



NEWSLETTER

Fall

2017

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From the President



Greetings from an unseasonably warm Wisconsin! It has been a busy fall as we start to prepare in earnest for the annual meeting in Albuquerque next spring. Tom and I travelled to Albuquerque in mid-September, where the local committee, Monica Cyrino, Lorenzo Garcia, and Osman Umurhan impressed us with their advance preparation, meticulous attention to detail, and laid back New Mexican hospitality.

After a hearty breakfast of huevos rancheros, we began our day touring the charming and spacious Hotel Albuquerque at Old Town. It is a large sprawling complex, with tile floors, beautiful courtyards, a variety of spaces for presentations, meetings and socializing, including, at our last count, five bars. It is also well situated for sightseeing in Old Town, local museums and restaurants. The afternoon was spent on the lovely campus of the University of New Mexico, where we admired the bright and airy rooms offered in the Student Union Building (SUB), the site of our Friday afternoon luncheons and panels.

peaking of panels, the Program Committee has just about completed its gargantuan task of reading through and evaluating the over 400 abstracts submitted this year. We all agree that the overall quality of the abstracts and the proposals is top-notch, with a diverse array of topics sure to be of interest to everyone. The next challenge will be to formulate these abstracts into coherent paper sessions that will attract a broad audience and promote lively discussion. Stay tuned!

An exciting addition to this year's program will be an external speaker, Dr. Stephen Lekson, the University Museum Curator at the University of Colorado, archaeologist and specialist in the Mogollon and Anasazi (Ancestral Pueblo) regions. He will be giving a public lecture on Thursday evening, April 12, related to his work on Chaco Canyon. We hope you will consider attending!

Lastly, I would like to take this opportunity to thank all of our members who are supporting CAMWS through their efforts as State and Regional Vice Presidents, serving on one of our many committees, organizing panels and workshops, or presenting a paper at the annual conference. We appreciate your dedication to promoting the study of classical antiquity in our high schools and colleges, and in our communities at large. Thank you!

Looking forward to seeing friends old and new in Albuquerque,
Laura McClure
President, CAMWS

From the Secretary-Treasurer

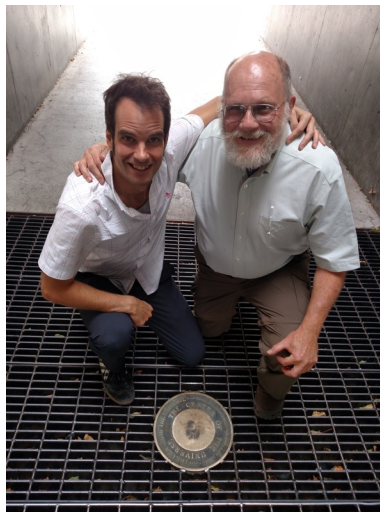
Dear Colleagues:

Things seem to be moving along on an even keel in CAMWSland. Jevanie Gillen and I spent several months following our time in Kitchener dealing with the aftermath of the meeting and processing all the CAMWS awards and scholarships announced there. Writing and signing checks for summer travel programs, archaeological fieldwork, excellence scholarship, and a variety of other worthy classical causes is one of the most satisfying aspects of my job as Secretary-Treasurer. As a CAMWS member you should share in this satisfaction as well because your membership dues help support these efforts. I would encourage you to take advantage of some of these opportunities or encourage your colleagues and students to do so. You will find further information about these awards and scholarships elsewhere in this newsletter or on the CAMWS website at <https://camws.org/awards/index.php>.



I am happy to report that the organization ended the fiscal year 2016-17 on June 30th in the black and that the CAMWS endowment recently passed the one-million-dollar mark. The new dues structure providing a reduced rate for contingent faculty, which was passed at the 2017 Business Meeting in Kitchener, appears to have met a need and many are taking advantage of that membership status. If you were unable to attend that meeting and would like to know more about what happened there, the [unofficial minutes](#) are available on the CAMWS website. Approval of these minutes will be on the agenda for the 2018 Business Meeting in Albuquerque so if you notice any errors or corrections, please bring them to my attention.

Speaking of Albuquerque, President Laura McClure and I made a very successful and enjoyable visit there in September. We were very impressed with the facilities at the hotel, as we think you will be as well, and Monica Cyrino, Osman Umurhan, and Lorenzo Garcia at the University of New Mexico promise to be excellent hosts. The hotel is located right next to Albuquerque's famous Old Town and is not far from several museums and the city's excellent zoo and botanical garden. You can even take a stroll or drive along the famous Route 66. So bring the family and even consider staying a few extra days, if you can. Albuquerque is literally the center of the universe, as you can see from the picture of Osman and me, so it is certainly most appropriate for CAMWS, the center of Classical Studies in the Middle West and South, to meet there.



