

C.A.N.E Summer Institute
Dartmouth College
6086 Reed Hall
Hanover, NH 03755

THE C.A.N.E. SUMMER INSTITUTE 2010

“NOT ATHENS BUT THE WORLD”
WHY AMERICA IS STILL LISTENING TO ANCIENT VOICES

Michel Eyquem de Montaigne wrote that when asked where he was from, Socrates replied not “Athens”, but “the World.” Socrates remains a giant in the pantheon of history’s philosophers, and the implication of his alleged remark is taking on enormous global significance for the twenty-first century. If you revel in being a lifelong learner, please join an extraordinary group of scholars and spirited colleagues for the 28th annual Classical Association of New England Summer Institute at Dartmouth College. A wide variety of mini-courses, lectures, and special events will investigate the myriad aspects of antiquity with an eye toward identifying both the practical and aesthetic value of teaching and learning its lessons in a sharply different world which is, nevertheless, in so many ways, much the same. Special attention will be given, but not be limited to, the deeply rooted classical traditions of New England, and their connection to the region’s art, architecture, athletics, education, government, history, literature, religion and technology.

Public Lectures

Monday, 12 July, 7:00 p.m.

The Edward Bradley Lecture

“Songs About me: Why the Humanities Matter More Than Ever”

Paul Christesen, Dartmouth College

Tuesday, 13 July, 8:30 a.m.

“An American Zeus”

Ellen Perry, College of the Holy Cross

Tuesday, 13 July, 10:10 a.m.

“Historical Events as Depicted in Vase Paintings”

Marios Philippides, University of Massachusetts, Amherst
Onassis Lecturer

Tuesday, 13 July, 7:00 p.m.

“Keeper of the Flame: Managing Thornton Wilder in the 21st Century”

An Interview with Tappan Wilder
Judith P. Hallett, University of Maryland

Wednesday, 14 July, 8:30 a.m.

“Tragedy and Its Lessons for American Foreign Policy”

Ned Lebow, Dartmouth College

Wednesday, 14 July, 10:10 a.m.

The Matthew Wiencke Lecture

“Tragedy without the Polis: Eugene O’Neill’s Theater of Exile”
Richard Moorton, Connecticut College

Wednesday, 14 July, 7:00 p.m.

“Games, Gods and Generals: Video Games and the Ancient World”

Paul Christesen, Dartmouth College

Thursday, 15 July, 8:30 a.m.

“Peace as the Highest Good and End? The Role of Peace in Roman Thought and Politics”

Kurt Raaflaub, Brown University

Thursday, 15 July, 10:10 a.m.

“The Riddle of the Sphinx: The Rape of Young Men”

Marios Philippides, University of Massachusetts, Amherst
Onassis Lecturer

Thursday, 15 July, 6:45 p.m.

“Representing Our Ancestors”

Andrew Fleming West, Gonzalez Lodge, Grace Harriet Macurdy,
Alston Hurd Chase

Friday, 16 July, 8:30 a.m.

The Phyllis Katz Lecture

“The Making of Sappho, Old and New”

Deborah Boedeker, Brown University

Friday, 16 July, 10:10 a.m.

“Quintus Sulpicius Maximus: A Roman Schoolboy Learning Greek in A.D. 94”

Kathleen Coleman, Harvard University

Saturday, 17 July, 8:30 a.m.

The Gloria Duclos Lecture

“New England Philhellenism and the Formation of Greece as a Modern Nation”

Marios Philippides, University of Massachusetts, Amherst
Onassis Lecturer

Saturday, 17 July, 10:10 a.m.

