

THE CLASSICAL ASSOCIATION
OF THE MIDDLE WEST AND SOUTH



CAMWS NEWSLETTER

The Classical Association of the Middle West and South

Fall

2015

In This Issue

Message from President Antony Augoustakis, p. 2
Report from Secretary-Treasurer Tom Sienkewicz, p. 3
 2016: Campaign for CAMWS, p. 4
 CAMWS Awards, p. 5-11
Reports from Previous Award Winners, p. 12-15
 New in *The Classical Journal*, p. 15-17
 New in *Teaching Classical Languages*, p. 17-18
CAMWS News and Announcements, p. 18-20
 CAMWS Members in the News, p. 20-21
 From Our Institutional Members, p. 21-22
 Other Announcements, p. 23-27
Williamsburg Meeting Sneak Peek, p. 27-31
2015-2016 Officers and Committees, p. 32-37
Financial Contributors to CAMWS for 2015-2016, p. 37-38
 Membership Information, p. 39-40
 Classics in the News, p. 40
 Obitus Recentes, p. 41
 Submissions, p. 41

Quick Links

[CAMWS Website](#)
[Donate to CAMWS](#)
[The Classical Journal](#)
[Teaching Classical Languages](#)
[The CAMWS Newsletter](#)
[CAMWS Facebook Page](#)
[CAMWS Twitter Page](#)
[Spring/Summer 2015 Newsletter](#)

Message from Antony Augoustakis, CAMWS President



Dear Colleagues,

I hope that you had an enjoyable and productive summer and that my message finds you well as we have already moved past the mid-point of the fall semester. The turmoil of Greek elections and capital controls certainly gave a different color to my summer on Crete, but the first weeks of the autumn were full of CAMWS related activities, culminating in the visit to Williamsburg and the inspection of the wonderful hotel and college facilities that will host our 112th meeting in March! We received a record number of panel, workshop, and individual abstract submissions, and I can say with confidence that Williamsburg has very much

to offer to us CAMWSians; for sure, this will be a meeting not to be missed by anyone. The Program Committee has already evaluated the panel and workshop submissions, and we are at work on the individual abstracts, hoping to notify our members by mid-November. I am also happy to report that there will be many special sessions in Williamsburg, which will add to our program variety and entertainment! And did I mention a special Greek trinket from the President?

This past summer may have been memorable for many other reasons, but I would like to single out one in particular that touched the heart of us Classicists and Archaeologists: the destruction of ancient monuments in the Middle East. These abominable crimes brought to my mind, as a reader of Silius Italicus, the moment when Hannibal burns down the temple at Linternum, where he sees the depiction of the Carthaginian defeat in the First Punic War. The destruction of world heritage monuments is a loss for humanity. And I am especially sorry that there are many ancient sites that are still off limits to experts.

When confronted by such immense loss, you often wonder what we can do to help. It is my firm belief that CAMWS should and can support educational and training programs that promote the preservation and study of our past. We have just launched the 2016: Campaign for CAMWS, led by Professor Peter Knox of Case Western University: we are asking people to help raise money that will support our Excavation and Field School Awards. CAMWS' awards give the opportunity to many students, teachers, and professors to visit the ancient sites around the Mediterranean, something which for many is a life's dream.

The Executive Committee has also just approved a number of significant increases to various awards and initiatives: we are increasing the CPL awards and the School Group Travel grants; we are adding a third Excavation and Field School Award and a second Fist Book Award; we are increasing the number of the Manson Stewart Travel awards, making adjunct professors also eligible; I am working with the relevant committees on instituting a new research grant for teachers in undergraduate programs supporting collaborative research with undergraduates, as well as a new award for our majors who go on to teaching but face an insurmountable pile of loans to pay off. These are just some of the initiatives approved, with more in store for the near future. And please, do not forget: spread the word, consult the website, and apply or make other colleagues and fellow-students apply! It is often just one click away!

I am looking forward to seeing many of you at other conferences soon, before Williamsburg, and for sure in Virginia in March!

Antony Augoustakis,
University of Illinois at Urbana-Champaign,
President, CAMWS



Report from Secretary-Treasurer Tom Sienkewicz

Dear Colleagues,

This is an exciting time for CAMWS. Under the strong leadership of Peter Knox, the organization is undertaking its first major fund-raising campaign since its centennial in 2005. I encourage you to support this campaign to the best of your ability. Every contribution, even a very modest one, will help CAMWS endow a fund to support archaeological fieldwork well into the future. And every gift is tax-deductible!

Also exciting are the many new initiatives President Augoustakis has described in his letter, opportunities which will enable CAMWS to be much more visible and proactive in the support of Classics in our society. Particularly noteworthy, I think, are the new group travel grants which are now being awarded to K-12 teachers who want to take their students on a field trip to an exhibit on the classical world in a local museum or even abroad. The first four grants, in fact, were all awarded to teachers who are planning trips to Italy with their students this year: Keely Lake, Wayland Academy (WI); Caitlin Campbell, Dominion High School (VA); Phillip Cortese, John Paul the Great Academy (LA); and Robbie Masterson, St. James Academy (KY). You and your students can also benefit from this grant opportunity. For more information, see <https://camws.org/StudentGroupTravelGrant>. The next application deadline is January 30, 2016.



I am especially pleased that CAMWS is now able to offer access to the Loeb Classical Library on-line to CAMWS members. This benefit will be especially attractive to those of us whose schools are unable to subscribe to the Loeb institutionally. And our students can have the same access for the price of a student membership in CAMWS (\$30), which is less than the cost of a typical required textbook. Or your department can use its institutional membership in CAMWS to obtain this access for a student by designating him or her as a recipient of a CAMWS Award for Outstanding Accomplishment in Classical Studies. For more information, see <https://camws.org/InstitutionalMembershipBenefits>.

The 2016 meeting in Williamsburg promises to be a most memorable one. I still remember the last meeting in Williamsburg, in 1984. Things have changed a bit since then. The hotel CAMWS met in that year is now a dormitory for the College of William and Mary and the small children my wife and I took along to that meeting now have children of their own. But other things haven't changed. I am sure you will find the same southern hospitality of our Local Committee, ably chaired by Lily Panoussi and Georgia Irby, and the same memorable ambience for classical papers read within walking distance of the Wren Building, the oldest college building still standing in the United States. The special culinary delights of Colonial Williamsburg also remain as appealing as ever.

So take your colonial waistcoat and tricorn out of mothballs and get ready for CAMWS 2016 in Williamsburg. (And, yes, the presidential souvenir promises to be very memorable as well!)

Tom Sienkewicz,
Monmouth College,
CAMWS Secretary-Treasurer
stcamws@camws.org



2016: Campaign for CAMWS

From the Campaign Chair

Dear Friend of CAMWS,

I am writing to ask you to help with a recent initiative undertaken by our Association to support teaching and scholarship in archaeology among our members. The Excavation and Field School Award, instituted only two years ago, recognized the increasing value of field work in archaeology for attracting students to the study of Greek and Roman antiquity. Unfortunately, the resources that we have been able to allocate to these awards thus far limit the number of people who can hope to take advantage of this opportunity. The award is currently \$2,000, a considerable sum, but recipients do need to supplement this amount significantly from other sources in order to participate in any overseas program. This is a particular hardship for students from economically disadvantaged backgrounds or for our teachers who are chronically underpaid.

The Buddhas of Bamiyan, El Hibeh, Palmyra... These are only some of the archaeological sites that have been in the news recently, the latest in a depressing ledger of losses to our cultural heritage. As individuals there is little that most of us can do to help, but as an organization dedicated to teaching and scholarship, CAMWS can support the educational and training programs that spread understanding of the value of preserving and learning from the works of the past. Won't you help in this endeavor?

To date we have received over \$20,000.00 in gifts and pledges from current and former officers of CAMWS. We hope at least to double that amount between now and our next Annual Meeting in Williamsburg in March, 2016, and with your help we can.

There are many ways that you can give to this effort, which we are calling "2016: The Campaign for CAMWS." You may use this [pledge form](#), which you may fill out and email to Tom Sienkewicz at stcamws@camws.org or return by post (to CAMWS, Monmouth College, 700 E. Broadway, Monmouth, IL 61462.). You can also pay on-line or you can make a donation on the CAMWS website at <https://camws.org/donate>. If you are interested in making a testamentary bequest, please contact us.

A gift of any size demonstrates our Association's commitment to teaching and scholarship in the material culture of Greek and Roman antiquity. If you have any questions or ideas about how to help, I hope that you will contact me or any of the other members of the campaign committee, CAMWS stalwarts all: Antony Augoustakis, John Breuker, Ruth Scodel, Alden Smith, and Tyler Jo Smith.

Thank you for all you do for CAMWS.

Peter E. Knox

Chair, 2016: Campaign for CAMWS



CAMWS Awards

CPL Award for Outstanding Promotional Activity

To support programs and activities in primary and secondary schools, the CAMWS Committee for the Promotion of Latin (CPL) annually recognizes with a plaque and a certificate the group which develops the most outstanding and effective activity for promoting Latin in CAMWS territory during each academic year (including the preceding summer). The winner of this award is announced every spring at the annual CAMWS meeting.

Projects supported by CPL grants are automatically eligible for this award.

Any other group wishing to compete for this award must be sponsored by a current CAMWS member and must submit a letter of application to the CPL chair at cpl@camws.org by **February 28**. The application letter must include a 100-word summary of the project and a more detailed project description not to exceed 500 words in length. Applicants are encouraged to attach supporting materials such as photographs, flyers, pertinent newspaper articles, etc.

Recipients are encouraged to accept this award in person at the annual CAMWS business meeting. For more information, go to <https://camws.org/cpl/awards/promotional.php>.

CPL Travel Grants for High School Groups

CPL Travel Grants for High School Groups are designed for high school teachers who want to take their students on a trip to an excavation, exhibit or historic site(s) that both enhances their learning experience and furthers their interest in Classical Studies. The grant supports both domestic and international travel.

In the academic year 2015-2016 \$4000 is available for this purpose. Requests for funds up to \$2000 may be submitted, but every effort will be made to share these resources in smaller amounts among as many schools as possible.

Proposals should include a budget, the dates of the projected trip and a detailed description of the planned activities, including a time line; proposals for support of participation in an excavation should include a letter from the excavation director detailing the students' responsibilities.

The proposals will be judged by the Committee for the Promotion of Latin. Questions pertaining to the preparation of a proposal should be directed to cpl@camws.org.

Upon their return recipients of a CPL Travel Grant are required to provide documentation of their participation in the originally proposed activity, a brief report on the outcomes of the travel, including issues that may have occurred and that may be considered by the grant committee in the future, and a summary of this activity, including photographs, for publication in the CAMWS newsletter and on the website for the grant.

Applications for the CPL Travel Grant for High School Groups may be submitted by high school teachers who hold a current individual membership in CAMWS.

Application for the 2015-16 grants will be reviewed in two groups. The deadline for consideration for fall requests is September 30, 2015, and the deadline for spring and summer requests is January 30, 2016.

For more information, go to <https://camws.org/StudentGroupTravelGrant>.

CAMWS Excavation / Field School Award

The Classical Association of the Middle West and South annually awards three \$2000.00 scholarships for participation in summer excavation or field school at an archaeological site in the Greco-Roman world.

Generally, these awards will be made to a graduate and undergraduate students, but teachers are also eligible for this award.

To be eligible for this award, one must be a current member of CAMWS who either:

- holds a teaching position in Greek or Latin in an elementary, secondary school or university within CAMWS territory; or
- is enrolled as an undergraduate or graduate student in a degree-granting Classics program within CAMWS territory.

Priority for the award will be given to applicants who have not had previous excavation experience in the Greco-Roman world.

To apply for the 2015-2016 award this [On-line Application Form](#) must be received by Saturday, January 30, 2016.

Recipients are encouraged to accept the award in person at the annual CAMWS business meeting.

Note: An individual who wins this archaeology fieldwork award cannot also receive a **Sample, Grant Award or Benario Award** from CAMWS in the same year.

Please note that an individual cannot accept this award from CAMWS if he or she receives another award or scholarship for this field school and the combined amount of these awards would be more than the cost of the field school.

For further information, contact the chair of the Subcommittee on the Excavation and Field School Award at archaeology@camws.org.

For more information, go to: <https://camws.org/awards/excavation.php>.

Ladislaus J. Bolchazy Pedagogy Book Award



The CAMWS sub-committee for the Ladislaus J. Bolchazy Pedagogy Book Award announces a call for nominations for the 2016 Award. The recipient of this \$500.00 award will be announced at the 2016 CAMWS business meeting in Williamsburg, Virginia, where the recipient is encouraged to accept the award in person. This prize has been named in memory of Ladislaus J. Bolchazy in recognition of his long career promoting classical scholarship and pedagogy.