I also recently made a very successful site visit to St. Louis for the 2024 (!) meeting. Our colleagues at Washington University are very enthusiastic about CAMWS' return to the city which calls itself the Gateway to the West. In our case I think it will be the gateway to an excellent meeting. So, if you have a calendar handy, mark the dates April 3-7, 2024 for the 120th meeting of CAMWS. In case you are wondering about the location for the 2023 meeting, by the way, we have a good bid and are currently in negotiation with a possible hotel. We will hopefully be able to announce our host by the time the next issue of this newsletter appears.

Meanwhile please accept my best wishes for a very successful academic year and I hope to see you in Albuquerque!

Tom Sienkewicz
CAMWS Secretary-Treasurer

Upcoming Deadlines

- **Monday, November 6**
Deadline for receipt of [Round Table Discussion Proposals](#) for the 2018 CAMWS meeting in Albuquerque
- **Wednesday, November 15**
Deadline for nominations for [CAMWS Teaching Awards](#).
Deadline for nominations for President-Elect and Member-at-Large. Send nominations to nominating@camws.org.
- **Wednesday, December 6**
Deadline for applications for [Faculty-Undergraduate Collaborative Research Grants](#). (Extended! Was originally November 15.)
- **Saturday, January 6**
Deadline for receipt of nominations for a [Manson A. Stewart Undergraduate Award](#)
Deadline for receipt of applications for [Semple, Grant and Benario Travel Awards](#)
- **Tuesday, January 30**
Deadline for receipt of applications for a [Manson A. Stewart Undergraduate Award](#)
Deadline for receipt of applications for a [CAMWS Excavation/Fieldschool Award](#)
Deadline for receipt of applications for [CAMWS New Teacher Awards](#) (Student Loan Assistance and Start-up Funds)
Deadline for nominations for a [CAMWS Special Service Award](#)
Spring deadline for receipt of applications for [CAMWS Travel Grants for High School Groups](#)
Deadline for applications for a [Manson Stewart Teacher Training Award](#) or a [Manson Stewart Travel Award](#) (to attend CAMWS 2018 in Albuquerque)
- **Tuesday, February 28, 2018**
Deadline for receipt of submissions for the [Presidential Award for the Outstanding Graduate Student Paper](#) at CAMWS 2018

2017-18 CAMWS Award and Scholarship Opportunities

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 2018 Award. The recipient of this **\$500.00** award will be announced at the annual CAMWS business meeting, 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 2015, 2016, or 2017. 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 the chair of the Subcommittee on the Ladislaus J. Bolchazy Pedagogy Book Award at pedagogyaward@camws.org. The deadline for nominations for the 2018 award closed on September 1, 2017, but books published after that date may be considered for the 2019 award. Please keep in mind that nominees must be current members in both the year of nomination and the prior year to be eligible. Those planning to submit for 2019 should be sure to pay their membership dues for 2017-18. The Subcommittee may, at its sole discretion, retain an unsuccessful nomination for consideration in the following year.

CPL Award for Outstanding Promotional Activity in the Schools

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 **January 30, 2018**. 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.

CAMWS Awards for New Teachers

CAMWS invites new K-12 teachers of Latin and ancient Greek to apply for the following awards, administered by the [Subcommittee on the Manson Stewart Teacher Training and Travel Awards](#).

Student Loan Assistance for New Teachers Award

The Student Loan Assistance for New Teachers award, worth up to \$1000.00 which may be awarded to one or more successful applicants, is designated to offset student loan debt for recent baccalaureate or M.A.T. recipients who are entering the teaching profession. This award is designed to ease the transition into employment and to enable young teachers to perform effectively despite financial constraints. Eligible candidates will be Latin teachers at the primary or secondary school level with student debt from a recent B.A. or M.A.T. degree. Applicants must be within the first five years of teaching and be teaching at least two sections of Latin or ancient Greek. Applicants must supply proof of student debt along with a letter of application, a CV providing information of education and relevant employment history, a statement (no more than 500 words) detailing the applicant's accomplishments within the field of classics, a statement (500 words) detailing the applicant's teaching aspirations at his or her teaching institution and a letter of recommendation from the school. This award can only be received once.

