



University of
St Andrews

Classics News

Autumn/Winter 2016



2016 has been another exciting year for the School of Classics.

The School's research environment continues to flourish. We have had another busy programme of seminars, conferences and visiting scholars. We have opened two new research centres during the last year, the Centre for Late Antique Studies and the Centre for Landscape Studies. During the last year we have also won four major research grants from the Leverhulme Trust (Jon Hesk, for a project on ideas about deliberation in ancient Greek literature and political culture, Rebecca Sweetman on the archaeology and history of the Cyclades in the Roman period, Christopher Smith on the kings of Rome and my own project on mountains in ancient literature and culture and their modern reception) and one from the AHRC (Myles Lavan's project on quantitative approaches to ancient history, described on page three). All of those grants involve funding for replacement teaching to allow research leave, and we are lucky to have some incredibly talented and dedicated teaching fellows in the School at the moment: Crystal Addey and Kleantlis Mantzouranis, both of whom work on Greek literature and philosophy, are now in their third year working in the School; Eleri Cousins, who specialises in Roman archaeology and who recently completed her PhD thesis in Cambridge on Roman Bath, joined the School in September.

Our teaching continues to evolve to reflect the interests of new members of staff and new research developments in the discipline. We are particularly proud of our programme of research-led honours modules, which expanded again this year to accommodate our increasing undergraduate intake (now 55 students per year): we now run about 30 honours modules per year, all of them linked with the research interests of the teaching members of staff. New modules running for the first time this

year include courses on Greek Sculpture, Roman Slavery, Roman Biography, the Reception of Senecan Drama, the Archaeology of Roman Italy, Wealth, Virtue and Happiness from Homer to Aristotle, Greeks and Others, and Representations of Warfare in Greek Historiography. In April Dr Jon Coulston won a prestigious university teaching award for his many years of inspiring teaching on subjects related to Roman art and archaeology and the Roman army.

Our postgraduate community also continues to grow and to become ever more international: we have admitted seven PhD students per year for the last two years, and we have made further changes to our one-year MLitt. degree this year with the goal of increasing the size of our MLitt. community over the next five years or so: we welcome applications not just from those who have studied Classics as their main focus at undergraduate level but also those who are interested in developing a specialism in Classics (and in some cases learning Latin or Greek from scratch) after undergraduate training in other subjects, and a significant proportion of our masters students have backgrounds in English and History in particular.

Finally we have been working hard at a series of outreach initiatives, in collaboration with colleagues in other Scottish Classics departments, with the aim of helping to strengthen Classics teaching in Scottish schools. The Iris project, which involves undergraduate students from St Andrews giving Latin classes in Fife primary schools, is one of the most exciting of those initiatives: more on that later. We are always grateful for offers of funding for outreach projects like these in particular. Even relatively small gifts can make a huge difference to the experience of local schoolchildren in schools where Classics isn't usually taught.

Jason König

The Iris Project Literacy through Latin Scheme

Having previously established the East End Classics Centre in Hackney, London, to act as a Classics hub for teachers, state schools and FE colleges in East and North London, I am delighted to continue working with schools and teachers as the Schools Officer for Classics at St Andrews. The East End Classics Centre was set up to offer encouragement, support, training and subject-specific advice to teachers aiming to introduce or expand Classics and related subjects in their schools and colleges, as well as providing Classics events, activities and library resources directly to children and young people. As part of this work, the East End Classics Centre worked together with the Iris Project to enable young people to learn Latin and Classics through primary and secondary school.

Here, at St Andrews, it has been a great pleasure to continue working with the Iris Project Literacy through Latin scheme in arranging for our undergraduate students to teach Latin in local schools. The School of Classics has been running the Iris Project scheme since 2012 – during this time, we have worked with more than ten local primary state schools in the Fife area to introduce their pupils to Latin and classical culture, enabling them to experience the wonders of studying the ancient world for the first time.

Since September, eight of our students have been visiting local primary schools in Fife to teach P6 and P7 pupils (who are 9-12 years old). It has been great to work with those students and to see them developing their teaching skills and talents. As well as six of our Honours students volunteering for Iris Project teaching, we have expanded the student volunteer base this year by opening up the opportunity to our postgraduate students and we have two PhD students among our cohort of volunteers. Many students volunteer for Iris Project work because they are considering a career in teaching; others volunteer because they are passionate



Above: Crystal Addey

Front cover & lower opposite:

Cavalry display at RoMEC XVIII conference



about Latin and Classics and want to make sure that state-school pupils get to experience and enjoy these subjects as much as they do. One of our postgraduate students, Jenny Messenger says, 'I have enjoyed teaching on the Iris Project – the children are very enthusiastic and interested in learning about Latin ...both the teaching and the project have been fun ...the teaching will definitely be useful for my career goals'.

