

FGRS Newsletter

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NOTES

FGRS was successfully launched with a reception at Chianti restaurant in November 2010 with the presence of His Excellency Eleftherios Anghelopoulos, The Ambassador of the Republic of Greece. There were 32 alumni, friends and faculty present in addition to His Excellency. Slides were shown of the course held in Greece in the spring of last year.

On **February 15 and 16** there will be the 10th annual dramatic reading of a Greek tragedy. This year it will be *Oedipus Rex*. All are welcome. We urge you to come on Tuesday the 15th at 8:00 in 303 Paterson Hall, if you can, since most of the seats on the Wednesday are reserved for the College Of Humanities.

There will take place in May a number of events about which we shall inform you in more detail later. The Greek Embassy is arranging several events to commemorate the 70th anniversary of the "Battle of Crete". On **Saturday May 14** the University will be hosting a reception and events for alumni in Greek and Roman Studies and the College of Humanities.

The undergraduate academic journal *Corvus*, edited by Patrick Nash and Tristan Wicks, will be published soon.

We still welcome short, written contributions from alumni, friends and retired faculty on how Greek and Roman Studies has influenced them, whether professionally or personally. In this issue we are profiling two faculty members and one alumnus.



FACULTY FILES

Shane Hawkins

is an Associate Professor of Greek and Roman studies who began teaching at Carleton in 2005. In addition to both Greek and Latin, Shane teaches the large Classical Mythology course and in past years has taught a course on Greco-Roman Religions. Currently he is finishing a monograph, based on his PhD dissertation, which is a linguistic study of the Greek poet Hipponax. He has recently published on Greek and Anatolian Languages in Blackwell's *A Companion to the Ancient Greek Language* and wrote two entries in the *Oxford Encyclopedia of Ancient Greece and Rome* ("The Greek Language" and "The Pronunciation of Greek"). His forthcoming article on the identity of the Furius mentioned in Catullus' poem 23 will be published in *Classical Philology*. In 2011-12 he will be on sabbatical leave and, with the retirement of Josh Beer in June 2011, will become the senior full-time faculty member. We asked him to write a few words about himself.

My classics education began at the University of Minnesota where, carried along by the current of 60,000 students, I completed my BA and somehow managed to survive on a diet of bagels, coffee, and the fumes of dusty old book shops. Someone put it in my head to study at Oxford, so I did. I spent an extraordinary year there (at Corpus Christi College), where I completed a Master of Studies with a concentration in Classical Linguistics and Greek Literature. From there I went on to graduate school at the University of North Carolina at Chapel Hill, where I completed the first (and only ever!) PhD in Classical Linguistics at the University. I was able to spend the final year of my coursework on a Fulbright scholarship at the Institute for Indo-European Linguistics at the University of Vienna. Shortly thereafter I moved to Ottawa, where my wife Vicki had taken a position in the English department at l'Université d'Ottawa. I was soon finished with my PhD dissertation and was lucky enough to find a job at Carleton, where most days now I can be found hunkering down in my office, fuelled by select caffeinated beverages. My research focuses on historical linguistics and the history of Ancient Greek and Latin and their sister languages. I am also interested in particular poets, such as the sixth century BC Greek poet Hipponax, who wrote some harsh invective verse, and the better known Roman poet Catullus, who could also get nasty when he didn't have more amorous intentions.

Marianne Goodfellow

Sessional lecturers often fill an invaluable teaching role, especially in small programs, where the number of full-time faculty is sometimes too few to deliver the program adequately without them. They do not always gain the recognition they deserve. No sessional has served Greek and Roman Studies longer and more loyally than Marianne Goodfellow who first began teaching at Carleton in the late 1980s. Highly popular with the students, her door is always open and her office is often full of students whom Marianne never fails to help. After completing a BA and MA at the University of New Brunswick, Marianne moved to Ottawa in 1976, where she did a PhD at the University of Ottawa with a dissertation on the reception of Virgil's *Georgics* in Antiquity. She has taught first and second year Latin, the First Year Seminar course on Travel in Antiquity, and the Introduction to Archaeology. Here's what she said about herself:

In a week's time I am returning to Fredericton for the memorial service in honour of Mary Ella Milham, Professor Emerita at the University of New Brunswick. She was my Latin teacher but over the years she taught me far more than Latin grammar. She taught me about research and scholarship, and English grammar. Not only did she read and reread my MA thesis on Vergil's Georgics, but one summer she took me to Europe as her research assistant and together we traveled from library to library for two months tracking down late antique, mediaeval, and Renaissance manuscripts for her research. They were libraries both famous and small, the British Museum, the Bodleian, Bibliothèque Nationale, Ambrosiana, and the Vatican, to name a few. Always a teacher, Prof. Milham made sure I was introduced to much more than manuscripts and libraries. There were museums, art galleries, and cathedrals to visit and my culinary experiences were much enhanced! One of the best times was in Rome because, after the Vatican closed each day, I would spend the afternoon walking back across the Tiber towards our pensione, Blue Guide in hand, past the Ara Pacis, through the Piazza Navona, a visit to San Clemente, or just walking along quiet and narrow winding streets. I will never be in a position to do something like this for any of my students, but I try in my own way to show them the interest and respect that Prof. Milham showed me.