The award will be granted on both merit and need-based factors. Merit will be evaluated on the basis of the applicant's graduation GPA, major field GPA, narratives of achievements in classics and teaching aspirations and the strength of the principal's recommendation. Need will be evaluated on the basis of total student debt. Preference will be given to an applicant with greater debt when other factors between applicants are evaluated equally.

Apply [here](#) on-line.

New Teacher Start-Up Funds Award

The New Teacher Start Up Funds Award is a start-up grant for new teachers designed to offset the costs of materials and supplies purchased for classroom instruction. Funds from the Award may be used to reimburse purchase of texts and research materials, classroom supplies, or classroom technology (including computer software or subscription fees for online materials) to be used in classroom instruction; the award may not be used for purchase of computer or tablet for personal use, however. The total amount of this award is \$500 which may be awarded to one or more successful applicants. Eligible applicants are new primary and secondary school Latin teachers within the first five years of their profession. Applicants must submit a receipt of purchase for classroom materials, a letter of application that details the use of said materials for classroom instruction, and the educational goals to be met by classroom utilization of these materials, a letter of support from the principal, and a current CV providing information of education and relevant employment history. This award can only be received once.

- Award for reimbursement of pedagogical and classroom materials.
- May not include computer or tablet for personal use.
- Books, promotional materials, art supplies for class enrichment activities, software or database subscriptions with clear classroom applicability.
- Must be for durable goods, not consumable items (e.g., refreshments for a party).
- Award will be given on basis of merit and need; merit will be evaluated on
 - strength of narrative of how resources will be used (statement in letter of application uploaded as PDF or cut and paste)
 - strength of educational goals to be met with resources (statement in letter of application uploaded as PDF or cut and paste)
 - strength of the principal's recommendation.

Apply [here](#) on-line for Start-Up Funds.

Deadline for grant applications is **January 30, 2018**.

For questions about these awards, please contact the [chair](#) of the [Subcommittee for the Manson Stewart Teacher Training and Travel Awards](#), at stewartteacher@camws.org.

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

CAMWS Travel Grants for High School Groups

CAMWS 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.

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 the [committee chair](#) at 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.

Applications will be reviewed in two groups. The deadline for consideration for fall requests is **September 30, 2017**, and the deadline for spring and summer requests is **January 30, 2018**.

CAMWS Excavation/Fieldschool Award

The Classical Association of the Middle West and South annually awards three \$2000.00 scholarships for participation in summer excavation or fieldschool at an archaeological site in the Greco-Roman world. One of these awards is named in honor of former CAMWS president Peter Knox of Case Western University. Generally, one award will be made to at least one graduate student and another to an undergraduate, but teachers at all levels of instruction are also eligible for this award. Professional archaeologists are not 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.

This award is administered by the [Subcommittee on the Excavation and Field School Award](#).

To apply for the award please submit this [On-line Application Form](#) by **January 30, 2018**.

Recipients are encouraged to accept the award in person at the annual CAMWS business meeting and are expected to submit a written, illustrated report for the CAMWS Newsletter.

Note: An individual who wins this archaeology fieldwork award cannot also receive a **Semple, 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 fieldschool and the combined amount of these awards would be more than the cost of the fieldschool.

For further information, contact the [chair](#) of the [Subcommittee on the Excavation and Fieldschool Award](#) at archaeology@camws.org.

Faculty-Undergraduate Collaborative Research Projects

The [Manson A. Stewart Undergraduate Awards Sub-Committee](#) annually awards up to two research grants supporting collaborative research between a faculty member and an undergraduate. These awards can be for up to \$1,000 each. Applications for 2017-2018 must be received by **November 15, 2017**.

Guidelines: These awards are intended to support faculty research collaborations in Classics (any sub-discipline) with undergraduate students. Faculty-student pairs may be from institutions with graduate programs, but the student involved must be in an undergraduate.

Applications should include statements from the faculty and student researchers outlining the nature of the project, giving a prospective timeline for the project, an account of the respective responsibilities and intellectual contributions of faculty member and student, as well as a budget indicating how the money will be spent (the award covers such expenses as books, supplies, and travel for the student but not honoraria). The application should also indicate whether the project is receiving support from the applicant's home institution. Finally the application should describe what the research pair envisages the nature of the final product to be, and what contribution it is intended to make to the field. We encourage presentation of the projects at a future CAMWS meeting. The faculty member participating in this project must be a current CAMWS member at the time of application. The undergraduate does not. If awarded the grant, the undergraduate will receive a complimentary membership in CAMWS for the year of the grant.