The Subcommittee asks for your help in identifying distinguished works of pedagogy, including textbooks, handbooks, anthologies or other works primarily intended for the classroom in the field of classical studies (including, but not limited to, the languages, literatures, history, religions, philosophy, art, architecture, archaeology, economy, and reception of Greek and Roman antiquity) published by CAMWS members in 2013, 2014, or 2015. Preference will be given to language-based textbooks. The author of the nominated work shall be a member of the Association in good standing in the year of the nomination and for at least the previous year. Nominations may be made by any publisher or by any member of CAMWS in good standing, including the author.

Criteria:

- appropriateness for the target student audience
- clarity of presentation
- excellent quality
- effective pedagogical practice and design
- potential for broad impact

Nominations of pedagogical books should be sent to Helena Dettmer, chair of the Subcommittee on the Ladislaus J. Bolchazy Pedagogy Book Award at pedagogyaward@camws.org. The submission deadline for the 2016 award was September 1, 2015, but the committee welcomes nominations for the 2017 award. The Subcommittee may, at its sole discretion, retain an unsuccessful nomination for consideration in the following year.

Publishers of nominated works are asked to send five (5) copies of the book to Dr. Helena Dettmer, 120 Schaeffer Hall, University of Iowa, Iowa City, IA 52242-1409.

For more information, go to https://camws.org/awards/bolchazy_book.php.

Manson A. Stewart Undergraduate Award

Teachers of undergraduate students should remember to nominate their most outstanding young Classicists for the 2015-2016 CAMWS Manson Stewart Undergraduate Award. Every year CAMWS makes \$1,000.00 awards (accompanied by a one-year membership in CAMWS) to a limited number of undergraduate students majoring in Classics at the sophomore or junior level at a CAMWS college or university. Nominees are expected to take a minimum of two courses in Latin or Greek (normally at least one per quarter or semester) during the junior or senior year in which the award is made.

Students are to be nominated by a department or program; no institution may nominate more than two students per year. The individual who fills out the nomination form on behalf of the department must be an individual member of CAMWS. Each nominee must fill out an application form, write a brief essay, and submit a college or university transcript and two letters of recommendation. Those who write the two letters of recommendations do not need to be CAMWS members. Applicants will indicate on their application the academic purpose for which they intend to use this award money (e.g., tuition, books, academic travel, etc.).

CAMWS is now accepting nominations and applications for the 2015-2016 Manson A. Stewart Awards. All nominations must be **received by Friday, January 8, 2016**.

If you represent a department wishing to nominate a student, you can do so by completing this [on-line nomination form](#).

Applications must be received on-line by **Saturday, January 30, 2016**.

If you have any questions, please contact the chair of the Manson Stewart Undergraduate Award Committee at mascollege@camws.org.

The recipients of this award are announced at the annual business meeting.

For more information, go to <https://camws.org/awards/MAScollege.php>.

Manson A. Stewart Teacher Training and Travel Award

The Classical Association of the Middle West and South sponsors two Manson A. Stewart Awards for primary-, middle-, and secondary-school teachers, as well as graduate and undergraduate students. Recipients must be members of CAMWS.

Teacher Training Awards: Designed to provide some financial assistance to those who wish to obtain certification to teach Latin at the primary through the secondary level, whether the specific courses are needed in Latin or in Education. The award is not intended to cover all costs of the training, and the size of the award varies according to the actual costs (primarily tuition and travel), the size of the committee's budget, and the number of applications. Previous awards have been as high as \$2050. To apply for a Teacher Training award, please fill out this [on-line application](#). The deadline for applications is **Saturday, January 30, 2016**.

Recipients are encouraged to accept this award in person at the annual CAMWS business meeting.

Travel Awards: Designed primarily to assist K-12 teachers with cash awards to offset the costs of attending CAMWS meetings, including the cost of a substitute teacher. Graduate students are also eligible for these awards as well as undergraduates preparing for a teaching career. The award is not intended to cover all costs of the travel, and the size of the award varies according to the actual costs the travel will entail, the size of the committee's budget, and the number of applications. Awards for travel to annual meetings have ranged from \$300 to \$700; for travel to the Southern Section meeting, somewhat less. To apply for a Travel Award, please fill out this [on-line application](#).

Deadline for grant applications to attend the 2016 CAMWS meeting in Williamsburg, is **Saturday, January 30, 2016**.

Recipients are **expected** to accept this award in person at the annual CAMWS business meeting.

For questions about these awards, please contact the chair of the Subcommittee for the Manson Stewart Teacher Training and Travel Awards: stewartteacher@camws.org.

The recipients of this award are announced at the annual business meeting.

For more information, go to <https://camws.org/awards/MASteach.php>.

CAMWS First Book Award

The Subcommittee on the CAMWS First Book Award asks for your help in identifying distinguished first scholarly books (or digital equivalents) in the field of classical studies (including, but not limited to, the languages, literatures, history, religions, philosophy, art, architecture, archaeology, economy, and reception of Greek and Roman antiquity) published by CAMWS members in 2013, 2014, or 2015. Self-nominations are encouraged. Please note that nominated authors must be members of the Association in good standing and for at least the previous year and that CAMWS has a separate award for pedagogical books (see [Bolchazy Book Award](#)). Please send nominations, including titles and publishing information, to committee chair Andrew Faulkner by email (firstbook@camws.org).

The Subcommittee closed its list for the 2016 award on September 1, 2015; however, they welcome nominations for the 2017 award.

The current committee's guidelines for awards include:

- Excellent quality
- Wide significance within its genre
- Awareness of international trends in its field

All other factors being equal, the committee is looking for something that shifts the conversation substantially in the area covered by the book. The Subcommittee may, at its sole discretion, present two First Book Awards in a given year.

Recipients are encouraged to accept this award in person at the annual CAMWS business meeting.

For more information, go to <https://camws.org/awards/firstbook.php>.

Edward Phinney Book Prize

The Classical Association of the Middle West and South has established the Edward Phinney Book Prize, to be awarded to any student receiving a perfect score on the College Greek Exam. After receiving his Ph.D. from the University of California Berkeley (1963), Phinney joined the Classics department at the University of Massachusetts in 1969, where he became an important advocate for educational technology and distance learning. With Patricia Bell he was the author of the *Cambridge Latin Course*. He died in 1996.

Since 2008, the College Greek Exam (CGE) has been providing a national exam for college students in Beginning Greek courses. The exam is administered in fall and spring to students enrolled in the second semester of elementary Greek. For information, reports and previous exams, visit www.dramata.com. In addition to the Phinney award, students compete for medals and ribbons. To participate in the exam, contact the Chair of the CGE Committee.

The members of the CGE Committee are:

Wilfred E. Major, Chair (wmajor@lsu.edu)

Antony Augoustakis (aaugoust@illinois.edu)

Carolyn Hahnemann (hahnemannc@kenyon.edu)

Mary Pendergraft (pender@wfu.edu)

Karen Rosenbecker (krosenbe@loyno.edu)

Thomas J. Sienkewicz (tjsienkewicz@monmouthcollege.edu)

Albert T Watanabe (awatana@lsu.edu).

Presidential Award for Outstanding Graduate Student Paper

Beginning in 1996 the Executive Committee of CAMWS authorized a new prize, the Presidential Award for the Outstanding Graduate Student Paper at the Annual Meeting. Eligible are graduate students whose paper is accepted on the program and who will not have received their Ph.D. by the time it is read. The text of the oral talk is submitted at least one month in advance of the meeting and an *ad hoc* committee selects the winner. The award (with a prize of \$200 plus a one-year membership in CAMWS) is presented at the annual business meeting, even though the winner may not yet have read it by the time of the meeting. Runners-up also receive a one-year membership in CAMWS.

There are two criteria for evaluation: (1) the quality of the scholarly argument, including the importance of the topic, the originality of the treatment, and the quality of mind displayed; (2) the effectiveness of an oral presentation, including the quality of the writing, good organization, and interest to an audience. Any graduate student whose abstract has been accepted by the program committee may submit a complete text of the paper for consideration for this award.

The paper submitted for this award should be in the form actually to be delivered at the meeting (not a longer seminar paper on which the CAMWS paper is based). If a handout is required for comprehension of the paper, the handout must be included.

Those wishing to be considered for this award at the 2016 meeting in Williamsburg should submit their completed paper electronically to President Antony Augoustakis at president@camws.org by **Tuesday, February 16, 2016**.

For more information, go to <https://camws.org/awards/pres.php>.

CAMWS Latin Translation Contest

The Classical Association of the Middle West and South offers cash prizes, book awards, and awards of commendation to qualifying winners in its School Awards Latin Translation Contests for [High School students](#) and for [College / University students](#). Exams for each contest are available at both the intermediate and the advanced level.

Application deadline is Friday, November 13, 2015. Winners will be announced just before the annual CAMWS meeting.

All questions about this contest should be directed to the Chair of the Subcommittee at schoolawards@camws.org.

For more information, go to <https://camws.org/awards/school.php>.

Semple, Grant, and Benario Awards

These three awards offer graduate students and teachers of Classics (Greek, Latin, Classical Art & Archaeology and Ancient History) at the pre-collegiate (primary, secondary, or high school) level the opportunity to advance research and / or pedagogical interests abroad in Athens, Rome, or other appropriate ancient site.

The **Semple** Award is a \$4,500 fellowship for attending the summer session of the American School of Classical Studies at Athens. Award amounts will be applied toward and up to the program's cost of tuition, room, and board (airfare excluded).

The Mary A. **Grant** Award is a \$5,000 fellowship for attending the summer session of the American Academy in Rome. Award amounts will be applied toward and up to the program's cost of tuition, room, and board (airfare excluded).

The Janice and Herbert **Benario** Award is a \$3,000 fellowship that the recipient may apply to the summer travel (not fieldwork) program of his or her choice. Award amounts will be applied toward and up to the program's cost of tuition, room, and board (airfare excluded). The recipient of the **Benario** Award must submit an itemized budget of program cost upon acceptance of the award.

To be eligible for a **Semple**, **Grant**, or **Benario** Award, one must be a current member of CAMWS who either:

- holds a teaching position in Greek or Latin in an elementary or secondary school within CAMWS territory (camws.org/about/map.php); or
- is enrolled as a graduate student in a degree-granting Classics program within CAMWS territory (camws.org/about/map.php).

Priority for the **Benario** Award will be given to applicants interested in summer programs other than those of the American School of Classical Studies at Athens and the American Academy in Rome, which are normally funded by the **Semple** and **Grant** Awards.

An individual who wins a **Semple** Award or a **Grant** Award may not receive a **Benario** Award in the same year.

Please note that an individual cannot accept this award from CAMWS if he or she receives another award or scholarship for this summer travel and the combined amount of these awards would be more than the cost of the program.

The recipient of a **Semple**, **Grant** or **Benario** Award cannot also receive the CAMWS Excavation / Field School Award in the same year.

On-line [Application Form](#) must be received by **Saturday, January 30, 2016**.

Recipients of these awards are encouraged to accept them in person at the annual CAMWS business meeting.

Questions regarding the application may be directed to the Chair of the **Semple**, **Grant** and **Benario** subcommittee at sgb@camws.org.

For more information, go to <https://camws.org/awards/sgb.php>.

The CAMWS Award for Special Service

The CAMWS Award for Special Service formally acknowledges exceptional promotion of classics and / or accomplishments for the profession in CAMWS territory. The award is given *pro re nata*.

Eligibility: CAMWS membership is not required. Recipients can be classicists or non-classicists who have made special contributions to the promotion of Latin and Classical studies, especially at the state and local level, in CAMWS territory. Ideal candidates include people involved in our field who do much

for their local communities or classics in general, but do not interact frequently, if at all, at large meetings. Nevertheless, these people make MORE than a difference. Suitable candidates for this award also include parents or community members who support local Latin programs in notable ways; companies that donate money or other resources for the promotion of Latin; school administrators who help Latin teachers by giving access to school rooms or supplies or extra funds; newspapers or magazines that give free advertising for events; benefactors who give money for books or scholarships; or students who have promoted Latin in an original manner.

Nomination and selection process: Please submit a signed statement of nomination, 500-600 words in length, that describes the nominee and his / her work. Nominations for 2015 can be emailed to camws@camws.org (or mailed to CAMWS, 700 E. Broadway, Monmouth, IL 61462) but must be received by **Saturday, January 30, 2016**. Supporting documents are not required, but they may be solicited if questions arise. The chair of the Steering Committee on Awards and Scholarships with advice from the five subcommittee chairs will then determine the winners. Announcement of the results will be made at the spring meeting. If you have any questions about this award, please contact the Chair of the Steering Committee, at steering@camws.org.

For more information, go to <https://camws.org/awards/service.php>.

CAMWS Awards for Excellence in Teaching

CAMWS offers two awards for excellence in teaching. [Kraft Award for Excellence in Secondary School Teaching](#) recognizes outstanding teachers of Latin in public or private schools (middle schools included). The [CAMWS Award for Excellence in College Teaching](#) recognizes outstanding teachers of the Classics in college or university. Both full- and part-time teachers (who teach at least half-time with a minimum of five years teaching experience) are eligible for either award. All nominees must be current CAMWS members.