“A Year in the Roman Empire: The Problem of Hindsight”

Kathleen Coleman, Harvard University

**THE CLASSICAL ASSOCIATION OF NEW
ENGLAND SUMMER INSTITUTE 2010**

Monday, 12 July — Saturday, 17 July at Dartmouth College

“NOT ATHENS BUT THE WORLD”

WHY AMERICA IS STILL LISTENING TO ANCIENT VOICES

Sponsors

The Classical Association of New England
The University Seminars Program of the Alexander S. Onassis
Public Benefit Foundation (USA)
The Gladys Kriebel Delmas Foundation
Dartmouth College Classics Department

MORNING COURSES

1. Live Like a Roman in VRoma

Barbara F. McManus, the College of New Rochelle

This hands-on course will introduce participants to the many exciting ways that VRoma’s online 2-D simulation of the ancient city of Rome recreates the context of ancient social life through Internet technology. Citizens of VRoma can earn and spend Roman coins (and visit the Mint to see how coins are made); they can build their own houses, stroll through the Forum, visit the Baths, the Colosseum, or the Circus Maximus, worship in temples, and gossip with other VRomans. Learn by doing; all participants will gain a new appreciation of daily life in Rome, and those who are teachers will discover how their students can enjoy and benefit from experiential learning in VRoma.

2. Love’s Metaphors in Worlds of War

Jeri DeBrohun, Brown University

We will read in English—always with a close eye on the Latin as well—several poems by the Augustan Bucolic, Lyric and Elegiac Poets (selections from Vergil’s “Eclogues”, plus poems of Horace, Propertius, Tibullus and Ovid). We will concentrate on the poets’ prominent employment of political and military metaphors in poems whose primary themes are love and song, and we will discuss what it means to write (and read) personal poetry in a world, ancient or modern, in which the realities of fears of war are present in the background. In keeping with the New England focus this year, we will read and discuss similar themes and metaphors in selected works of such poets as Henry Wadsworth Longfellow, Emily Dickinson, Robert Frost, and Donald Hall.

3. Classical Forces in the Development of the Art of Latin America

William Mierse, University of Vermont

As was the case when the English colonies were established in the Americas, classical forms were alive and powerful in Spain when the colonization process began. Classicism played a role in the formation of colonial arts throughout the territories which Spain governed, and just as in the early republic in the United States, classicism retained power albeit in a changed form into the early stages of the Latin American republics.

4. Tradition and Modernity in Shakespeare: King Lear and Antony and Cleopatra

Bill Morse, College of the Holy Cross

Writing at the dawn of the early modern world, Shakespeare was acutely critical of dangers implicit in modernity that still trouble us today. These concerns shape the tragedies especially; thus the dramatist, while not our contemporary, addresses topics with which we still struggle in our own daily lives. We will use these two plays to consider this critique, and its implications both for our reading of Shakespeare, and our understanding of the contemporary world.

5. The Origins of Political Values in Ancient Greece: Justice, Equality, Liberty, and Democracy

Kurt Raaflaub, Brown University

The ancient Greeks invented not only democracy but also constitutional thought and theory. Even if this democracy, like all ancient constitutions, did not extend political rights to women, even if it was realized in a society that relied on slave labor, even if later centuries rejected what they considered a radical or even chaotic constitution, and even if no direct line connects ancient and modern democracy, the challenge presented by a provocative, unprecedented constitutional model, the patterns of thought and the theories that had produced it, and the intense discussions surrounding it provided one of the most important legacies of ancient Greece. This seminar will trace the origins and developments of the value concepts of justice, equality and liberty, together with the evolution of political thought itself, in ancient Greece. We will do this by analyzing how some of the leading early poets and thinkers dealt with them: Homer, Hesiod and Solon, Aeschylus, the sophists and Thucydides. The collection of translated ancient sources, prepared specifically for this seminar, will help to transfer some of our discussions into the participants’ classrooms.

6. In a Different Voice: The Poetry of Sappho and Emily Dickinson

Phyllis Katz, Dartmouth College

Though we have very little of the poetry of Sappho, what remains reflects a distinctly individual female perspective of her 6th century BCE world. Emily Dickinson writes in the voice of a 19th century New England poet, and her voice, too, articulates singular female experiences and perspectives. Though each poet’s voice is uniquely her own, critical studies of each reveal some commonalities of interpretation based on preconceived notions of women’s roles and limitations as poets. This course will test some of these notions and explore alternatives for reading and appreciating the works of these two extraordinary poets.

