

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

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DARTMOUTH COLLEGE

THE C.A.N.E. SUMMER INSTITUTE 2009

EXPANDING THE MAP

CULTURAL EXCHANGE AND THE PERIPHERIES OF THE CLASSICAL WORLD

This year's institute travels from the ancient centers of classical culture, in mainland Greece and the city of Rome, out to the ever-expanding horizons of the classical world. From ancient commerce with Egypt and the Near East, to Milesian travelers' tales, Nile-theme mosaics, and myths of western isles, we follow the Greeks and Romans as they export their own culture to the peripheries of the world they knew, then return enriched with new products and new ideas. Further, we trace the many routes by which Greco-Roman culture traveled from the Middle Ages through the Renaissance and Early Modern periods. Finally we contemplate the global reach of classical studies and the vanishing of boundaries in a world dominated by communications technologies.

PUBLIC LECTURES

Filene Auditorium, Moore Hall, Dartmouth Campus

Monday, July 6, 6:45 p.m.

"The Child is Father to the Man: From Homer to Rushdie and Back"
Glenn Most, University of Chicago and Scuola
Normale Superiore di Pisa, Onassis Lecturer

Tuesday, July 7, 9:00 a.m.

"Imagination vs. Exploration: Mapping the Seas
from Homer to Ptolemy"
Marie-Claire Beaulieu, Dartmouth College

Tuesday, July 7, 4:00 p.m.

"Greek Explorers and Utopias: the Mediterranean,
Africa, and the Atlantic"
Kurt Raflaub, Brown University

Wednesday, July 8, 9:00 a.m.

The Phyllis Katz Lecture
"Classical Muses: How Nineteenth and Twentieth Century Women
Re-imagined Greek Tragedy for the U.S. Stage"
Helene Foley, Columbia University

Wednesday, July 8, 4:00 p.m.

"Alcestis Redux: Euripides, Shakespeare, Eliot"
Glenn Most, University of Chicago and Scuola
Normale Superiore di Pisa, Onassis Lecturer

Wednesday, July 8, 7:30 p.m., in Loew Auditorium

The Hood Museum Lecture
"The Grand Tour and the Classical Past in Mid-18th-Century Italy"
Bart Thurber, Hood Museum of Art

Thursday, July 9, 9:00 a.m.

The Matthew Wiencke Lecture
"Near Eastern and Greek Concepts of Justice"
Kurt Raflaub, Brown University

Thursday, July 9, 4:00 p.m.

"Orchestrated Violence: the Role of Music in the Roman
Amphitheatre"
Kathleen Coleman, Harvard University

Friday, July 10, 9:00 a.m.

"Egyptomania"
Roger Ulrich, Dartmouth College

Friday, July 10, 4:00 p.m.

"Collecting Fragments"
Glenn Most, University of Chicago and Scuola
Normale Superiore di Pisa, Onassis Lecturer

Saturday, July 11, 9:00 a.m.

The Gloria Duclos Lecture
"Born of Adamastor: The Classical Heritage in the Works of the
South African Poet Douglas Livingstone (1932–1996)"
Kathleen Coleman, Harvard University

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Monday, July 6–Saturday, July 11 at Dartmouth College

EXPANDING THE MAP CULTURAL EXCHANGE AND THE PERIPHERIES OF THE CLASSICAL WORLD

NEW IN 2009! TWO AFTERNOON WORKSHOPS

Virtual Tourism, Then and Now
*Explores both historical and recent technologies for visualizing
Classical sites in three dimensions*
Roger Ulrich, Dartmouth College
Bruce Graver, Providence College

Medieval Manuscript Illumination
*Showcases major manuscripts including the Book of Kells, and
the techniques by which they were produced.*
Jane Carroll, Dartmouth College
John Higgins, The Gilbert School

SPONSORS

New Hampshire Humanities Council
Connecticut Humanities Council
Rhode Island Council for the Humanities
National Endowment for the Humanities
The University Seminars Program of the Alexander
S. Onassis Public Benefit Foundation (USA)
The Leslie Center for the Humanities,
Dartmouth College
The Classical Association of New England

MORNING COURSES

1. Alexander's Fantastic Journey

Greg MacMahon, University of New Hampshire

Arrian's biography of Alexander the Great serves as a wonderful verbal map of the regions through which the Macedonians passed. As we trace the progress of Alexander's army across the ancient Near East, we will fill in the geography and culture of those fabulous lands, using a combination of slides and textual evidence. At least one day will be spent on archaeological evidence, including Prof. McMahon's own excavations in Anatolia.