These awards are made annually. The recipients are announced at the annual CAMWS meeting and each receives an award of \$500. Honorees are encouraged to accept their awards in person at this meeting.

The nomination deadline is **Sunday, November 15, 2015**. The deadline for receipt of all application materials is **Sunday, December 20, 2015**.

For further information about the award for middle or high school teachers or to make a nomination, please go to [Kraft Award for Excellence in Secondary School Teaching](#).

For further information about the award for college teachers or to make a nomination, please go to [CAMWS Award for Excellence in College Teaching](#).

These awards are made by the CAMWS Subcommittee on Teaching Awards. The chair of this subcommittee can be reached at teaching@camws.org.

For more information, go to <https://camws.org/awards/teacher.php>.



Reports from Previous Award Winners

Report of 2015 Semple Award Winner Cynthia Swanson



I knew this experience of the American School of Classical Studies at Athens Summer Session was something special when our group was ushered under the ropes and into the Temple of Poseidon at Sounion. It wouldn't be the last time our connection to the American School got us past the tourist ropes and into a place of scholarship (and frankly, awe) -- in fact the same thing happened the very next day at the Parthenon. But the up-close view of Byron's graffito and the sight of the huge Doric columns from below, surrounded by sea and sky made it particularly memorable. And easy to understand why the Greeks had chosen this spot as a temple for Poseidon. And that was just the first week.

Whether it was getting to know the city or our longer trips to Crete, the Peloponnese and the North, each day was full of discovery and relearning of the things that I had previously only seen in my textbooks or read about in text. Similarly, our trip to see *Trojan Women* in the ancient theater at Epidaurus brought to life the feeling of watching ancient Greek theater (even complete with an aching bum!)

It would be hard to recount all of the sites and museums in the jam-packed six-weeks. For me and my interests as a secondary teacher, I found a particular interest and inspiration from our visits to museums and the ability not only to see art and artifacts close up but also to have an expert explain them often. Already in the new school year, I've taken advantage of what I've learned to better illustrate the Classical world for my students. Undoubtedly, though, it will still be months before I finish organizing and naming my thousands of pictures.

Of course, sometimes, we got to see the artifacts even more close up than behind a museum case -- whether at the Wiener Lab, INSTAP or even *in situ*! I was reminded of this again as I was writing this report when I came across a *New York Times* article about the finds of Jack Davis and his colleagues at Pylos. We had seen that grave up close this summer as it was being dug, though since we were sworn to secrecy at the time, I've no way to actually prove it.

These moments will always be impressed in my Classical mind and experience as special. But I gained a deeper knowledge of the ancient and modern Hellenic world both from the program and its members but also from Greece itself -- and the chance to spend six weeks there getting to know it. In his lecture to us about the Parthenon, Dr. Manolis Korres called the temple "a vehicle in time" connecting the past and present. Certainly through my work and the program this summer, I gained insight and connection to the past, and I am so grateful that the Semple Award allowed me the opportunity to "journey in time" this summer.



Cynthia Swanson
Frederica Academy
Saint Simons Island, GA

Report of 2015 Grant Award Winner John McCluskey



This summer, with the generous support of CAMWS and the Mary A. Grant Award I had the privilege of attending the American Academy in Rome's 2015 Classical Summer School. As a high school Latin and Social Studies teacher, I have profited tremendously from this experience which has had a transformative impact on my approach to Latin language instruction. As a direct result of my participation, I have begun a new web-based module for my Latin classes that deploys second language acquisition research to increase L2 Latin proficiency. In addition, the many new materials and insights I gathered this summer have already greatly enriched my Social Studies units on the topography and material culture of the ancient city.

In this regard the Summer School's Latin pedagogy seminar was one of the most stimulating aspects of my time at the American Academy. In this forum, I had the wonderful and unprecedented opportunity to engage in meaningful collaboration with a diverse array of Classics graduate students and fellow Latin teachers. A product of this interaction has been my effort to create a new web resource for Latin teaching that combines artifacts from Rome's material culture with new editions of traditional pedagogical texts to enhance student reading proficiency and to foment second language acquisition. For this project, the Summer School's guided visits to Rome's wonderful national museums, especially the Museo Epigrafico and the Palazzo Massimo provided indispensable access to a host of otherwise inaccessible inscriptions and numismatic materials.

My World History classes have likewise profited from new curricular materials gathered from photographs and plans of archeological sites across Latium and Campania. Among these, the visits to Alba Fucens, Tarquinii, and Cerveteri have provided me with superb resources for my unit on archaic Rome and early Italian cultures. While at the same time, the visits to Ostia, Pompeii, and Herculaneum have allowed for a more focused approach to my unit on daily life and Roman social history.

These new initiatives in my classroom, would not have been financially possible without the sponsorship of the Mary A. Grant award, nor would my work have been as productive and meaningful without the kind guidance and tutelage of Genevieve Gessert the AARCSS program leader and her assistant Nathan Dennis. For this and for the opportunity to enjoy the quiet charm of the quaint Monteverde Vecchio neighborhood during an unforgettable summer of travel and discovery I am deeply grateful.

Sincerely, John McCluskey
Teacher of Latin, Spanish, and History
Fenwick High School (Oak Park, IL)

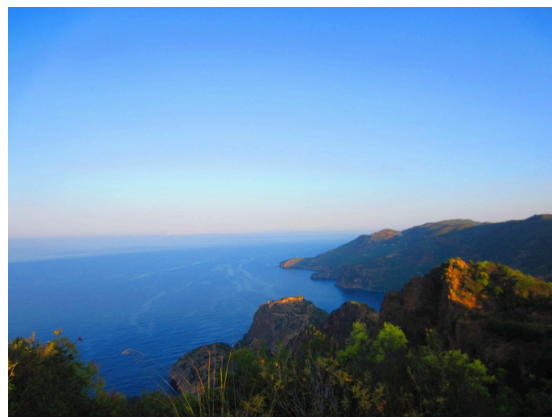
Report of 2015 Benario Award Winner Stacey Kenkeremath

CAMWS has granted Stacey Kenkeremath a one-year deferral of her award. Political violence in Tunisia this summer forced cancellation of her planned travel and research.

Report of Excavation / Field School Award Winner Joseph Burkhart

Thanks to CAMWS' very generous Excavation / Field School Award, this summer I was able to attend St. Olaf College's Archaeological Field School program at Antiochia ad Cragum. For about a month, I lived, labored and learned with about a dozen other undergraduates in the oven that was summertime coastal Turkey. Though the experience left me utterly exhausted both physically and mentally, it proved to be one of the most rewarding academic and intercultural experiences I have ever had.

The site of our excavations, Antiochia ad Cragum, is a town near Gazipasa (Turkey) and dates back to the late second century B.C.E., when it served as a pirate hideout. The city officially became a Roman town in 41 C.E., and reached its peak as a civic center in the third century. As a bishopric, it played a powerful role in early Christian politics, including the First Council of Nicaea. The remains of this Christian presence (two structures, one a multiphase church) are what St. Olaf College is excavating.



This was the view from the acropolis, where St. Olaf College currently conducts the excavation of two structures.

On a purely academic level, the program stressed experiential as much as intellectual learning. By the end of the month, I could wield a full-sized pickaxe so precisely that I could loosen and clear away individual layers of dirt without disturbing the packed-dirt flooring beneath. I could look at a structure's architectural features and make judgments on the structure's original layout and function. I could pick out pottery sherds from among countless rock shards, largely by sight alone (though sometimes both hearing and, admittedly, taste had to provide supplementary evidence). I could properly wash those same sherds, and categorize them based on function and composition. And finally, I could document all this data.



A rafter hole offers a striking perspective on Turkey's landscape, as well as its ethnic, cultural and historical roots.

That's not to say I didn't learn from books -- about half of my coursework took the form of assigned readings on almost every aspect of both Roman (and Turkish) culture and history related to the site. Almost every weekday, after seven hours of hard labor at the excavation, my classmates and I would work through articles covering everything from the physics behind Roman aqueduct systems, to the history of sea-piracy around Antiochia, to the sociopolitical causes of Turkey's archaeology fixation. I had the chance to learn how everyday people lived in the Roman Empire, how foreign cultures intermixed with Roman Culture, and how archaeologists can see the nature of those interactions through material finds.

But I would not want to give the wrong impression. This was far from just a physically and intellectually demanding summer course. It forced me to engage with a completely alien environment, and helped me push myself beyond my cultural and personal boundaries. My classmates and I lived and worked alongside fifteen-odd students from prominent Turkish universities (of whom only two spoke Eng-

lish), and had ample interaction with local villagers (many were descendants of Antiochia's townsfolk). I pushed myself to learn a completely new language on the fly, and I eventually could order food, go shopping, play soccer, make jokes, and assign chores in Turkish -- using just thirty-odd words and excessive sign language. Because I made such an effort to learn their language, I was able to connect on a much more personal level with the Turkish students. Several of them showed me that close friendships are made much more quickly in Turkish culture; by the program's end, two of my new friends both called me their brother.

It's now been more than two months since I left Turkey. My time there has given -- and continues to give -- great personal and academic insight. Thank you for the privilege.

Joseph Burkhart
St. Olaf College

Report of Excavation / Field School Award Winner Victor Republicano

CAMWS hopes to be able to print a report from Victor Republicano (University of Arizona), the second recipient of an Excavation / Field School Award, in the next issue of the newsletter.



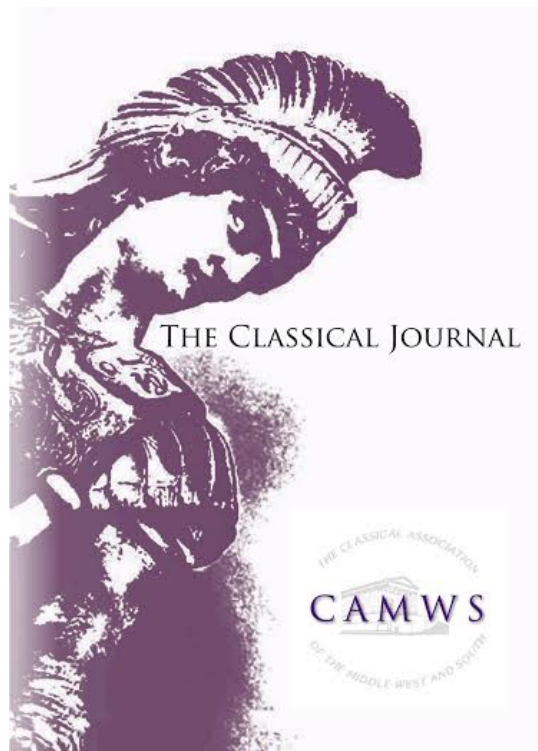
CAMWS Publications

New in *The Classical Journal*

The following articles are in *CJ* 111.1:

Sharon James, Timothy Moore, and Meredith Safran,
"The 2012 NEH Summer Institute On Roman Comedy In
Performance: Genesis And Reflections"

- The 2012 NEH Summer Institute on Roman Comedy in Performance aimed to encourage the performance and study of Roman comedy and to help scholars, students and performers negotiate the challenges that Roman comedy presents in mixing comic fun with disturbing elements. The Institute's directors brought together eight experts and twenty-five NEH Summer Scholars from various fields to study the performance practices and social background of Roman comedy, and to perform select scenes of Plautus and Terence using various techniques and approaches. The results clarify the importance of performance to interpretation, including by problematizing the dichotomy between "funny" and "serious." The Institute's success suggests that Roman comedy deserves a greater role on the modern stage and in the classroom.



Erin Moodie, "License To Thrill: Humor And Linguistic Accuracy In Translations Of Roman Comedy"

- When translating Roman comedy for performance, literalism and linguistic accuracy must be subordinated to the pursuit of an authentic response from the play's new audience. While the original may inspire many different responses, a translation necessarily simplifies the possibilities. Plautus' methods of adapting Greek New Comedy provide a model for the process of translating and transforming his own work, especially when one wishes to highlight his humor.

Michael Lippman, "Embodying The Mask: Exploring Ancient Roman Comedy Through Masks And Movement"

- Students and teachers of Roman comedy tend to be inexperienced in the mask work and body movement that would have formed an integral part of ancient performance. Masks and movement can help define character and status in a way that can be complementary to (or even subversive of) the written text as we have it. Augmenting textual readings through basic exercises and experiments in the classroom can illuminate the importance of these performative elements. This paper describes such experiments and suggests ideas for similar exercises that Classicists can try with their own students.