7. Storytelling in Roman Letters

Eleanor Leach, Indiana University

Both in form and style Roman letters are hybrids. Although we may call them collectively “epistles” they do not form a genre with prescribed expectations, but rather their writers shape the tone of their discourse by appropriating elements of description, exhortation, recrimination, allusion, or dialogue within their frameworks of address. Narrative is one form of appropriation and in this area our four major letter writers, Cicero, Horace, Seneca and Pliny offer much for comparison and contrast. In reading daily selections from the four with close attention to the Latin we will look at storytelling techniques within a context of narrative theory asking such questions as: How does the narrating “ego” construct a written identity? How does the story engage its recipient/reader, either as vicarious participant or uninvolved spectator? And we will also look at historical contexts to consider why our writers might want to tell these particular stories at these particular moments.

AFTERNOON COURSES

8. Origins and Development of the Greek Language

Tim Pulju, Dartmouth College

Ancient Greek is a member of the Indo-European family, related to Latin, English, Sanskrit, and numerous other languages. We will look at the development of sounds, grammar, and lexicon from Proto-Indo-European to Ancient Greek, focusing on historical origins of particular structural characteristics of the Greek language. We will take a brief look at Greek’s historical relations with other ancient Mediterranean languages, and also at changes from Ancient to Modern Greek.

9. New England Lenses on Ovidian Lovers: Thomas Bulfinch and Edith Hamilton on Four Tales from the Metamorphoses

Judith P. Hallett, University of Maryland

We will look at how two influential books on classical mythology written for a popular audience by authors with strong New England roots—Thomas Bulfinch and Edith Hamilton—narrate four tales about lovers from Ovid’s “epic of change”: Apollo and Daphne, Narcissus, Orpheus and Eurydice, and Pygmalion.

10. Between the Ancient Near East and the Classical World: The Case of the Biblical Book of Ecclesiastes

Peter Machinist, Harvard University

This course will focus on an intensive reading, in English, of Ecclesiastes (Hebrew name: Qohelet), one of the most provocative and troubling books of the Hebrew Bible/Old Testament. The difficulty of the book has several roots: its ideas appear to challenge many of those elsewhere in the Bible that have been regarded as dominant; its style and formulations are often maddeningly laconic and contradictory; its intellectual relationships are wide-ranging and not easy to bring together, including certain echoes in other Biblical texts, in the broader ancient Near East, especially Mesopotamia, and in the Hellenistic-Roman philosophical traditions; and its date and setting are not clearly defined, and so the subject of recurrent scholarly argument. We will try to look at all of these issues, as we grapple with the structure and meaning of this book.

11. The Agony and the Ecstasy: Greek Athletics in Its Social Context

Paul Christesen, Dartmouth College

This course will provide an exploration of Greek athletics as a sociopolitical phenomenon, from the eighth century BCE through the end of the Hellenistic period. The emphasis throughout will be on how sports functioned in society rather than on questions such as how the Greeks threw the discus or how they trained for long-distance running. We will focus specifically on how sports helped create functional communities and helped manage the social strains generated by the gradual, uneven social and political democratization that took place in much of the Greek world in the Archaic and Classical periods.

12. Translating for Today: Some Case Studies

Margaret Graver, Dartmouth College

The old question of whether a translation is “faithful” takes on new and surprising meanings as languages evolve and the act of reading is reimagined for a changing world. This group will study both the stated priorities of translators--some ancient, some modern--and their actual practice in rendering texts for a variety of ends. Our “case studies” will take us from Cicero and Catullus to David Slavitt and Ann Carson, with many stops between. The readings will be best appreciated by those who know some Latin, though all the passages we work with will (obviously) be presented in translation as well.

13. Caesar’s Celtic Ethnography

John Higgins, The Gilbert School

The course will address Julius Caesar’s view of Celtic culture in De Bello Gallico. We will read 6, 11-28 of the work carefully in Latin while examining Romano-Celtic interactions more broadly through readings from other Latin or Greek writers in translation. The week will conclude with a reading of early Celtic heroic literature, the Tain from early Ireland and the Gododdin from early Wales, to illustrate the likely self-portrayal of the warriors Caesar had to face.