2. My Enemy, Myself: Romans and the Creation of their Enemies

Douglas Marshall, St. Paul's School (Emeritus)

Portraits of the enemies of Rome receive prominence in Tacitus' *Agricola* as well as Caesar's *Gallic Wars*. Rome's fascination with its enemies was given ceremonial definition by the triumphs celebrated by successful generals. Recognizing that the fiction of an idealized enemy tells us much about the values of its creator, we will explore the attitudes and values revealed by these presentations. Readings will be available both in Latin and in English translation.

3. The Central Asian Response to Greek and Roman Visual Culture

William Mierse, University of Vermont

From as early as the sixth century BCE Greeks moved actively into Central Asia, but it was in the wake of Alexander's campaigns that the Mediterranean world became well established in remote outposts in what is now Pakistan, Afghanistan, Uzbekistan, Turkmenistan, and Iran. This transplanted Greek culture subsequently played a role in the visual arts of the region. Even after the disappearance of the Greek settlements, Roman connections with the region beginning in the 1st century BCE provided a means by which Mediterranean forms continued to enter the area.

4. Greek Language: Herodotus

Håkan Tell, Dartmouth College

This is an intermediate Greek reading course designed for students who have some experience reading Greek texts. We shall read selections from Herodotus with a focus on intercultural encounters and intellectual exchange; Solon's encounter with the Lydian king Croesus and their discussion of how to achieve happiness; the constitutional crisis faced by the Persians and their debate whether to abandon their monarchical form of government in favor of Greek-style democracy; and, if time permits, Herodotus' portrayal of the nomadic people of Scythia and their primitive way of life.

5. Origins and Development of the Latin Language

Tim Pulju, Dartmouth College

This course will focus on Latin's position as a member of the Indo-European language family, and thus a relative of languages as diverse as Hittite, Sanskrit, Persian, Armenian, Greek, Gaulish, Gothic, and English. Using the techniques of comparative linguistics, we will reconstruct the ancestor of all these tongues, and will then discuss the importance of the Indo-European cultural heritage in ancient Rome. Finally, we will look at the later development of Latin in the Italian peninsula, including its relations with Oscan, Umbrian, and Etruscan.

6. Shakespeare's Ovid

Bill Morse, College of the Holy Cross

Shakespeare's favorite poet was Ovid: as a child, he learned to read the *Metamorphoses* in Latin, and throughout his life he returned to the epic, in both Latin and its English translations. Thus we find this poem often "in-forming" Shakespeare's creative imagination. Primary texts to be considered include Books 3 and 4 of the *Metamorphoses*, *A Midsummer Night's Dream* and *The Winter's Tale*.

7. Virgil's Aeneid in English Translation

Edward Bradley, Dartmouth College

Yes, the *Aeneid*, however perilous the adventure may be as we move from Greece to Rome. So many of us have so many different and often sharply conflicting views of the meaning of the poem that I am, in fact, already donning protective armor in anticipation of next summer's fray! While we shall study the entire text in English translation, we will want to concentrate our best critical energies on Books 8-12 for at least two full sessions.

AFTERNOON COURSES

8. "Ubi Nemo Ultra Erat": Latin Culture Beyond the Margins

John Higgins, The Gilbert School

Since Ireland was never a province of the Empire, its major literary monuments serve as examples of Latin writing beyond the geographical margins of the Roman world, and it is a major concern of the writers to portray themselves as such. We will read the Confession of Saint Patrick, in which he emphasizes the fact that he has travelled to places where no other Christian has been, Muirchu's Life of Patrick, Adomnan's Life of Columba, an exile beyond Ireland itself in Iona, and finish with the Voyage of Saint Brendan, an account of a sea voyage in the North Atlantic that may reflect early Irish voyages to America.

9. Greeks and Freaks: Cyclops, Scythians, and Alexander's Oddities

Donald Lateiner, Ohio Wesleyan University

Hellenes in their travels (colonial, commercial, conquest, etc.) encountered many kinds of non-Greek "others" and "otherness." Distance tends to multiply difference, whether in fantasy or fact, technologies or creative fictions, marvel lists or artifacts. We'll read selected passages from "Homer's" fantasies, Herodotus' ethnographies, and Plutarch's biography of Alexander. Our aim is to analyze Greek proto-anthropological tools for the experiencing of the exotic and correspondingly for self-definition and identity. Finally, we ponder ancient and modern motives for wonder, gifts and other object-traffic (plunder, purchase), exploration and exploitation, manipulation, and even appreciation.

10. Ovid on the Elsewhere and Elsewhen

Judith P. Hallett, University of Maryland

We will look at several Ovidian poems and narratives--in English translation with an eye on the Latin--that highlight, either directly or obliquely, similarities and differences between Ovid's contemporary Augustan Roman milieu and societies that he locates outside these geographical and temporal boundaries. Readings will be taken from the *Amores* (among them 3.9, on the death of Tibullus), the *Metamorphoses* (among them the stories of Pyramus and Thisbe, and of Baucis and Philemon), and in particular the *Tristia*, which Ovid wrote after his exile to the Black Sea in 8 CE.