This year, we are delighted to be working with Torbain Primary School, Thornton Primary School (both in the Kirkcaldy area) and Rimbleton Primary School (Glenrothes). The Iris project enables children in state schools to learn some Latin and also to learn about Classics and ancient mythology more broadly, subjects which they would almost certainly not have access to without the project. Isabelle Bousquette, an undergraduate student who has been teaching at Torbain Primary School this year, commented: '[The pupils] would ask if they could go home and learn Latin on their own before next week. They were excited about connections between Latin and English words and about aspects of mythology they recognised'. Another undergraduate volunteer, Rebecca Tivey, who has been teaching at Rimbleton Primary School, said the comment she received most often from primary-school pupils during the Iris Project sessions was 'I love Latin!'

As well as providing our students with valuable teaching and work experience, the Iris Project gives the school pupils improved literacy skills, greater language awareness, stimulation of creative thinking, increased confidence and a thorough introduction to ancient history, culture and mythology. We are all looking forward to continuing with the project in the spring. As one of our previous student volunteers at St Andrews puts it, 'The Iris Project is a fantastic initiative, invaluable to its learners, its student teachers and to Latin'.

Crystal Addey

AHRC Leadership Fellowship for Myles Lavan

Myles Lavan (right) has won a two-year AHRC Leadership Fellowship for his project “Probabilistic Approaches to Uncertainty in Pre-Modern History”.

Probability is probably the most powerful conceptual tool that we have yet developed to understand and manage uncertainty. Scientists, demographers and other researchers who think about the future regularly use probabilistic techniques to manage the massive uncertainties they face in forecasting global temperatures or human population. Yet historians have been slow to see the potential to retroject this approach to the past.

I have already used a probabilistic approach to tackle a long-standing problem in a Leverhulme-funded project to quantify the spread of Roman citizenship in the provinces of the empire. Although Roman historians regularly cite Rome’s generosity with its citizenship, which culminated with the emperor Caracalla’s famous universal grant of 212 or 213 CE, as a key element of the Roman empire, they have had to paper over massive uncertainty about the scale of enfranchisement on the eve of Caracalla’s grant. Some scholars think citizenship was widespread by 212; others think it remained relatively rare; no one will commit to even an approximate percentage. The majority seem to think the level of enfranchisement is unknowable given the current evidence base and have resigned themselves to writing the social and political history of the empire without a firm understanding of this important process – an obviously unsatisfactory state of affairs. I was able to use a probabilistic approach to uncertainty to show that we already know enough about the mechanisms by which citizenship was granted and the demography of the empire to be confident that citizens remained a minority of the provincial population in 212. This means that Caracalla’s grant was more radical than many have thought.

For more information on the project, see:
<http://www.st-andrews.ac.uk/classics/research/>



[projects/q-enfranchisement/](http://past.oxfordjournals.org/content/230/1/3.extract)

The preliminary results were published this year:
<http://past.oxfordjournals.org/content/230/1/3.extract>

The new project aims to build on this initial success and show that the method has much wider applications. The goal is to convince historians that probabilistic modes of analysis, developed to manage uncertainty in the future, can be redeployed as powerful tools of historical analysis. Part of the Fellowship will fund two years of research leave to produce new, probabilistic studies of other problems in ancient history, such as estimating the total population of the Roman empire. The Fellowship will also fund a series of workshops which will bring together established and early career researchers to explore how our discipline can develop this and other more sophisticated and rigorous approaches to uncertainty about the past.

Myles Lavan



The Nineteenth Roman Military Equipment Conference (RoMEC XVIII)

The Nineteenth Roman Military Equipment Conference was organized and hosted in St Andrews by Jon Coulston with the support of the School of Classics on 6-11th June 2016, with more than 100 delegates. This was the latest in a conference series which started as a small Sheffield University seminar group in 1983, and went international a few years later. It has since met in Austria, Croatia, Denmark, France, Germany and The Netherlands. It has been many years since the last gathering in Britain (1999), and this was the first ever in Scotland.



the Gurkha military tradition through the conference. There were two reasons for this: the Gurkhas have often been referenced in discussions of Roman auxiliary troops, a 'martial race' specially recruited in the service of a multi-ethnic empire; the characteristic Gurkha knife, the *kukhri*, has entered discussions concerning very

similarly shaped ancient short-swords, specifically the *kopis* or *machaera*. It was decided to have a charity element to the conference, supporting contemporary Gurkha issues, especially following the recent Nepalese earthquakes.