A final report is due to the CAMWS office at the end of the project (no later than a semester after the receipt of the award). The report is to include statements by both student and faculty as well as a summary report about the money spent. Any funds remaining are to be returned to CAMWS after the final report is submitted.

The award of up to \$1000 will be paid to the Department or a suitable institutional office. The contribution of the faculty member will also be recognized by CAMWS (on CAMWS website, program, and by a letter sent to the faculty member's chair).

[Application Form](#)

[Promotional Flyer](#)

For further information, contact the [chair](#) of the [Manson A. Stewart Undergraduate Awards Sub-Committee](#) at mas@camws.org.

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 2015, 2016, or 2017. 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 the committee [chair](#) by email (firstbook@camws.org).

The Committee closed its list for the 2018 award on September 1, 2017, but books published after that date may be considered for the 2019 award. Please keep in mind that nominees must be current members in both the year of nomination and the prior year to be eligible. Those planning to submit for 2019 should be sure to pay their membership dues for 2017-18.

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.

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

Manson A. Stewart Undergraduate Award

Teachers of undergraduate students are invited to nominate their most outstanding young Classicists for the 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.).

Nominations must be received by **January 6, 2018**.

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 **January 30, 2018**.

Please note that a student can receive this award only once.

If you have any questions, please contact the [chair](#) of the [Manson A. Stewart Undergraduate Award Committee](#) at mas@camws.org.

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

Manson A. Stewart Teacher Training and Travel Awards

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 **January 30, 2018**.

Recipients are announced 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, contingent faculty, and undergraduates preparing for a teaching career are also eligible for these awards, which are not intended to cover all costs of the travel. The size of the award varies according to the actual cost the travel will entail, the size of the committee's budget, and the number of applications. Preference will be given to individuals who have not previously received this award. Awards for travel to meetings have ranged from \$150-\$700; for travel to a Southern Section meeting, somewhat less.

James Reubel Undergraduate Travel Awards are also available for undergraduate students to attend the annual CAMWS meeting.

To apply for a Travel Award, please fill out this [on-line application](#). Deadline for grant applications to attend the 2018 CAMWS meeting in Albuquerque, New Mexico, is **January 30, 2018**.

Recipients are **expected** to accept this award in person at the business meeting held at the conference.

For questions about these awards, please contact the [chair](#) of the [Subcommittee for the Manson A. Stewart Teacher Training and Travel Awards](#), at stewartteacher@camws.org.

CAMWS Award for Outstanding Accomplishment in High School or Undergraduate Classical Studies

Recipients of this award are nominated by their school, college or university and receive a complimentary one-year membership in CAMWS for the following academic year, including an electronic subscription to [The Classical Journal](#) and access to the [Loeb Classical Library On-Line](#) and a subscription to [Greek Keys](#). Nominators must be current [institutional members](#) of CAMWS. CAMWS congratulates all these fine scholars. For a list of previous recipients of this award, see [Institutional Members Of CAMWS 2000-Present](#).

Ovationes

Each year since 1950 the Classical Association of the Middle West and South has awarded *ovationes* (honorary citations written in Latin and delivered at the CAMWS Annual Meeting) to members for their service to CAMWS and the Classics profession. The Latin texts are subsequently published in *The Classical Journal*. A list of CAMWS orators is available [here](#).

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 (or coming closest to a perfect score) on the College Greek Exam.

After receiving his PhD 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)
- Antonios Augoustakis (aaugoust@illinois.edu)
- Carolin 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 the Outstanding Graduate Student Paper

The Presidential Award for the Outstanding Graduate Student Paper is given 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 full text of the oral talk is submitted 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 2018 meeting in Albuquerque, NM should submit their completed paper electronically to the [CAMWS President](#) at president@camws.org by Tuesday, February 28, 2018.

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. Award amounts will be applied toward and up to the program's cost of tuition, room, and board (airfare excluded).

The **William T. Semple Award** is a fellowship for attending the summer session of the American School of Classical Studies at Athens. This award is named in honor of [William T. Semple of the University of Cincinnati](#).

The **Mary A. Grant Award** is a fellowship for attending the summer session of the American Academy in Rome. This award is named in honor of [Mary A. Grant of the University of Kansas](#).

The **Janice and Herbert Benario Award** is a \$3,000 fellowship that the recipient may apply to the summer travel (not fieldwork or conference) program of his or her choice. The recipient of the Benario award must submit an itemized budget of program cost at the time of application. This award is named in honor of Herbert and Janice Benario of Emory University.

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).

