amongst the ruins of the Greco–Roman city of Jerash. Very little has changed for those affected by conflict since Euripides wrote the play in 415 BC and the questions he raises are all too relevant today. It is a curious experience to be told that parts of the script are ‘too political’, particularly when those sections have been taken directly from the original text!

Recent graduates in classical subjects also include a trainee conductor at the Vienna Conservatory and a software developer. Others have gone on to work in law, teaching, administration, online education, libraries, farming, heritage consultancy, strategy consultancy, fundraising consultancy, accountancy, banking, the army, the navy, and the civil service, and to do graduate work in areas ranging from Classical literature, linguistics, ancient history, forensic archaeology and archaeological conservation to neuroscience.

A warm welcome to the Faculty of Classics alumni community!

We look forward to sharing your news, and news from the Faculty, in our Faculty newsletter. The involvement and fellowship of our alumni and friends are central to sustaining the Faculty of Classics as a beacon of intellectual excellence.

Over the next few years we shall be developing our alumni programme and we very much hope to see you at one of our events before long.

We hope that you have enjoyed reading this newsletter, which provides a welcome opportunity to keep in touch with alumni and other friends of the Faculty across the UK and world-wide. In addition to the newsletter, we are setting up a mailing list, so that we can let people know about activities and events happening throughout the year. We welcome any ideas and suggestions, both for events and for what you would like to see in the next issue of this newsletter.

Please also let us know your e-mail address if you would prefer to receive this newsletter by e-mail – given rising production and postage costs, this will help to keep the overheads to a minimum.

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