Timothy Moore and Ted Gellar-Goad, "Using Music In Performing Roman Comedy"

- In the original performances of Roman comedy, actors sang to the accompaniment of the two-piped *tibia*. Although complete reconstruction of this practice on the modern stage is impractical, participants in the 2012 NEH Summer Institute on Roman Comedy in Performance demonstrated several ways of incorporating music into modern performances, including hip hop-style performance; spoken dialogue with incidental music; a cappella singing to rhythms suggested by Plautus' and Terence's meters; accompanied singing of stichic meters to a repeated melody; and accompanied singing of a polymetric scene. Each of these approaches can be reproduced in the classroom to great pedagogical benefit.

Sophie Klein, "When Actions Speak Louder Than Words: Mute Characters In Roman Comedy"

- Because of their absence from the dialogue, mute characters often pass unnoticed in texts of Roman comedy. Focusing on them enhances the reader's view of the unspoken aspects of a play, in particular, how the visual elements can either support or subvert the verbal. Furthermore, they provide a unique pedagogical opportunity; the process of locating them in a script, inferring what they might be doing onstage, considering the implications of their social roles, and exploring the ambiguities they create in performance invites students to engage critically and creatively with a Roman comedy by expanding their view of a scene beyond the words on the page.

Christopher Bungard, "Negotiating Mastery: Staging Status In *Pseudolus*"

- Although underutilized in teaching Roman comedy, dramaturgy and performance engage teachers and students more deeply with the texts that survive from antiquity. This paper explores how requiring students to perform a scene of Roman comedy leads to more meaningful reflection on Roman social dynamics, particularly those between masters and slaves. Taking Ballio's *canticum* (*Pseudolus* 133-229) as a test case, this paper explores ways that interactions between characters on stage reinforce differing relations between masters and slaves. Although I focus on one scene, the process described in the paper can easily be applied more widely.

Meredith Safran, "Power Plays: 'Breaking' Into Critique Of Roman Comedy Through Metatheater"

- Drawing from personal experience with an experimental theater device, this article argues for the use of an interpolated breakout scene, as developed by the pioneering theater group Split Britches, to facilitate students' efforts to grapple with the conflicting impulses of laughter and disgust toward Roman comedy. In addition to enabling a critical comparative assessment of

ancient and modern norms, the breakout scene facilitates appreciation of aspects of Roman theatrical practices, especially the nature and power of metatheatricity.

Nancy Sultan, "*Pseudolus* At The *Ludi Megalenses*: Re-Creating Roman Comedy In Context"

- This is a post-production report on a student reenactment of the Roman *Ludi Megalenses* (Megalensia), including a *ludus scaenicus*, at Illinois Wesleyan University in May 2013. Students studied and re-created some of the rituals commonly associated in antiquity with the worship of the Magna Mater, including a procession of both Phrygian worshippers and Roman citizens and a staged reading of Plautus' *Pseudolus* in Latin and English. We grappled with questions of text and metatheatricity, theatrical and sacred space, actors, music, movement, costumes (including masks), authenticity, audience reception and occasion. The reenactment allowed us to gain a unique historical perspective by "living history," providing a laboratory for learning about ancient Roman ritual and theater practice.

Erica Bexley, "Ludic Lessons: Roman Comedy On Stage And In Class"

- This afterword offers reflections on the pedagogical value of using performance in the classroom by situating the 2012 NEH Summer Institute on Roman Comedy within the wider development of Performance/Theatre Studies as a university discipline. It also examines the methodology underpinning various approaches to performance and suggests further ways of implementing the ideas proposed in the preceding articles.

New in Teaching Classical Languages



Recent and Forthcoming Articles

- Liz Gloyn, "Ovid and his Ars: Preparing a Commentary for the Online Companion to the *Worlds of Roman Women*"
- Jiha Min, "Three Categories of Humor in Latin Pedagogy"
- Susan Thornton Rasmussen, "Why Oral Latin?"
- Christopher Francese, "A Podcasting Approach to Latin and Greek Orality"
- Ginny Lindzey, "The *Biduum* Experience: Speaking Latin to Learn"
- Robert Patrick, "Making Sense of Comprehensible Input in the Latin Classroom"
- Christine Albright, "Enhancing Latin and Greek Classes through a *Convivium*"
- Ryan Sellers, "Oil for the Wheels in Teaching Caesar: Yesterday and Today"
- Maxwell Teitel Paule, "Companions of Aeneas: Gamifying Intermediate Latin"
- Antonia Syson, "Close Readings in a Latin Dictionary"
- Mary Pendergraft, et al., "Perspectives on Mentoring Latin Teachers"

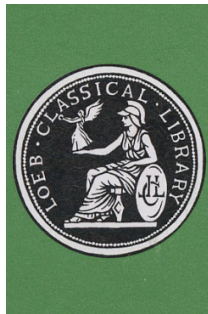
Teaching Classical Languages welcomes articles offering innovative practice and methods, advocating new theoretical approaches, or reporting on empirical research in teaching and learning Latin and Greek. Contact John Gruber-Miller, Editor, *Teaching Classical Languages*, Cornell College, Mt. Vernon, IA 52314, tcleditor@camws.org.



CAMWS News and Announcements

Loeb Classical Library Now Available for CAMWS Members

Current members of CAMWS are now able to access the Loeb Classical Library On-Line as a benefit of membership. To access the Loeb log-in page, go to cj.camws.org/loeb and sign in with the email address used to join CAMWS and the password provided by CAMWS. To obtain this password, contact stcamws@camws.org. The Loeb log-in page is also available on the drop-down menu at the top of every page. Click on Resources and then Loeb Classical Library.



Classical Language Standards Revision Underway

**Press Release
October 23, 2015**

The American Classical League (ACL) and the Society for Classical Studies (SCS), in conjunction with the American Institute of Archaeology (AIA), the Classical Association of New England (CANE), the Classical Association of the Middle West and South (CAMWS), the Classical Association of the Atlantic States (CAAS), and the Classical Association of the Pacific Northwest (CAPN), created a task force to revise the 1997 document *Standards for Classical Language Learning*.

The task force is adapting the *World-Readiness Standards for Learning Languages*, which were published in 2015 as general standards for teachers of World Languages, for use by teachers of Latin and Greek at all levels.

The task force has met twice, in April and October 2015, with additional work in between. The task force will make a preliminary document available for commentary from Classical Languages teachers between April 1 and May of 2016 via a survey. Those comments will be used to create a final document.

The new Standards will be presented at the 2016 ACL Institute in June. The task force is considering ways to roll-out the standards at regional and national meetings, as well as on-line presentations.

The World Readiness Standards for Learning Languages document is available at the ACTFL website: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>. There is a two-page summary of the standards which gives an orientation to the basic document.

Task Force on Classical Language Standards

Co-Chairs:

Kathy Elifrits, ACL
Mary English, SCS

Project Manager:

Sherwin Little, ACL

Task Force Members:

Christopher Amanna, CAAS
Kevin Ballestrini, ACL

Nava Cohen, ACL
John Gruber-Miller, SCS
Ian Hochberg, ACL
Liane Houghtalin, AIA
T. J. Howell, CANE
Bart Natoli, CAMWS
Teresa Ramsby, SCS
Logan Searl, CAPN
Karin Suzadail, ACL

For more information contact Sherwin Little, ACL Administrator, 860 NW Washington Blvd. Suite A, Hamilton OH 45013. info@aclclassics.org 513-529-7741.

Search Announced for Editor of *The Classical Journal*

Applications are now being accepted for the position of Editor of *The Classical Journal*. The term of the current Editor ends on June 30, 2016. Applicants must be members of The Classical Association of the Middle West and South (CAMWS) and must agree to serve at least one five-year term (July 1, 2016 through June 30, 2021). The CAMWS Constitution permits the term of the *CJ* Editor to be renewed once.

The *CJ* Editor is responsible for building an editorial team, for preparing and submitting electronic copy, for soliciting advertisements, and for supervising all initiatives undertaken by the journal, including its website. The *CJ* Editor appoints an Editorial Board, including a Book Review Editor and a Forum Editor, and is responsible for supervising the content and production of those sections and related online materials. The *CJ* Editor sits on the CAMWS Executive Committee and is paid an annual stipend. The CAMWS Secretary-Treasurer serves as Business Manager of *The Classical Journal* and handles subscriptions, billing, and other financial matters.

It is expected that the host institution will provide office space, computer facilities, and complete or partial funding for an editorial assistant. The first issue produced by the new Editor will be *CJ* 112.1 (October-November, 2016).

A letter of application with a CV should be sent by email to Professor Peter E. Knox, Chair, *CJ* Search Committee (Peter.Knox@Case.edu). The letter should address one's vision for *CJ* and include a statement about institutional support for the journal. Informal inquiries in advance of an application are welcome. Consideration of applications will begin on October 1, 2015 and will continue until the position is filled.

News from the Committee for the Promotion of Latin

Patrick Yaggy (Gwinett High School) received a BIG grant for sponsoring the annual Latinitas Awards Ceremony, which will be held on May 11, 2016.

The newly established CPL Student Group Travel Award is in high demand. Secretary-treasurer Tom Sienkewicz and CAMWS president Antony Augoustakis awarded funds for fall requests to:

- Caitlin Campbell (Dominion High School, Sterling VA)
- Philip Cortese (John Paul the Great Academy, Lafayette LA)
- Keely Lake (Wayland Academy, Beaver Dam, WI)
- Robbie Masterson (St. James Academy, Louisville, KY).

Mark your calendars: The deadline for spring and summer requests is January 30, 2016.

Report of the Graduate Student Issues Committee

The Graduate Student Issues Committee is pleased to welcome several new members from across the CAMWS region, making the current membership the largest in the committee's history! With our new members comes an exciting new project: we have started a blog featuring posts on professional development for graduate students. Check it out at <https://camwsgrads.wordpress.com/>. We are currently accepting written submissions. Anyone interested in contributing should email Wesley Wood for details (wewo3142@colorado.edu). Our Facebook page is also going strong (<https://www.facebook.com/gsic.camws>). In addition, we will be presenting a panel at the 2016 meeting in Williamsburg on assembling a teaching portfolio, and a workshop aimed at offering support to graduate teaching assistants. We also are working on planning a social event for graduate students. We hope to see all graduate student attendees in Williamsburg!

Future CAMWS Meetings

112th Annual Meeting

March 16-19, 2016 in [Williamsburg, VA](#)
[Colonial Williamsburg Resort](#)
at the invitation of the
[College of William and Mary](#)

113th Annual Meeting

April 5-8, 2017 in [Kitchener, ON, Canada](#)
[Holiday Inn](#)
at the invitation of the
[University of Waterloo](#)

114th Annual Meeting

April 11-14, 2018 in [Albuquerque, NM](#)
[Hotel Albuquerque](#)
at the invitation of the
[University of New Mexico](#)

115th Annual Meeting

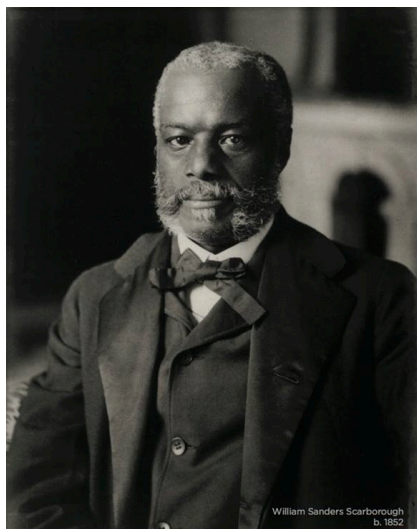
April 3-6, 2019 in [Lincoln, Nebraska](#)
[The Cornhusker Marriott](#)
at the invitation of the
[University of Nebraska](#)



CAMWS Members in the News

Portraits of Black Classicists, from Slaves to Scholars

CAMWS congratulates Michele Ronnick (Wayne State University, MI) on the 44th installation of her work on black classicism! The inaugural exhibit with 12 images was held in September, 2003 at the Detroit Public Library. The creation of this installation was supported by grants from the James Loeb Library Foundation at Harvard and a CAMWS CPL grant.



Rubin-Frankel Gallery
Florence and Chafetz House
at Boston University
213 Bay State Road, Boston, MA 02215

Opening Reception
Wednesday November 11, 2015 6-8pm
Rubin-Frankel Gallery

Curator Lecture
"Black Classicism in the Bay State"
Thursday November 12, 2016 4pm
Sargeant College (635 Comm. Ave.)
SAR 102

Portraits of Black Classicists, From Slaves to Scholars

November 11 - January 8

An exhibition of fourteen photographic reproductions of African-American Classical Scholars and Educators from the 19th and early 20th centuries.

Curated by Michele Ronnick, Professor of Classical Studies at Wayne State University, the portraits tell a tale rarely heard, let alone imagined.

Made possible through generous sponsorship by the BU Center for the Humanities and BU Department of Classical Studies

For more information, call 617-353-2427, or email classics@bu.edu, or go to www.bu.edu/classics

Insert Your Name Here!

CAMWS would like to recognize the recent accomplishments of its members, but we need your help. Share your individual and departmental news with us so that we may spread the word. The deadline for the Winter Newsletter is January 15, 2016.