CAMWS members teaching at or students at a school outside CAMWS territory are eligible to apply for these awards if their schools are current institutional members of CAMWS (<https://camws.org/institutionalmembership>).

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 and airfare.

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

[On-line Application Form](#) must be received by **January 15, 2018**.

Recipients of these awards are encouraged to accept them in person at the annual CAMWS business meeting and are expected to submit a written, illustrated report for the CAMWS Newsletter.

Questions regarding the application may be directed to the [chair](#) of the [Semple, Grant and Benario Subcommittee](#) at sgb@camws.org.

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 the can be emailed to specialservice@camws.org (or mailed to CAMWS, 700 E. Broadway, Monmouth, IL 61462) but must be received by **January 30, 2018**. 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 on Awards and Scholarships](#) at steering@camws.org.

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 receive an award of \$500. Honorees are encouraged to accept their awards in person at this meeting.

The nomination deadline is **November 15, 2017**. The deadline for receipt of all application materials is **December 20, 2017**.

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

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

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

Reports from 2016-17 Award Winners



Semple Award Winner Molly Harris

With the generous support of the Semple Award from CAMWS, this past summer I participated in the Summer Session of the American School of Classical Studies at Athens (ASCSA). For six weeks, our group of twenty students traveled across Greece, visiting sites and museums and learning about the history and culture of the region from ancient times to the present. I cannot imagine a better first visit to a country I had only yet studied from a distance!

Each and every day was packed with museum tours and excursions to archaeological sites. Within the first week, we had already gained exclusive access to the porch of the Parthenon, toured the Agora with the Director of Excavations, and gazed upon the face of "Agamemnon" at the National Archaeological Museum of Athens. Though the school is based in Athens, we also spent plenty of time on the road—a week traversing the island Crete, ten days hopping across the Peloponnese, and a week throughout northern Greece. Experts guided us through the nooks and crannies of every site. Each scholar gave insight into current research and provided his or her own perspective on Greek history and culture. In turn, we participants presented our own research at various sites, mine being the Temple of Asclepius and Tholos at Epidaurus and the Temple of Apollo and Oracle at Delphi. The school's Blegen Library offered extensive resources and working space for us to prepare our reports.

The Summer Session gave me exposure to the fascinating variety of methodologies used in Classics research. We were given a behind-the-scenes look at the technologies employed by archaeologists—from detailed excavation notebooks to new apps that map sites and catalogue finds. The scientists at the American School's Wiener Laboratory shared their work studying human, animal, and agricultural remains from as far back as the Neolithic period, and we saw in action the scanning electron microscope that can magnify to 300,000 times actual size. At the Piraeus we learned about the unique challenges that come with underwater archaeology, and at Knossos we discovered how the accepted processes for reconstructing art and architecture from limited remains have changed over the last 100 years. On one of my favorite trips, a day-trip to northern Attica, we came to understand the human and environmental costs of the Athenian silver-mining process, costs that perhaps aren't addressed often enough in discussions of the Athenian empire.

The ASCSA encourages students to consider Greek culture from the ancient world all the way to the present day. During our six weeks, we studied the ancient Greeks, explored sites from the Venetian and Ottoman periods, visited monuments commemorating the Greek War of Independence, and learned about the role of Greece during the World Wars of the 20th century. I felt a personal connection to the Jewish sites we visited, such as the Etz Hayyim Synagogue in Chania, Crete. Here we traced the history of the Jewish community in Crete from the Hellenistic period through the rededication of the synagogue some fifty years after the devastation of WWII. Of course, when we weren't visiting sites, we were experiencing modern Greece. We learned how to spin komboloi beads from our bus driver Spiros, went swimming in the sea to take a break from the hot Mediterranean sun, watched a performance of the Athens State Orchestra, and regularly enjoyed delicious Greek salads and chicken pitas.

The Summer Session wouldn't have been complete without the people: the fabulous staff at Loring Hall, the current members of the American School, our session director Dr. Ann Nicgorski, and my fellow participants, who came from a variety of academic and professional backgrounds. At ouzo hours and teas at the school, we shared what brought us to Classics and how we each are advancing the field in Greece, the United States, and across the world.