I love teaching all my courses. I have discovered since I started to cobble together the Travel course, more or less in a vacuum, that this topic has become an important focus in its own right with new books and university courses. There is a great need for a new textbook, and I would love to compile an anthology of primary sources [Greek and Latin in translation]. I would also like to teach a course on Roman roads. Many of my students know that I am fascinated [some would say obsessed] by them [again there are new books on this subject too]. If the truth be known, I feel a bit intimidated standing up in front of a class and lecturing but I do because I like students. It is important that I try to get to know as many as I can, to talk to them, to help them, guide them and advise them when they come with questions and concerns. I especially like taking them to the library and helping them find material in that very old fashioned of research tools - books! I am always happy when students keep in touch with me once they have moved on from Carleton. In the last week alone I have had emails from students in Wales and South Korea.

When it comes to research however, my first love is Vergil's Georgics. I'd love to teach it at an upper year level, and if I did not spend so much time researching my other courses, I might make some progress on my research on it, a poem which I take every opportunity to mention in my classes. But here again, I come upon another of my teachers, Mrs. Seretis. She took me under her wing in high school and introduced me to the Georgics. Believe it or not, I can still hear her exclaiming as we struggled with the Latin, "Can't you just hear those bees buzzing?"

ALUMNI NEWS

Jason Abdelhadi was among the first graduates of the re-inaugurated Greek and Roman Studies program in 2009. He won a Senate medal. He came to Carleton in 2005 to do a B.Hum. degree, but soon came under the allure of Classics.

What drove me to classics? When I came to Carleton I wasn't sure that I wanted to do classics as a degree in itself, but I was sure that I wanted at least one of the classical languages and to see if reading Homer or Virgil in the original was really as astounding as I had been told. My first class at University was at 9:30 in the morning, in a classroom at the bottom of a residence building; Beginning Greek. I was terrified at the time, but by the end of my degree I had completed 4 years of both Greek and Latin. It was my love for these courses that tethered me to the classics degree. I found out that a classical language course was like a compressed degree in itself. You get the discipline, the rod as it were, as a novice, but then you also get the poetry, the literary appreciation, the history, the scholarship... and, of course, the undiluted and personal characteristics of each professor, up close and personal. An increasingly rare University experience, I'm led to believe - and I got to enjoy it for four years. There was something pleasurable in the suffering and slight progress we made day by day, and it was a surprising moment when we realized we could do fairly well with a sight translation of Homer. I was not prepared for the difficulty of the degree, however. It was tough. Brute memorization dominated the first 2 years of Latin and Greek, followed later by the mental acrobatics required to work out the convoluted sentence structure. I was doing a rigorous Humanities degree at the same time, and while I could complain about essays with my peers en masse, only a small handful of us could grumble about the difficulty of the Greek verb. This suffering bred a strong companionship among classics students. We all had fantastic senses of humour. My enjoyment was enhanced every winter when Josh Beer directed a reading of a Greek play for the College of Humanities. I volunteered in my very first year and got a (surprisingly hilarious) role as Heracles in the Alcestis. It was wonderful to see the stories and characters we grumbled over daily in class spring to life on the stage; better still, the company always bonded in a special way. I could talk for hours on the benefits this degree has given me. It has paid for itself over and over, opening up not just texts, but new ways of thinking that have helped change how I see things. I was proud to work so hard, to be reading original texts that my Humanities friends only knew in translation. I've gone on to learn other languages and disciplines using the impetus I got from this degree; one summer I read the entire Odyssey for the sheer pleasure of it. Just what is it that made this so-called "Classical Education" so valuable to me? It has nothing to do with my knowing the names of Greek heroes, getting obscure references, "understanding our intellectual heritage", etc. The real value of this type of learning is its systematic method of teaching passion. Day by day, class by class, I felt the gravitational pull of the classics get stronger and stronger. The content was one thing, pleasant enough. But the lesson I learned most profoundly, and what seems to be lacking from many academic disciplines, is the almost overwhelming obsession that comes with the study of classics. I learned the meaning of the phrase "labour of love".

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