From Our Institutional Members



The 2016 Bernice L. Fox Classics Writing Contest

sponsored by
The Department of Classics
at Monmouth College



The Trial of Aeneas

Imagine that Aeneas is on trial for abandonment of Dido of Carthage in a modern American courtroom. Give your closing remarks to the jury as either the prosecutor or defense attorney.

This contest is open to any student enrolled full-time in high school during the current school year. An award of \$250.00 will be given to the author of the best entry written in English on a specified theme. The entry may be an essay, a short story, a play, a poem, or any original literary work. This contest was established in 1985 by the Department of Classics at Monmouth College in Monmouth, Illinois, to honor Bernice L. Fox, to promote the study of Latin and the Classics in high schools, and to recognize the good work of high school students.

Judging

The entry should make frequent, specific, accurate, and appropriate references to actual events. Papers will be judged on historical accuracy, appropriate use of ancient sources, originality, quality of material, thematic development, appropriateness, correctness of English style, and effectiveness of presentation.

Contest Guidelines

Entries must be typed, double-spaced, on 8-1/2 x 11 inch paper, on one side only. No electronic submissions will be accepted. The entry must fit the theme of this year's contest. No minimum or maximum length is required. The entrant's name and school must not appear on the entry. Contestants should place a personal identification code (a *randomly selected* nine character series) on the top left-hand corner of every page of the entry and on a separate 8-1/2 x 11 inch sheet of paper which also contains the following information: author's name, date of birth, the student's personal identification code, school name, school address, teacher's name and email, and school phone number. No more than ten entries will be accepted from any individual school and only one entry per student. Failure to follow these guidelines will result in disqualification. Every entrant will receive a certificate of participation from Monmouth College. All entries must be postmarked no later than March 15th, and mailed to Dr. Thomas J. Sienkewicz, Capron Professor of Classics, Monmouth College, Monmouth, Illinois 61462. For further information, including a list of previous winners, please consult the contest website:

<http://department.monm.edu/classics/Department/FoxContest/>

All entries become the property of Monmouth College. The winner will be announced on or by April 15th on the contest website.

About Bernice L. Fox

Bernice L. Fox taught courses in English, Latin and Greek at Monmouth College from 1947 to 1981, and served as chair of the Department of Classics from 1970 till her retirement in 1981. Throughout her long and dynamic career she worked tirelessly to promote the Classics in Illinois high schools and colleges. She is also the author of *Tela Charlottae*, the Latin translation of E. B. White's *Charlotte's Web*. In 1991 Monmouth College conferred on her the honorary degree of Doctor of Humane Letters. She died in 2003.

Call for Papers: Tennessee Undergraduate Classics Research Conference

The University of Tennessee's Department of Classics is pleased to announce its fifth annual undergraduate research conference. The conference will be held on February 20, 2016, and we are currently calling for submissions from interested undergraduates throughout North America. This conference will pertain to a wide variety of topics concerning the classical world, with paper sessions being divided by theme based upon the papers accepted. Abstracts will be considered from any discipline within classical studies (archaeology, history, philology, etc.) or from a related field. Examples range from a study of numismatics of Late Antique Mesopotamia to an analysis of friendship in Cicero's *Pro Caelio*, or an analysis of geography and ethnography in Caesar's *de Bello Gallico*. (This is not an exhaustive list).

Papers should take no more than fifteen minutes to present, with an additional five minutes dedicated to Q&A afterwards. Audio-visual equipment will be available for presenters. Abstracts of no more than 250 words should be submitted by November 14, 2015 to Abby Durick: adurick@vols.utk.edu. Additional submission instructions are available on the conference webpage: <http://web.utk.edu/~classics/ugcc.html>. Notifications of acceptance will be sent on December 1, 2015. Please direct any inquiries to Abby Durick: adurick@vols.utk.edu or Sarah Parsly: sparsly@vols.utk.edu.



Other Announcements

Society for Classical Studies Precollegiate Teaching Award

The Society for Classical Studies has extended the deadline for nominations for its Precollegiate Teaching Award to Wednesday, November 4, 2015. For instructions on submitting nominations, go to:

<https://classicalstudies.org/awards-and-fellowships/scs-awards-excellence-teaching-precollegiate-level>.

Carin Green Memorial Fund

The Classics Department at the University of Iowa has set up a Memorial Fund for Carin Green. Donations will be used to support undergraduate majors at the UI for travel to study abroad, participate in archaeological digs, and other such uses. You can donate by going to this page:

<https://www.givetoioowa.org/GiveToIowa/WebObjects/GiveToIowa.woa/wa/goTo?area=classics>

Call for Papers: Preternatural Environments: Dreamscapes, Alternate Realities, Landscapes of Dread

CFP for special issue of *Preternature* (issue 6.1)

Deadline for submissions: March 1, 2016.

This special issue of *Preternature* seeks papers that examine elements and/or depictions of the preternatural in all sorts of environments. Scholars are increasingly drawing attention to the importance of spaces and their contexts, the stories we tell about them, and our interactions with them. This volume focuses on preternatural aspects of natural and unnatural environments such as dreamscapes, alternate worlds, and eerie landscapes.

Papers should investigate the connections between preternatural environments and literary, historical, anthropological, and artistic forms of understanding. Topics might include, but are not limited to:

- Defining the “preternatural environment” / preternatural aspects of an environment.
- Superstition and spaces.
- Demonic domains.
- Artistic representations of preternatural environments across the ages.
- Aspects of the uncanny in various physical settings.
- The pathetic fallacy and narrative theory.
- “Unnatural” landscapes and environments.
- Bridging natural and preternatural spaces.
- Preternatural ecology and ecocriticism.
- Connections between material environments, literary narratives, and the preternatural.
- Eerie landscapes as characters or significant presences in literature, history, and culture.
- How preternatural environments inform human behaviour, or how behaviour informs preternatural environments.

Preternature welcomes a variety of approaches, including narrative theory, ecocriticism, and behavioral studies from any cultural, literary, artistic, or historical tradition and from any time period.

Contributions should be 8,000 - 12,000 words, including all documentation and critical apparatus. For more information, see: http://www.psupress.org/journals/jnls_submis_Preternature.html or submit di-

rectly at: <https://www.editorialmanager.com/preternature/default.aspx>. (First-time users: click on "Register" in the menu at upper left.)

Preternature is published twice annually by the Pennsylvania State Press and is available through JSTOR and Project Muse. This periodical is also indexed in the ATLA Religion Database® (ATLA RDB®), www: <http://www.atla.com>.

Call for Papers: Classical Representations in Popular Culture

The Southwest Popular / American Culture Association (SWPACA) will once again be sponsoring sessions on **CLASSICAL REPRESENTATIONS IN POPULAR CULTURE** at their 37th annual conference, **February 10-13, 2016** at Hyatt Regency Hotel and Conference Center in beautiful Albuquerque, New Mexico.

Papers on any aspect of Greek and Roman antiquity in contemporary culture are eligible for consideration. Potential topics include:

- Cinema directly or indirectly reflecting aspects of the ancient world in cinema: recent films involving Classical themes which you might consider include *The Legend of Hercules*, *Pompeii*, *La Grande Belezza*, *Inside Llewyn Davis*, as well as television series which engage with classical themes like *Doctor Who*, *Game of Thrones*, *Spartacus*, *Battlestar Galactica*.
- Literary or theoretical analysis of literature employing classical references or motifs, like Anne Carson's *Autobiography of Red* or *Night*.
- Analysis of representations of classical history, literature, or philosophy in science fiction movies or books, such as Edward Gibbons to Asimov's *Foundation Trilogy* or the impact of Thucydides in Cold War cinema.
- Or, conversely, the influence of Science Fiction on representations of the ancient world in later cinema (e.g., how did George Lucas' empire of the *Star Wars* franchise influence later representations of the Roman Empire?)
- Intellectual history of popular culture: how has Classics in popular culture created or shaped social or intellectual currents?
- Classical themes in productions of theater, opera, ballet, music, and the visual arts.
- Paedagogical applications of classics in popular culture: how can we use contemporary films, literature in the classroom?

Other possible topics include (but are not limited to): the Classical heroic figure in modern film or literature; Greek epic or drama in popular culture; Greek and Roman women in film; Classics and the Western; and Greek and Roman mythology in children's film, television, or literature.

Submit abstracts of 500 words or fewer to the online submission database at:

conference2016.southwestpca.org

The deadline for submissions is **November 15, 2015**. Presentations are limited to 15 minutes. For questions, contact Area Chair Benjamin Haller at bhaller@vwc.edu.

A complete list of areas as well as information about the site, travel, awards (including several monetary awards for the best graduate student papers), guest speakers, special events, and other conference matters can be found on the conference website: <http://southwestpca.org>. Also, please visit <http://journaldialogue.org> for information about the organization's new, peer-reviewed journal, *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*.

Ascanius: Introducing eTogaTrek Videos



eTogaTrek is a year-long video series in which students can explore intriguing facets of ancient Roman civilization. All videos are intended for elementary - middle school students in public, private, parochial and home schools. Click [here](#) to view the first video of the series!

These videos enable the audience to be engaged, contain hands-on activities and multiple opportunities for viewers to respond to the information presented to them. Expressing thoughts in a journal is a primary component of these videos. They are available on YouTube and would serve as a great asset for classrooms, or home-school settings. Video viewers who share extraordinary responses may win a prize.

If you have any questions, please feel free to contact us at etogatrek@ascaniusyci.org.

Thank you!

The eTogaTrek Team

Ascanius: The Youth Classics Institute

www.ascaniusyci.org

Upcoming Programs from The Paideia Institute

Living Latin in Paris, December 27, 2015 - January 3, 2016

Living Latin in Paris is an intensive Latin experience focusing on medieval Latin and set in Paris. Participants read important Latin texts from the medieval to the Renaissance period that relate to the city of Paris, the intellectual capital of medieval Europe. Daily readings are paired with visits to important historical and literary sites in Paris and its environs. Both on site and in the classroom, participants are encouraged to communicate with instructors and each other in Latin. The program's goal is to provide an intensive period of medieval Latin study while helping participants form strong connections with medieval Latin literature and culture.

Participants must be over the age of 18 by December 26, 2015 and should know the basics of Latin grammar. This usually means at least one year of Latin at the university level or its equivalent.

For more information or to request application materials, visit the [program page](#).

Living Latin in Rome, June 4 - July 10, 2016

Living Latin in Rome is an intensive Latin experience set in the city of Rome. Participants read selections of the most important texts from across the history of the Latin language, including the late antique, Patristic, medieval, Renaissance and modern periods. Each text selected is linked to an important physical monument or place in the city of Rome, which the program visits on scheduled weekly site visits. The program's goal is to provide an intensive and continuous period of study of Latin while helping participants form strong emotional connections with Latin literature and culture.

Living Latin in Rome lasts for five weeks in June and early July. It has five different kinds of classes: classroom sessions in air-conditioned, WIFI-enabled classrooms, informal conversational Latin *sub arboribus*, interactive visits to important historical and literary sites in Rome, lectures in English on different aspects of Latin and its literature, and weekend trips to important sites outside of Rome.

Participants must be at least 18 years old by June 4, 2016 and know the basics of Latin grammar. This usually means at least one year of Latin at the university level or its equivalent.

For more information or to request application materials, visit the [program page](#).

Living Latin in Rome (High School), June 26 - July 12, 2016

The Living Latin in Rome high school program offers an intensive immersion in the Latin language and the city of Rome that is specifically designed for high school students. The program brings Latin to life both by reading ancient texts at the historical sites where they happened and through a variety of exercises for active oral production of Latin. Readings are drawn from the entire history of the Latin language and therefore include medieval and Renaissance Latin, to which students are rarely exposed in typical high school curricula.

The program lasts for two weeks in early July. It includes traditional classroom sessions, informal conversational Latin *sub arboribus*, interactive visits to important historical and literary sites in Rome, the production of scenes from a Latin play in an ancient theater, and weekend trips to important sites outside of Rome.

Students should know the basics of Latin grammar. This usually means at least two years of high school Latin. The program will begin reviewing applications on March 6, 2016. Applications after that date will be considered on a rolling basis.

For more information or to request application materials, visit the [program page](#).

Caesar in Gaul, July 16 - July 30, 2016

Caesar in Gaul is a two-week seminar designed to enhance participants' appreciation of Julius Caesar and the *Bellum Gallicum*. Developed specifically with the new AP curriculum in mind, the program includes lectures and seminars led by top scholars who are reshaping the field of Caesar studies today, as well as visits to key sites of the Gallic Wars and other important monuments of Gallo-Roman culture. The first week of the program, focusing on Caesar as a man of letters and the monuments of the Roman *provincia*, takes place in Aix-en-Provence. In the second week, participants will travel to Lyon and Burgundy a closer look at Gallic Culture and battle sites from the *Bellum Gallicum*.

This program is designed with high-school teachers of the AP curriculum in mind, but any interested reader of Caesar is welcome to apply.