14. Myths Live in the Modern World

Ruth Breindel, Moses Brown School

Ancient myths might be different, have undergone a sea-change, but the stories and characters are timeless. We’re going to look at many different forms of myths: graphic novels, children’s books, novels, short stories, as well as visualizations and music. This will be interactive, so bring any ideas/examples you have, too!

AFTERNOON READING GROUPS

Greek: SELECTIONS FROM SOPHOCLES, EURIPIDES, THUCYDIDES AND PLATO

Jeri DeBrohun, Brown University

Latin: FOUR STORIES FROM OVID’S METAMORPHOSES

Judith P. Hallett, University of Maryland

Registration deadline Please register as early as possible to ensure your space in the summer institute. Note that courses are filled on a first come, first-served basis. The postmark deadline for regular price registration is 18 June. For registration after the deadline, please inquire whether space is still available. Any later registrations are subject to an additional fee of \$25.

Cost The registration price listed for boarders includes all tuition, five nights’ accommodation, linen service, all lunches, dinner, and receptions during the week, and a banquet ticket. The price listed for commuters includes all tuition, lunches throughout the week, all receptions, and a banquet ticket. Both prices also include a one-year membership in the Classical Association of New England. CANE members whose dues are current may deduct the \$30 cost of the membership dues from their registration total.

Deposit A \$50 deposit (non-refundable) is due along with the registration form. The remaining balance must be paid in full by Friday, 18 June. There will be NO balance collections at check-in this year.

Housing for boarders is in new, air-conditioned dormitories on the Dartmouth campus. If you wish to be assigned a room with a specific person, please indicate that person’s name on the space provided. Otherwise, you will be assigned a single room at no additional cost. Those who prefer a non-air-conditioned room may deduct \$25 from the total cost of the institute.

Parking Passes are available at the cost of \$30 and remain valid for the duration of the Institute. You must purchase your parking pass in advance on the Registration form.

Partial Scholarships Partial scholarships may be available. If you wish to be considered for a scholarship, please send an email to Charlie Bradshaw, CSI Director (cbradshaw54@comcast.net) stating your school affiliation, whether you are a student or a teacher, and your address.

Continuing Education Credits Participants are eligible to apply for Connecticut CEUs (Continuing Education Units). Teachers outside of Connecticut may want to use CEUs to support certification and professional development requirements in their states. Please consult the CANE website, and use the forms provided at Check-In.

Special Needs All CSI facilities are handicapped accessible. Individuals who may need additional accommodations, auxiliary communication aids, or other forms of assistance should indicate their needs in a note enclosed with the registration form.

Need More Information?

Please contact Jocelyn Colena, CSI Administrator by email (Jocelyn.R.Colena@Dartmouth.edu), telephone (603-646-3472) or by regular mail (6051 Reed Hall, Room 201B, Dartmouth College, Hanover, N.H., 03755).

Post-banquet entertainment will be provided by a group from the Wahconah Regional High School Choirs of Dalton, MA
Ann Marie Desautelle, Director

Brochure: Timothy Lufkin, Class of 2010
Wahconah Regional High School

The 28th Annual C.A.N.E. Summer Institute
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12 – 17 July, 2010, Dartmouth College

Name: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

Alternate Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

I would like to room with: _____

COURSE SELECTIONS

Please indicate your choices by number. Courses are limited to 15 per class and are filled on a first-come, first-served basis.

Morning course _____ Alternate _____

Afternoon course _____ Alternate _____

FEES

BOARDERS	\$750
COMMUTERS	\$565
PARKING PASS	\$30
LATE REGISTRATION (after June 18) Subject to availability; contact Jocelyn Colena.	\$25
SUBTOTAL	_____
Current CANE Members subtract:	_____
Non-air-conditioned room subtract:	_____
TOTAL COST	_____

A \$50 non-refundable deposit is due with your registration form. Please make checks payable to CANE. Sorry, we cannot accept credit or debit cards. Confirmation will be sent via email within 30 days of receipt.

Detach and mail completed form, together with your \$50 deposit, to:
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