RoMEC specializes in the artefacts, production technology, historical development, economies, and cultural implications of arms, armour and other equipment employed by the Roman state and by its allies and enemies. The overall theme of the St Andrews conference was Cavalry in the Roman World, broadly covering any equestrian military issues from the 9th century BC to the 7th century AD. A hundred people attended papers delivered by almost fifty speakers. The twelve panels of papers, poster sessions and book stalls ran in the Physics Building. One full-day excursion visited The Hunterian Museum, Glasgow; Rough Castle and the Falkirk Wheel on the Antonine Wall; the Kelpies near Falkirk (unmissable with the equestrian theme!); and the National Museum of Scotland, Edinburgh.

On two afternoons there were displays of Roman cavalry training exercises by the re-enactment group, Comitatus, on the North Haugh. Two 'cavalrymen' shot arrows and cast javelins at targets, and cut targets with long-swords, all at the gallop and following the precepts of Arrian's *technē taktikē*. Some of the targets were live! These exercises proved to be very popular with the audience which included many Classics colleagues not directly attending the conference. Apart from the cavalry theme, there were links made with

The opening Conference Reception was held in The Museum of the University of St Andrews with a welcoming address by the Head of the School of Classics, Jason König. This was accompanied by exhibitions of cavalry harness artefacts from the collection of Holger von Grawert, and a selection of modern Gurkha kukhris from the organiser's collection. A whisky-tasting was organized by Luvians on the Thursday evening in Swallowgate using tasting tables on three floors with a preliminary talk delivered in the stairwell (which turned out to be acoustically perfect!). On the Friday there was an evening wine reception with a twenty-piece St Andrews pipes-and-drums band performing in St Salvators Quad. A dinner in Lower College Hall was followed in Upper College Hall with a demonstration wargame put on by Leuchars Wargames Club, refighting the Battle of Mons Graupius in 28mm scale, using Warlord Games rules and figures. The evening ended with a charity draw of tickets for prizes donated by numerous generous sponsors. The draw raised £500 for the conference's designated charity, The Gurkha Welfare Trust. Conference publications, display exercises and planning will feed into the 2017 exhibition, Hadrian's Cavalry, held at several museums along Hadrian's Wall.



Rough Castle excursion



Pipe band in St Salvators Quad

Professor Harrison joins St Andrews



When I left St Andrews – for the second time – in 2004 for a chair in Liverpool, I could hardly have conceived that I would be returning. Yet after more than a decade, here I am again!

It's a curious experience. The tread of the steps in School II - where I am back strutting my stuff on first-year Greek history – is so familiar that it is as if I had never been away. A couple of times, I've caught myself heading back up to the attic of Swallowgate like a homing pigeon in search of my (old) office. Old friends – some of my oldest friends – are still in post, and Irene still rules the roost in the School Office. And the atmosphere of the School – even after the turnover of so many generations of students – is still mysteriously the same now as it was when I first arrived in St Andrews – as an innocent young teaching fellow, still sometimes mistaken for an undergraduate.

In other respects, however, the University and the School have moved on sharply. A slew of brilliant young colleagues have joined the School's ranks, making it an even more intellectually exciting (and

even more international) environment than ever. But what perhaps struck me most on return – apart from having to wrestle with a new set of electronic systems – was the sense of the high expectations set: for staff as well as for students. The School is still, I think, as supportive, as welcoming, and as unstuffy as it ever was, the students are just as engaging and engaged, but everything is just that little bit more slick... (Neither staff nor students seem quite to wing it as we did before!)

When I first arrived in St Andrews (I'm shocked when I realise it was more than 20 years ago, in 1995), I had not found my voice as a researcher, and I suspect I had little idea of how to teach. (I received my first complaint, in the first week of semester, for a lecture on Greek sexuality: 'he could have just said in one sentence that the Greeks were kinky; he did not have to spend an hour telling us how!'). It was St Andrews – far more than Oxford, where I had studied – that made me an Ancient Historian. I am thrilled to be back.

About Us

To find out more about the School's activities, visit our website: <http://www.st-andrews.ac.uk/classics/>.

You are welcome to follow us on:

Twitter https://twitter.com/StA_Classics

Facebook <https://www.facebook.com/StA.Classics/>

Instagram https://www.instagram.com/sta_classics/

The University of St Andrews is a charity registered in Scotland, No SC013532.

Keep in touch

We do like to hear news of what our alumni have been doing since they left St Andrews. If you happen to be in St Andrews, you can always pop into the School and see who is around.

If you have news that you want to share, you can contact us on classics@st-andrews.ac.uk - or look up an old tutor on the School website and write to them.