For more information or to request application materials, visit the [program page](#).

Living Greek in Greece, July 30 - August 14, 2016

Living Greek in Greece is an intensive introduction to spoken Attic Greek. In daily language classes and immersive seminars, participants read and discuss ancient Greek literature and philosophy in Attic Greek. Classes are taught using active language pedagogy and participants build fluency by speaking the language and reading passages drawn from all of Greek literature. Seminars offer an immersive experience in which participants explore the literary and philosophical issues of a central text. This year's seminar readings will be drawn from Homer's *Odyssey*.

In addition to the daily seminar sessions, Living Greek in Greece includes an optional Christian Greek reading group, lectures in English on various topics related to classical or modern Greek culture, and a trip to an important site in Greece that is relevant to the year's theme. In 2016, the course will visit Kefalonia and Zakynthos.

Participants should have a basic reading knowledge of Attic Greek. This is usually the equivalent of one year of Greek at the university level. The program will begin reviewing applications on February 15, 2016. Applications after that date will be considered on a rolling basis.

For more information or to request application materials, visit the [program page](#).

Scholarships

The Paideia Institute is able to offer a number of full and partial scholarships to students with financial need. Please visit our [scholarships page](#) to learn more.



Sneak Peek: Approved for the Williamsburg Meeting

Panels

Quisque suos patimur manis: Intertextuality in Virgil's Underworld

Julia D. Hejduk (Baylor University), organizer and presider

John F. Miller (University of Virginia), respondent

1. You will not be Ptolemy: Performing a Callimachean Hymn in Vergil's Underworld. **Brittney Szempruch** (Stanford University)
2. Failed Address: Catullus 101 in the *Aeneid*. **John K. Schafer** (Northwestern University)
3. Mapping the Afterlife: The Reception of Cicero in *Aeneid* 6. **Spencer Cole** (University of Minnesota)

Prophecy and Ethnography: New Light on Herodotus' *Histories*

Dustin S. Cranford (University of Maryland, College Park), organizer

Donald Lateiner (Ohio Wesleyan University), presider and respondent

1. Artemisia and an Anti-Carian Bias in Herodotus. **Dustin S. Cranford** (University of Maryland, College Park)
2. Homer in Herodotus & Aeschylus: Assimilating the 'Other'. **Noah B. Cogan** (St. Catherine's School)
3. Herodotus' Characterization of a Divine Xerxes. **Jordan F. Slavik** (University of Maryland, College Park)
4. Accept What Is Given: A Reading of Herodotus 8.114. **Robert S. Santucci** (University of Maryland, College Park)

Now Trending: Intertextual and Intercultural Approaches

Georgia L. Irby (College of William and Mary), organizer and presider

1. The Expressive Grammar of Ezekiel 1-2. **Rachel Greenfield** (College of William and Mary)
2. Cynthia, *sola parentes*: the Intertextual Makeup of Propertius 1.11. **Harry Samuel Crusemire** (College of William and Mary)
3. Apollo in Love: Pursuing Elegy in his Wake. **Dereck Basinger** (College of William and Mary)
4. The Role of *Melothesia* in Ancient Medicine and Its Relation with the *Yavana Jataka*. **Tejas S. Aralere** (College of William and Mary)

Digital Classics in the Classroom

John C. Gruber-Miller (Cornell College), organizer and presider

1. Introduction: Digital Pedagogy in the 21st Century Educational Landscape. **John C. Gruber-Miller** (Cornell College)

2. "Modern, Ancient, Awesome": Academic Classics in the Early 21st Century. **Amy R. Cohen** (Randolph College)
3. Using Virtual Globes in the Classics Classroom. **Rebecca K. Schindler** (DePauw University)
4. Digital Pedagogy in the Latin Classroom: The Case of Fronto Online. **Bartolo A. Natoli** (Randolph-Macon College)
5. Making a Collaborative Digital Commentary on Ovid, *Metamorphoses* 3. **Bret Mulligan** (Haverford College)
6. The Value of Embedding Digital Humanities in the Undergraduate Curriculum. **Eric K. Dugdale** (Gustavus Adolphus College)

Into the Ancient Woods: Metaliterary References in Republican Literature
T. H. M. Gellar-Goad (Wake Forest University), co-organizer and co-president
Christopher B. Polt (Boston College), co-organizer and co-president

1. The Well-Worn Road: Metapoetics from Ennius to Ovid. **John H. Henkel** (Georgetown College)
2. Metatheater, Meretrices, and Life Behind the Scenes in Plautus and Terence. **T. H. M. Gellar-Goad** (Wake Forest University)
3. Lucilius and the Satisfaction of *satura*. **Jennifer K. Ferriss-Hill** (University of Miami)
4. ποιητῆς ὀλιγοποιός: Animal Song and Metapoetry in Cicero's *Prognostica*. **Christopher B. Polt** (Boston College)
5. The Light of Lucretius: A Metapoetic Acrostic (L-U-C-E) in *De Rerum Natura* 5.712-15. **Leah J. Kronenberg** (Rutgers University)

Teaching Vergil's *Aeneid* at the College Level: Studies and Strategies
Christine L. Albright (University of Georgia), organizer and president
James J. O'Hara (University of North Carolina at Chapel Hill), respondent

1. *Quod accidit in spēluncā, in spēluncā manet*: Adapting *Aeneid* 4 for College-Level Introductory Latin. **Virginia Closs** (University of Massachusetts at Amherst)
2. Learning Vergil with Little Data. **Douglas C. Clapp** (Samford University)
3. Approaching the *Aeneid* through Art. **Christine L. Albright** (University of Georgia)
4. *Aeneids* in English. **Antonia Syson** (Purdue University)

Of Travels, Fish-Jokes, and the Roman Forum: Plautus's *Curculio* Revisited
Mathias Hanses (Penn State University), co-organizer and co-president
Emilia A. Barbiero (New York University), co-organizer and co-president

1. A Cute Illness in Epidaurus: *Morbus hepaticus* and other sick jokes in Plautus' *Curculio*. **Michael S. Fontaine** (Cornell University)
2. Here and There in Plautus' *Curculio*. **Emilia A. Barbiero** (New York University)
3. Men Among Monuments: Plautus's *Choragus* and Roman Topography. **Mathias Hanses** (Penn State University)

The Afterlife in Etruria: New Approaches to Funerary Evidence
Molly R. Swetnam-Burland (College of William and Mary), co-organizer and president
Gretchen E. Meyers (Franklin and Marshall College), co-organizer

1. Ceremonial Cloth: The Representation of Textiles in Etruscan Funerary Imagery. **Gretchen E. Meyers** (Franklin and Marshall College)
2. From the Battlefield to the Tomb: An Analysis of Etruscan Warfare as Evidenced by Funerary Contexts. **Alexander Mazurek** (University at Buffalo)

3. Trade, Value, and Ritual: The Life and Times of a Krater by the Niobid Painter from Perugia. **Molly R. Swetnam-Burland** (College of William and Mary) and **Keely E. Heuer** (State University of New York at New Paltz)

4. Demonic or Divine: Exploring the Role of Vanth in Etruscan Art. **Kara K. Burns** (University of South Alabama)

5. Crossing Boundaries: A Gendered Reinterpretation of Etruscan Demons. **Jacqueline K. Ortoleva** (Seattle Central College)

Collaborative Pedagogy in the Digital Age:

Flipped Classrooms and Lab Environments in Classics

J. Matthew Harrington (Tufts University), co-organizer and presider

Marie-Claire Beaulieu (Tufts University), co-organizer

1. Collaborative Student Research in Classical Mythology: Beyond the Lecture. **Marie-Claire Beaulieu** (Tufts University)

2. Data from Student Treebanking as a Pedagogical Resource. **Robert Gorman** (University of Nebraska- Lincoln)

3. Texts to the People: Treebanking within the Perseids Platform as a Means to Unify the Consumption and Production of Scholarship across the Discipline. **J. Matthew Harrington** (Tufts University)

4. A Lab-style Greek Course: Treebanking and the Flipped Classroom. **Drew Latimer** (Tufts University)

Rediviva: Reception of the Classical Languages in a Post-Classical Context

Patrick M. Owens (Wyoming Catholic College), organizer and presider

1. Pagans and Theologians: An Examination of the Use of Christian Sources in Niels Hemmingsen's *De lege naturae*. **Eric J. Hutchinson** (Hillsdale College)

2. Bartolomeo Merula: Renaissance Editor of Classical Texts. **Angela Fritsen** (Episcopal School of Dallas)

3. λαοὶ δὲ δὴ ἄλλοι: Theognis in Reformation Germany. **Joseph A. Tipton** (Winthrop University)

4. *Carthago Indiarum obsesa (sic) sed non expugnata*: New Punic Wars in the New World. **Dennis Toscano** (Kentucky University)

GSIC Panel

Assembling a Teaching Portfolio for the Job Market

Laura C. Takakjy (University of Texas at Austin), organizer and presider

1. The Basics of Building an Effective Teaching Portfolio. **Bartolo A. Natoli** (Randolph-Macon College)

2. Writing a Reflective Teaching Statement: Six Words to Guide You. **Sophie Mills** (University of North Carolina at Asheville)

3. Teaching Portfolios for Secondary School Positions. **Sherwin D. Little** (American Classical League)

4. Things to Know before You Go: Some Unexpected Challenges. **Jennifer S. Starkey** (San Diego State University)

Presidential Panel I

"New Directions in Flavian Epic"

Eleni H. Manolaraki (University of South Florida), organizer

Antonios C. Augoustakis, (University of Illinois at Urbana-Champaign), presider

1. Sonic Images in Flavian Epic. **Eleni H. Manolaraki** (University of South Florida)

2. Reversal of Fortune: Statius' *Thebaid* and Valerius' *Argonautica*. **Tim Stover** (Florida State University)
3. Empowering Sadness: Grief, Gender and Action in Statius' *Thebaid* and Virgil's *Aeneid*. **Helen V. Lovatt** (The University of Nottingham)
4. Temple Monuments and Literary Memory in Silius' *Punica*. **Alison M. Keith** (University of Toronto)
5. Searching for Ovid at Silius' Cannae. **Raymond D. Marks** (University of Missouri)

Presidential Panel II

Urbs et Orbis: Ancient Rome on the Global Screen

Monica S. Cyrino (University of New Mexico), organizer

1. "Those Crazy Greeks!": Federico Fellini's Reception of Greek Culture in *Fellini Satyricon* (1969). **Vince Tomasso** (University of South Florida)
2. Sympathy for the Roman-Americans? *Causae* and Controversy in the *Aeneid* and *Battlestar Galactica* (2003-2009). **Meredith E. Safran** (Trinity College)
3. A Roman in Kyoto: Empire Nostalgia in Takeushi Hideki's *Thermae Romae* (2012). **Monica S. Cyrino** (University of New Mexico)
4. Upstairs/Downstairs: The Comedy of Social Class in *Plebs* (2013-) and *Pepum* (2015). **Stacie Raucci** (Union College)

CPL Panel

New Trends, New Challenges: Teaching Latin in Secondary School upon Earning an M.A. or Ph.D.