11. Get Back Your Greek

Katherine Kretler, Dartmouth College

This is the ideal course for participants who have had studied Greek in the past but need to review some basics before reading literary texts. We will work with short passages from literature (Herodotus, Homer, and/or New Testament), but will also devote a generous share of each class session to the review of noun and verb forms.

12. Cosmopolitan Cuisines

Martha Risser, Trinity College

Drawing on evidence from vases, wall-paintings, mosaics, terracotta plaques, funerary art, archaeology, and literature, we will explore the significance of dining in cultural identities. Discussion topics will include cultural stereotypes related to food and drink; the extent to which banquets of the Greek and Roman elite were imitated - and influenced - by foreigners; how their diets and table manners identify individuals as either civilized or savage; and what the archaeological record reveals about dietary practices in and at the peripheries of an increasingly multi-ethnic Classical world.

13. "O Attic Shape! Fair Attitude!": Keats and Romantic Hellenism

Bruce Graver, Providence College

No Romantic poet was more fascinated with Greek and Roman antiquity than John Keats, yet few had less formal training in the Classics. This course will examine the ways in which an untrained amateur like Keats came to know classical antiquity in early 19th century London. Our discussions will include the controversy over the Parthenon (or Elgin) Marbles, the competition between the British and French over the excavation of antiquities, the growth of public museums, like the British Museum and the Louvre, as well as a generous helping of Keats's verse.

AFTERNOON READING GROUPS

Latin: Ovid Selections Judith P. Hallett, University of Maryland

Greek: Plato's Myth of Atlantis Margaret Graver, Dartmouth College

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 June 5. For registration after the deadline, please inquire whether space is still available. Any later registrations are subject to an additional fee of \$15.

COSTS The registration price listed for Boarders includes all tuition, five nights' accommodation, linen service, all lunches, dinners, 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 who have already paid their 2009-2010 dues may deduct the \$30 cost of membership dues from their registration total.

DEPOSIT A \$25 deposit (non-refundable) is due along with the registration form. The remaining balance must be paid in full by the end of Check-In on July 6, 2009.

HOUSING for boarders is in double-occupancy rooms in new, air-conditioned dormitories on the Dartmouth campus (immediately across the street from Moore Hall). If you wish to be assigned a room with a specific person, please indicate that person's name on the space provided. Single occupancy rooms may be requested for an additional fee (subject to availability).

PARKING PASSES are available at the cost of \$20 and remain valid for the duration of the Institute. You may purchase your parking pass in advance on the Registration Form. Passes will also be available during Check-In on July 6, 2009.

FULL OR PARTIAL SCHOLARSHIPS may be available for residents of your state. If you wish to be considered for a scholarship please send an email to Margaret Graver, CSI Director, (margaret.graver@dartmouth.edu) stating your school affiliation, whether you are a student or a teacher, and your state of residence.

CONTINUING EDUCATION CREDITS

Participants are eligible to apply for Connecticut CEUs (Continuing Education Units). Teachers outside of Connecticut may be able to use Connecticut CEUs to support certification and professional development requirements in their states. Specific procedures must be followed; 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. Non-air-conditioned rooms are available upon request; please contact Robin Donovan, CSI Administrator.

NEED MORE INFORMATION?

Please contact Robin Donovan, CSI Administrator by email (robin.donovan@dartmouth.edu), telephone (603.646.3394) or by regular mail (Dartmouth College Box 6086, Hanover NH 03755).

The 27th Annual C.A.N.E Summer Institute

EXPANDING THE MAP

Cultural Exchange and the Peripheries of the Classical World

July 6-11, 2009, Dartmouth College

Name: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

Alternate Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

[] I would like a single room, if available.

[] 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 _____

Optional mid-afternoon activity:

[] GREEK Reading Group (Tuesday-Friday)

[] LATIN Reading Group (Tuesday-Friday)

[] Workshop (Tuesday) Manuscripts

[] Workshop (Thursday) Virtual Tourism

Workshop registration is subject to availability.

FEES

BOARDERS \$650 _____

Single Room add \$ 40 _____

COMMUTERS \$465 _____

PARKING PASS \$ 20 _____

LATE REGISTRATION (after June 5) \$ 15 _____

Subject to availability; contact Robin Donovan.

SUBTOTAL \$ _____

2009-2010 CANE Members subtract: _____ ~~30.00~~

TOTAL COST \$ _____

A \$25 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 \$25 deposit, to:
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