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Newsletter 2020

Summer School in Homer 2020

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

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

This year's Summer School included six classes:

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

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

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

Summer School in Ancient Philosophy 2020

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

The fourth

Wine @ 6

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

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

Living Latin (and Greek!) Society

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

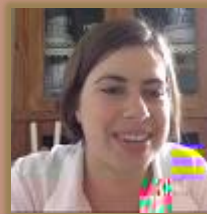
Much was re-invented at the beginning of the academic year. We bid goodbye to *magister* Vincentius and Caterina, Ollie, and Jamie from the student committee (*salvi sitis, veteres amici*). We were, nevertheless, delighted to welcome back two of the society's founding members (Avitus and Abhilash) and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

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

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

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

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



Despite Covid-19, most of our activities carried on, moved online, and even continued during exam season and beyond. Sadly, we could not do our annual workshop or a planned lecture series but look forward to doing so next year. However, the move online meant that we were

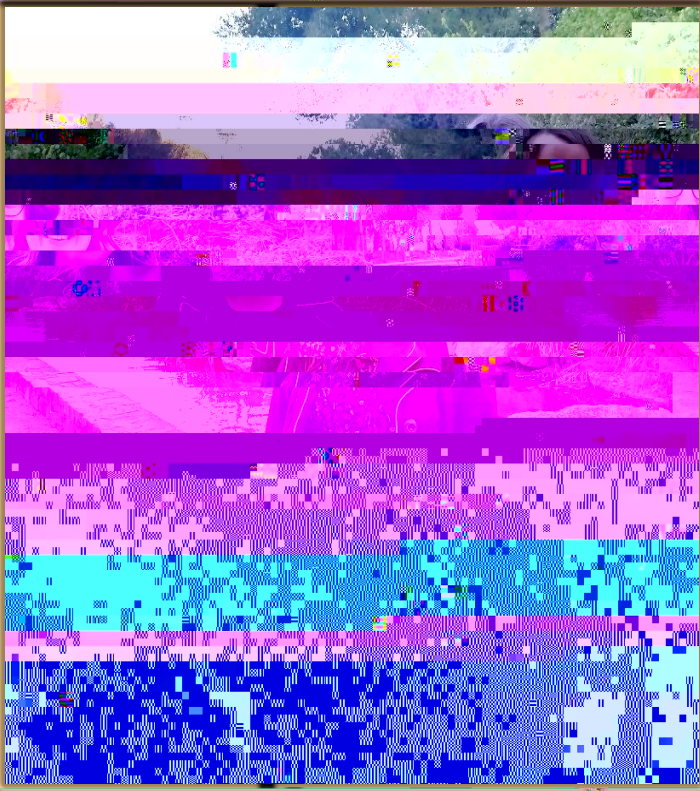
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Student Experiences:

MA Student

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

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

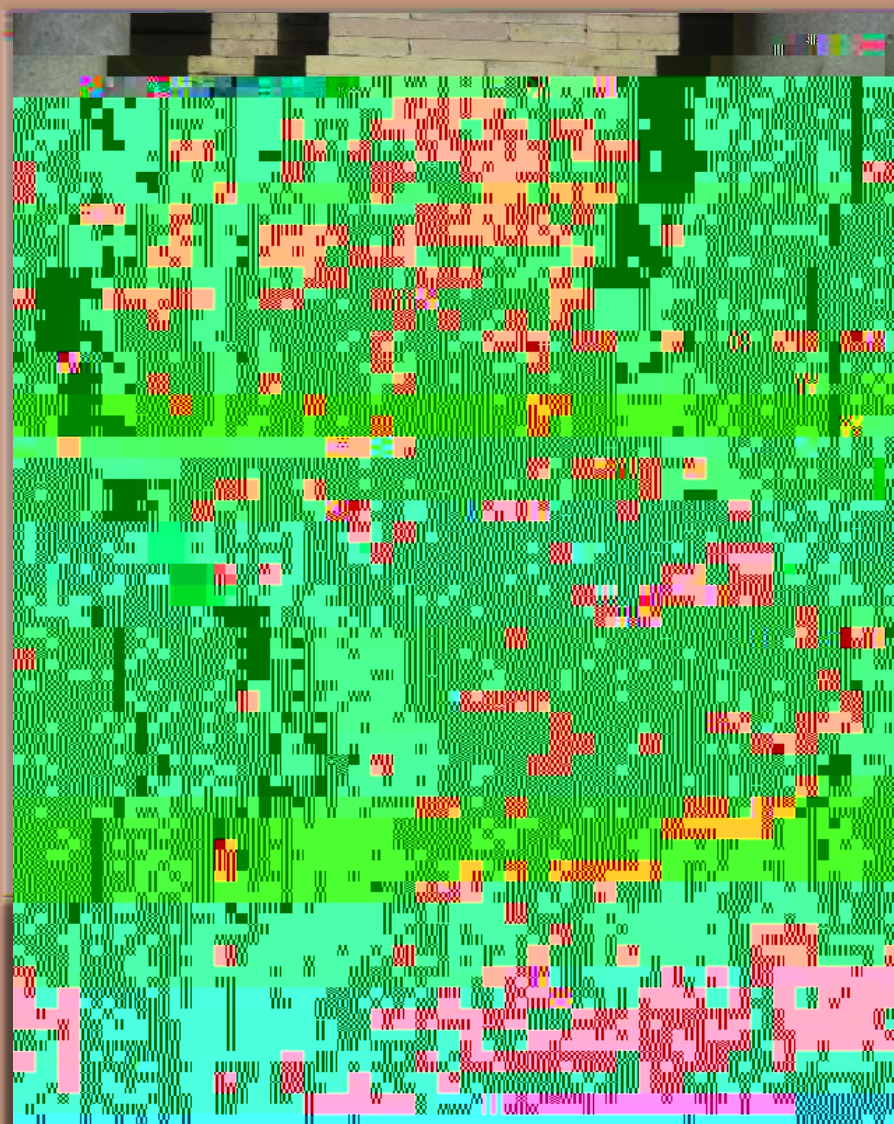


Greek and Latin Taster Days and Open Days



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For a number of years I have been exploring Sigmund Freud's



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