Barbara P. Weinlich (University of Montana), organizer

Sherwin D. Little (American Classical League), presider

James J. Clauss, (University of Washington), respondent

1. *Doceo, ergo sum*: Translating the Skills of the Graduate Student into a Successful Teacher. **Brooke Owens** (Lake Forest High School)
2. The Babysitter, the ABD, and the Absent Minded Professor. **Thomas E. Strunk** (Xavier University)
3. High School Teaching, A Vocation for Classics Ph.Ds. **Peter J. DeRousse** (Hinsdale South High School)

National Committee for Greek Panel

Tools for Teaching Beginning Greek in a New Era

Wilfred E. Major (Louisiana State University), organizer and presider

1. Teaching Greek Accents with One Guiding Principle. **Emily Varto** (Dalhousie University)
2. Teaching Ancient Greek with a Digital Textbook: Some Preliminary Observations. **Michael Laughy** (Washington and Lee University)
3. Testing Tools for Ancient Greek on Digital Platforms. **Wilfred E. Major** (Louisiana State University)
4. The National Greek Exam and Greek in the Junior Classical League. **Generosa A. Sangco-Jackson** (Oak Hall School)
5. The 2015 College Greek Exam. **Albert T. Watanabe** (Louisiana State University)

Workshops

Achievement Unlocked: The Twice Exceptional Student in the Latin Classroom

Ariel S. Baska (W.T. Woodson High School), organizer and presenter

William E. Hutton (College of William and Mary), presider

Vox Populo: The Risks and Rewards of Public Scholarship
Donna Zuckerberg (Paideia Institute), organizer and presider
Johanna Hanink (Brown University), presenter
James Romm (Bard College), presenter
Dan-el Padilla Peralta (Columbia University), presenter
Helen Morales (University of California at Santa Barbara), presenter
Zachary Herz (Columbia University), presenter

Living Languages: Second Language Acquisition Research,
Ancient Texts, and the Latin Classroom
Jason C. Pedicone (Paideia Institute), organizer and presider
Elizabeth Butterworth (Paideia Institute), presenter

Bringing Rome Home: Collaborative Technologies for Roman Material
Culture and History in the Latin Classroom
Genevieve Gessert (American Academy in Rome), organizer and presider
John McCluskey (Fenwick High School), presenter
Crystal Rosenthal (Episcopal School of Dallas), presenter
Jenny Dean (Kingswood Oxford), presenter

GSIC Workshop
Grad to Grad: Support for Current and Future Teaching Assistants
Wesley J. Wood (University of Colorado Boulder), organizer and presider
Stephanie Krause (University of Colorado Boulder), presenter

NCLG Workshop
Supporting and Mentoring New Teachers: A Tirones Project
Mary L. Pendergraft (Wake Forest University), organizer
Keely K. Lake (Wayland Academy), presider
Mary L. Pendergraft (Wake Forest University), presenter
Damian JM. Tremblay (Freedom High School), presenter
Kevin M. Perry (National Cathedral School), presenter
Brent Cavedo (University of Georgia), presenter
Howie Berman (American Council on The Teaching of Foreign Languages), presenter

CPL Workshop
Strangers in a Strange Land: Successful Latin in Urban Schools
Rev. B.A. Gregg (Cleveland School of Science and Medicine), organizer and presenter
Barbara P. Weinlich (University of Montana), presider



2015-2016 Committee Members

Executive Committee

Antonios C. Augoustakis	U. of Illinois, Urbana-Champaign	President
Alden Smith	Baylor University	President Elect
Ruth Scodel	University of Michigan	Immediate Past President
Thomas J. Sienkewicz	Monmouth College	Secretary-Treasurer
Laurel Fulkerson	Florida State University	Ed., <i>Classical Journal</i>
John C. Gruber-Miller	Cornell College	Ed., <i>Teaching Classical Languages</i>
Timothy S. Heckenlively	Baylor University	Ed., CAMWS Newsletter
Barbara P. Weinlich	University of Montana	Chair, CPL
Andromache Karanika	University of California, Irvine	Chair, Finance Comm.
Roger T. Macfarlane	Brigham Young University	Chair, Membership Comm.
Nicoletta Villa-Sella	The Linsly School	Chair, Steering Comm.
Catherine C. Keane	Washington U. in St. Louis	Member-at-Large
James J. O'Hara	U. of North Carolina, Chapel Hill	Member-at-Large
Hunter H. Gardner	University of South Carolina	Member-at-Large

Program Committee

Antonios C. Augoustakis	U. of Illinois, Urbana-Champaign	2016 (Chair)
Ruth Scodel	University of Michigan	Past Pres., <i>ex officio</i>
Alden Smith	Baylor University	Pres. Elect, <i>ex officio</i>
Zina Giannopoulou	University of California, Irvine	2016
Alison R. Futrell	University of Arizona	2016
Eric K. Dugdale	Gustavus Adolphus College	2016
Jeremy S. Hartnett	Wabash College	2016
Marilyn B. Skinner	University of Arizona	2017
Christopher Nappa	University of Minnesota	2018
Laura K. McClure	University of Wisconsin-Madison	2018

Committee for the Promotion of Latin

Barbara P. Weinlich	University of Montana	2016 (Chair)
Megan O. Drinkwater	Agnes Scott College	2016
Tyler Lansford	University of Colorado	2016
David B. Wharton	U. of North Carolina, Greensboro	2017
Osman S. Umurhan	University of New Mexico	2018
Rev. B. A. Gregg	Cleveland School of Science and Technology	2018
Marcie Handler	Covington Latin School	2018

Development Committee

John F. Miller	University of Virginia	2018 (Chair)
Tyler Jo Smith	University of Virginia	2016
Marilyn B. Skinner	University of Arizona	2016
John Gruber-Miller	Cornell College	2018
Peter E. Knox	Case Western Reserve Univ.	2018
Charles F. Pazdernik	Grand Valley State University	2018
Antonios C. Augoustakis	U. of Illinois, Urbana-Champaign	Pres., <i>ex officio</i>
Thomas J. Sienkewicz	Monmouth College	Sec.-Treas., <i>ex officio</i>

Finance Committee

Andromache Karanika	University of California, Irvine	2016 (Chair)
Angeliki Tzanetou	U. of Illinois, Urbana-Champaign	2016

David J. Schenker	University of Missouri	2016
Jenny Strauss Clay	University of Virginia	2018
Mathias Hanses	Penn State University	2018
Lisl Walsh	Beloit College	2018
Antonios C. Augoustakis	U. of Illinois, Urbana-Campaign	Pres., <i>ex officio</i>
Thomas J. Sienkewicz	Monmouth College	Sec.-Treas., <i>ex officio</i>

Membership Committee

Roger T. Macfarlane	Brigham Young University	2018 (Chair)
Rebecca Futo Kennedy	Denison University	2016
Douglas C. Clapp	Samford University	2016
Lauren S. Rogers	Salem Academy	2017
Vassiliki Panaoussi	College of William and Mary	2018
Lorenzo F. Garcia, Jr.	University of New Mexico	2018
Stephanie A. McCarter	Sewanee: The Univ. of the South	2018
Antonios C. Augoustakis	U. of Illinois, Urbana-Campaign	Pres., <i>ex officio</i>
Thomas J. Sienkewicz	Monmouth College	Sec.-Treas., <i>ex officio</i>

Merit Committee

James M. May	St. Olaf College	2018 (Chair, Orator)
Daniel B. Levine	University of Arkansas	2018
Julia D. Hejduk	Baylor University	2016
Gregory N. Daugherty	Randolph-Macon College	2016
James V. Lowe	John Burroughs School	2017
Susan C. Shelmerdine	U. of N. Carolina, Greensboro	2017
Georgia L. Irby	College of William and Mary	2018

Nominating Committee

Ruth Scodel	University of Michigan	2016 (Chair)
Eleni Manolaraki	University of South Florida	2016
Christine G. Perkell	Emory University	2016
James A. Andrews	Ohio University	2017
Carole E. Newlands	University of Colorado Boulder	2018
Monica S. Cyrino	University of New Mexico	2018
Anatole Mori	University of Missouri	2018
Thomas J. Sienkewicz	Monmouth College	Sec.-Treas., <i>ex officio</i>

Steering Committee on Awards and Scholarships

Nicoletta Villa-Sella	The Linsly School	2018 (Chair)
Andrew Faulkner	University of Waterloo	First Book Award
Jason S. Nethercut	Knox College	School Awards
Ryan G. Sellers	Memphis University School	
Ariana E. Traill	U. of Illinois, Urbana-Champaign	Semple, Grant, & Benario
Sophie Mills	U. of North Carolina at Asheville	Stewart Undergraduate
Heather Vincent	Eckerd College	Stewart Training/Travel
Mary L. Pendergraft	Wake Forest University	Kraft/CAMWS Teaching
Sandra L. Blakely	Emory University	Excavation/Field School
Helena R. Dettmer	University of Iowa	Ladislaus J. Bolchazy Award

Resolutions Committee

Geoffrey W. Bakewell	Rhodes College	2017 (Chair)
Angeline C. Chiu	University of Vermont	2016
Kristopher F. B. Fletcher	Louisiana State University	2017

Kristin O. Lord	Wilfred Laurier University	2018
Anne H. Groton	St. Olaf College	2018
Robert T. White	Shaker Heights High School	2018

Publications Sub-Committee of the Executive Committee

Antonios C. Augoustakis	U. of Illinois, Urbana-Champaign	President
Ruth Scodel	University of Michigan	Immediate Past President
Laurel Fulkerson	Florida State University	Ed., <i>The Classical Journal</i>
Joel P. Christensen	University of Texas, San Antonio	Ed., <i>Classical Journal Online</i>
John C. Gruber-Miller	Cornell College	Ed., <i>Teaching Classical Languages</i>
Timothy S. Heckenlively	Baylor University	Ed., CAMWS Newsletter
Bartolo A. Natoli	Randolph-Macon College	Editor, <i>CJ Forum</i>
Thomas J. Sienkewicz	Monmouth College	Secretary-Treasurer

History Committee

Ward W. Briggs, CAMWS Historian	University of South Carolina	2018 (Chair, <i>ex officio</i>)
Anne H. Groton	St. Olaf College	2016
Justin M. Schwamm	Massey Hill Classical HS, NC	2016
Ippokratis Kantzios	University of South Florida	2017
Thomas J. Sienkewicz	Monmouth College	Sec.-Treas., <i>ex officio</i>

Campaign for CAMWS Committee

Peter Knox	Case Western Reserve Univ., chair
Antony Augoustakis	U. of Illinois, Urbana-Champaign
John Breuker	Western Reserve Academy, retired
Ruth Scodel	University of Michigan
Tyler Jo Smith	University of Virginia

Subcommittees for Awards

Subcommittee on the Semple, Grant and Benario Travel Awards

Ariana E. Traill	U. of Illinois, Urbana-Champaign	2018 (Chair)
Joel P. Christensen	U. of Texas, San Antonio	2016
Diane J. Rayer	Grand Valley State University	2017
Ian N. Hochberg	St. Stephen's & St. Agnes School	2017
Michele V. Ronnick	Wayne State University	2018
Andrew S. Becker	Virginia Tech	2018

Subcommittee on the First Book Award

Andrew T. Faulkner	University of Waterloo, Ontario	2018 (Chair)
Jennifer L. Larson	Kent State University	2016
Kyle Harper	University of Oklahoma	2016
Joseph L. Rife	Vanderbilt University	2017
Jane W. Crawford	University of Virginia	2017
Neil W. Bernstein	Ohio University	2018

Subcommittee on the School Awards

Jason S. Nethercut	Knox College	2018 (Co-Chair)
Ryan G. Sellers	Memphis University School	2018 (Co-Chair)
William S. Duffy	U. of Texas at San Antonio	2016
Krishni S. Burns	BASIS San Antonio	2017
Amy K. Leonard	Tucker High School	2017
Salvador Bartera	Mississippi State University	2017
Margaret W. Musgrove	University of Central Oklahoma	2018

Debbie Felton	U. of Mass. Amherst	2018
Sarah Ellery	Montgomery Bell Academy	2018
Chris Ann Matteo	Washington Latin Charter Public School	2018

Subcommittee on the Stewart Undergraduate Awards

Sophie Mills	U. of North Carolina, Asheville	Chair, 2016
Max L. Goldman	Vanderbilt University	2016
Timothy S. Heckenlively	Baylor University	2016
Eddie R. Lowry, Jr.	Ripon College	2017
Peter J. Anderson	Grand Valley State University	2018
Thomas Biggs	University of Georgia	2018

Subcommittee on the Stewart Training and Travel Awards

Heather Vincent	Eckerd College	2016 (Chair)
Lorenzo F. Garcia, Jr.	University of New Mexico	2016
Simon P. Burris	Baylor University	2016
Julie Langford	University of South Florida	2016
Robin C. Anderson	Phoenix Country Day School	2017
Elizabeth J. Rief	Summit School	2017
Lindsay Herndon	Spotsylvania Middle School	2018

Subcommittee on the Teaching Awards (Kraft and CAMWS)

Mary L. Pendergraft	Wake Forest University	2018 (Chair)
Garrett A. Jacobsen	Denison University	2016
Howard W. Chang	Flint Hill School	2016
Louise H. Pratt	Emory University	2017
Michele P. Bertaud	Carmel Catholic Latin High School	2017
Bartolo A. Natoli	Randolph-Macon College	2017
Kirk Sanders	U. of Illinois, Urbana-Champaign	2018
Robert J. Sklenář	University of Tennessee	2018

Subcommittee on the Excavation and Field School Award

Sandra L. Blakely	Emory University	2016 (Chair)
Barbara Tsakiris	Vanderbilt University	2016
Amy Sowder-Koch	Towson University	2016
Douglas Clapp	Samford University	2018
Andrew Carroll	Regis Jesuit High School	2018

Subcommittee on the Ladislaus J. Bolchazy Pedagogy Book Award

Helena R. Dettmer	University of Iowa	2016 (Chair)
Barbara Weiden Boyd	Bowdoin College	2016
Mark A. Haynes	Creighton Preparatory School	2016
Generosa Sangco-Jackson	Oak Hall School	2018
Beth Severy-Hoven	Macalester College	2018

Historian

Ward W. Briggs	University of South Carolina	2018
--------------------------------	------------------------------	------

Photographer

Georgia L. Irby	College of William and Mary	2018
---------------------------------	-----------------------------	------

CAMWS Representative to Federation of the Societies of Classical Studies (FIEC)

Max L. Goldman	Vanderbilt University	2016
--------------------------------	-----------------------	------

CAMWS Webmaster

Bartolo A. Natoli	Randolph-Macon College	2018
-----------------------------------	------------------------	------

CAMWS Social Media Director

Sarah C. Teets	University of Virginia	2018
--------------------------------	------------------------	------

Graduate Student Issues Committee (affiliated with CAMWS)

Sarah C. Teets (Chair)	University of Virginia	Chair
Elizabeth Deacon	University of Colorado, Boulder	
Stephanie Krause	University of Colorado, Boulder	
Rachel Fernandez	University of Colorado, Boulder	
Jennifer L. LaFleur	University of Virginia	
Laura C. Takakjy	University of Texas at Austin	
Wesley J. Wood	University of Colorado, Boulder	
Robert H. Simmons	Monmouth College	CAMWS Liaison to GSIC

**2015-2016 CAMWS State, Provincial,
and Regional Vice-Presidents****Canada Region**

VP: Andrew Faulkner	University Of Waterloo, ON	2016
Manitoba: C. Michael Sampson	University of Manitoba	2017
Ontario: Fanny Dolansky	Brock University	2018
Saskatchewan: John R. Porter	University of Saskatchewan	2018

Gulf Region

VP: T. Davina McClain	Louisiana Scholars' College	2016
Alabama: P. Andrew Montgomery	Samford University	2017
Louisiana: Wilfred E. Major	Louisiana State University	2018
Mississippi: Jonathan Feeno	University of Mississippi	2018
Texas: Deborah Beck	University of Texas at Austin	2018

Lake Michigan Region

VP: Daniel W. Leon	U. of Illinois,Urbana-Champaign	2018
Illinois: Emil A. Kramer	Augustana College	2016
Indiana: Antonia Syson	Purdue University	2018
Michigan: Anise K. Strong	Western Michigan University	2016

Northern Plains Region

VP: Lorina N. Quartarone	University Of St. Thomas, MN	2017
Minnesota: Clara S. Hardy	Carleton College	2017
North Dakota: Rocki Wentzel	Augustana College	2018
South Dakota: Rocki Wentzel	Augustana College	2017
Wisconsin: Keely Lake	Wayland Academy	2018

Ohio Valley Region

VP: Gwen L. Compton-Engle	John Carroll University, OH	2018
---------------------------	-----------------------------	------

Ohio: Garrett Jacobsen	Denison University	2018
West Virginia: E. Del Chrol	Marshall University	2016

Plains Region

VP: Marcia H. Lindgren	University of Iowa	2016
Iowa: Monessa Cummins	Grinnell College	2018
Kansas: Cheryl L. Golden	Newman University	2017
Missouri: Amy Norgard	Truman State University	2018
Nebraska: Mark A. Haynes	Creighton Preparatory High School	2016
Oklahoma: John H. Hansen	University of Oklahoma	2016

Rocky Mountain Region

VP: Osman S. Umurhan	University of New Mexico	2018
Arizona: Jared Copeland	Scottsdale Preparatory Academy	2017
Colorado: Tyler Lansford	University of Colorado, Boulder	2018
Nevada: Susan O. Shapiro	Utah State University	2018
New Mexico: Luke Gorton	University of New Mexico	2018
Utah: Susan O. Shapiro	Utah State University	2016
Wyoming: Laura A. De Lozier	University of Wyoming	2018

Southeast Region

VP: Hunter Gardner	University of South Carolina	2016
Florida: James Sickinger	Florida State University	2016
Georgia: Amy K. Leonard	Tucker High School	2016
South Carolina: Randall Childree	Furman University	2016

Tidewater Region

VP: Keyne A. Cheshire	Davidson College	2017
North Carolina: T.H.M. Gellar-Goad	Wake Forest University	2016
Virginia: Trudy Harrington Becker	Virginia Tech	2017

Upper South Region

VP: Christopher P. Craig	University of Tennessee	2017
Arkansas: Maureen R. Stover	Mt. St. Mary's Academy	2018
Kentucky: Marcie D. Handler	Covington Latin School	2018
Tennessee: Edward G. Long	Clarksville High School	2017

At-Large Region

VP: Stacie Raucci	Union College, NY	2016
-------------------	-------------------	------



Financial Contributors to CAMWS for 2015-2016

Awards and Scholarships

Aileen Ajootian
Thomas Biggs
Joel P. Christensen
Jane W. Crawford
Sean Daly
Rachel Fernandez
John J. Fraser

G. Edward Gaffney
Elizabeth G. Harvey
Sharon L. James
Catherine C. Keane
Caroline S. Kelly
Eleanor W. Leach
Brian M. Mumper
Joshua P. Nudell

Jacqueline K. Ortoleva
Christina M. Vester
Teresa C. Yates

Bolchazy Pedagogy Book Prize

Marianthe Colakis
William S. Duffy
Elizabeth G. Harvey
Stanley A. Iverson
Eddie R. Lowry, Jr.
Stephen Pilewski
Donald E. Sprague

Campaign for CAMWS 2016

Antonios C. Augoustakis
Kevin Batton
David F. Bright
Christopher P. Craig
Elizabeth A. Fisher
John C. Gruber-Miller
Elizabeth G. Harvey
Julia D. Hejduk
Peter E. Knox and Sandra Blakely
William E. McCulloh
S. Douglas Olson
Thomas J. Sienkewicz
Marilyn B. Skinner
Niall W. Slater
Brian M. Tibbets and Megan Scott
Robert W. Ulery
Matthijs H. Wibier
Patrick W. Winterrowd

CPL

Wisconsin Latin Teachers Association

Excavation / Field School Prize

Cicek Beeby
Nathaniel F. Durant
Shannon M. Ells
Elizabeth G. Harvey
Rebecca F. Kennedy
William H. Ramundt
Nicholas E. Rupert
Eric Thienes
Susan J. Wise
Melanie Zelikovsky

General Fund

James Aglio
John P. Aldrup-MacDonald

Andrew T. Alwine
Justin Arft
Geoffrey W. Bakewell
Diana Burton
David Crane
Monessa F. Cummins
Teresa M. Danze
James H. Dee
John E. Esposito
Nanette S. Goldman
Nicolas P. Gross
Rebecca R. Harrison
Elizabeth G. Harvey
Liane Houghtalin
William E. Hutton
Dennis P. Kehoe
Samuel Killian
Lawrence Y. Kim
Joshua L. Langseth
Scott A. Lepisto
Kyle W. Mahoney
Stanley Marlin
Robert Matera
Stephanie A. McCarter and Daniel S. Holmes
Jon D. Mikalson
John F. Miller
Daniel W. Moore
Patrick J. Myers
K. Sara Myers
Michael D. Nerdahl
Stephanie M. Pope
William H. Race
Clare K. Rasmussen
Kenneth J. Reckford
John S. Rundin
Christina A. Salowey
Matthew S. Semanoff
Michael H. Shaw
Janice F. Siegel
Theodore A. Tarkow
Daniel P. Tompkins
Margaret M. Toscano
Christina M. Vester
Tedd A. Wimperis
Patrick R. Yaggy

Total Donation Amount: \$7943



Individual Membership in CAMWS

Individual membership in CAMWS for the fiscal year July 1, 2015 through June 30, 2016, may be purchased for \$55 (\$30 for student, retiree, first-time teacher, or new CAMWS member). Joint spouse/partner membership is available for \$80, retired spouse/partner membership for \$50. A life membership costs \$1000 for an individual and \$1400 for joint spouse/partner.

A membership includes a one-year subscription to *The Classical Journal*. Please indicate on the [membership form](#) whether you would prefer to receive *CJ* electronically (via JSTOR) or in print. For an extra \$5 you may receive the journal in both formats. Please note that membership in CAMWS provides electronic subscription only to the current volume of *CJ*. CAMWS members wishing to have access to back issues of the journal can do so at a special rate through JSTOR. Please contact Tom Sienkewicz at stcamws@camws.org for additional information.

The CAMWS Newsletter is sent electronically to all members with e-mail addresses. If you would like to receive a print version in addition, you may indicate that on the membership form.

As part of your CAMWS membership, you are automatically subscribed to *Classical Journal On-Line* from which you will receive frequent reviews of new books in the classical field, unless you indicate on the membership form that you opt out of this subscription.

Please note: Individual memberships or subscriptions to *CJ* sent to an address outside the United States or Canada are subject to a \$20 postage surcharge. Individual subscriptions automatically include membership in CAMWS.

You may use the CAMWS membership form to join ACL or SALVI, subscribe to any of eight other scholarly journals, order a copy of Herbert Benario's *CAMWS: A History of the First Eighty Years*, purchase various CAMWS merchandise (including 6-inch 'Roman' rulers, a CAMWS YoYo, shot glasses or koozies) and/or make a tax-deductible contribution to CAMWS.

If you are already a CAMWS member and wish to order CAMWS memorabilia or subscribe to other journals, please use this [Miscellaneous Order Form](#).

How to Join or Renew Your Membership

Payment by credit card is possible through the CAMWS web site:

www.camws.org/membership/memberinfo.

A \$3 processing fee will be added to each credit-card transaction.

You may also pay your CAMWS membership by using this [Membership Form](#) and sending a check or money order drawn on a U.S. bank or a bank that uses U.S. routing codes to:

CAMWS
Monmouth College
700 E. Broadway
Monmouth, IL 61462

Institutional Membership in CAMWS

If your educational institution becomes a member of CAMWS, it receives the following benefits:

- One CAMWS award for an outstanding student to be chosen by your institution. The student receives a congratulatory certificate stating that your school has designated the student as a recipient of a CAMWS Award for Outstanding Accomplishment in Classical Studies for the current academic year, plus a free membership in CAMWS for the following academic year.

To designate your student honoree(s), please complete the [on-line award designation form](#) and submit it no later than May 1st for each academic year.

- The option to choose up to two additional student award recipients (\$30 each). Payment required by May 1st of each academic year.
- A certificate stating your institution's support of CAMWS.
- Eligibility for your students to compete in the CAMWS Sight Translation Contests.
- Publication of institutional announcements free of charge in the CAMWS Newsletter and on the CAMWS website.
- For K-12 Institutional Members, one complimentary registration at the CAMWS Annual Meeting (not including the banquet).
- Inclusion on the list of CAMWS Member Institutions, which will be
 - printed in the program of the CAMWS Annual Meeting (if membership is received prior to the printing of the meeting program)
 - printed in the CAMWS Newsletter (if membership is received by May 1st)
 - posted on the CAMWS Website (with hotlinks to the websites of institutional members)

Institutional membership also supports CAMWS awards and scholarships and efforts to promote Classics in the CAMWS region.

To become an institutional member, go here: [How To Become An Institutional Member](#).

For further information, please contact stcamws@camws.org.



Classics in the News

In June, *The Washington Post* ran an article covering fresh speculation regarding the Athenian plague of 430 B.C.: "[Was Ebola the culprit in the ancient Plague of Athens?](#)".

In July, *The Telegraph* covered the passing of "[Professor Martin West, OM: Greek scholar and prolific author who combined a relish for technical detail with a love of puns](#)".

Throughout August, headlines brought tragic news from Palmyra: "[Islamic State reportedly beheads antiquities scholar, 82, who oversaw Palmyra ruins](#)" (*The Washington Post*), "[ISIS Speeds Up Destruction of Antiquities in Syria](#)" (*The New York Times*), and reflections on what was lost such as Emma Loosley's "[I marvelled at the influence, art and wealth of Palmyra. Now I mourn it](#)" (*The Guardian*).

August also brought confirmation of the discovery of a Mycenaean era palace complex: "[Archaeologists making exciting discoveries in Laconia](#)" (from ekathimerini.com).

In September, theconversation.com ran an article by Laura Swift (Lecturer in Classical Studies at The Open University) examining Europe's refugee crisis through ancient lens: "[If only we could ask Euripides about refugees](#)".

In October, *The Washington Post* published a story covering the re-discovery of a section of the *Epic of Gilgamesh*: "[A new chapter in the world's oldest story](#)".

For many more Classics-related stories, like our Facebook page:

<https://www.facebook.com/camws?fref=nf>.



Obitus Recentes

Listed here are those individuals whose deaths have come to the attention of CAMWS since the last Business Meeting. *Abierunt Ad Maiores.*

Gregory Dobrov	Loyola University Chicago	September 26, 2015
Carin Green	University of Iowa	July 2, 2015
Barbara F. McManus	College of New Rochelle	June 18, 2015
Charles Henderson, Jr.	U. of North Carolina at Chapel Hill and Smith College	April 18, 2015
Gregory J. Knittel	St. Ignatius College Prep (Cleveland)	February 4, 2013



Submissions

The CAMWS Newsletter is published three times per year, in the fall, winter, and spring/summer. The deadline for the winter edition is January 15, 2016.

Send submissions by email: Timothy_Heckenlively@baylor.edu or newsletter@camws.org.

Send submissions by regular mail to:

Timothy Heckenlively
CAMWS Newsletter Editor
Department of Classics
Baylor University
One Bear Place #97352
Waco, TX 76798

If you have questions, email or call 254-710-6218.