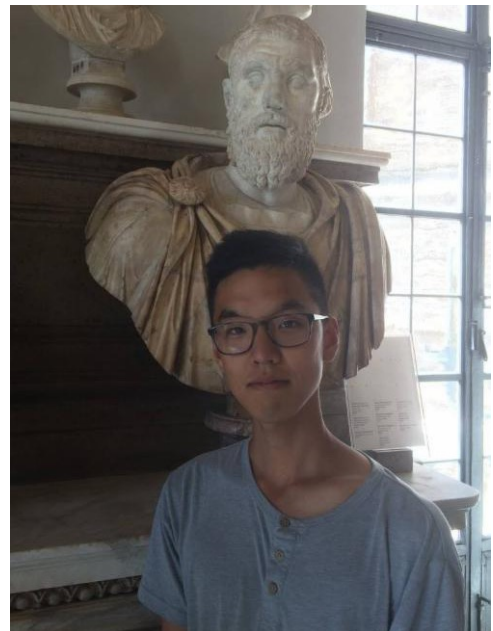
Although I'm no longer in Greece, my experiences from my summer there will continue to enrich my research and teaching. As I pursue research on Greek tragedy, I will recall watching a performance of the *Bacchae* at Epidauros and sitting in the Theater of Dionysus at Athens. The memorials to the war dead at the Epigraphical Museum and the many images of battle we saw on museum artifacts throughout our travels will inform my future investigations into portrayals of war and homecoming. Finally, I have already brought my summer travels into the classroom. When my students read the Homeric Hymns to Demeter and Apollo, I shared my own photographs of Eleusis and Delphi and could now provide the latest research into the rituals that happened there.

My ASCSA summer is a pillar that will continue to support my future Classics research and teaching. I am grateful to CAMWS for its role in making this opportunity a reality.

Molly Harris
University of Wisconsin-Madison

Grant Award Winner Michael Woo

As a preventive measure against accidentally leaving anyone in the heart of Lazio on one of our many field trips outside Rome, each member of the 2017 American Academy in Rome Classical Summer School was assigned a Roman emperor, whose name upon getting back to the bus we would shout out, one-by-one, in the chronological order of their reigns ("Augustus!" "Tiberius!" and so on). Being alphabetically last of twenty-something members I was assigned 3rd c. C.E. emperor Macrinus. That's me pictured with his bust above.



I'm embarrassed to admit that I had never heard of Macrinus before this summer. His life and reign is now just one of many, many reminders from this summer that Romanitas extends far beyond, both before and after, the rather slender part of Roman history in which my scholarly interests rest. My conceptions about Roman culture and identity were challenged every day when, either in expertly led tours of sites and museums or in classroom lectures and seminars, we studied the various and complicated forces that have shaped not only ancient Rome but also our understanding of it today. A recurrent theme of the summer that I found particularly interesting was the influence of the Italian Fascist era on the preservation efforts of the monuments and spaces we cherish today. This was one among many areas of expertise of our wonderful *magistra*, Genevieve Gessert, whom I had the very good fortune to meet before she steps down from her directorship of the Summer School next year.



One truly unique experience from this summer was the virtual reality tour, headset and all, of the Roman Forum (because, clearly, four visits to the real Roman Forum were insufficient) led by Bernard Fischer, Professor of Informatics at Indiana University Bloomington. The American Academy in Rome attracts just such talented visitors and residents into their vibrant intellectual and artistic community, and some of my fondest memories of this summer were my conversations with the resident artists, scholars, and musicians. This is not even to mention my colleagues, now friends, of the Summer School, whose company made even cramped tombs and the universal dearth of air conditioning in Rome enjoyable.

I sincerely thank the American Academy in Rome and all of the instructors and guest lecturers of the Classical Summer School for a remarkable experience. This experience would not have been possible without the generosity of CAMWS. The Mary A. Grant Award every year provides a fortunate student with the financial means to have the same vivid encounter with the Ancient World as I did this summer.

Lastly, I would like to mention that Mary Grant was a longtime Associate Professor of Latin and Greek (1921-1960) at the University of Kansas, where I recently received an M.A. in Classics. I am, therefore, in especially great debt to Professor Grant's lifetime service to the study of Classics.

Michael Woo
University of Michigan
Ann Arbor, MI



Benario Award Winner Andrew Carroll

While I have visited the eternal city many times as a tourist, an archaeologist, and even tour guide this was my first time being in Rome as a student. I have been teaching Latin and archaeology for many years now and have greatly missed the chance engage my learner-self. This summer I took my laptop and mouse instead of my trowel and plumb bob and attended a course in best practices in Digital Archaeology and 3D modeling at the American Academy of Rome. For over a decade I've been on the trowel's edge when working with artifacts, but I had decided to take a break from playing in dirt and wanted to expand my skill set for handling artifacts after sending them to the laboratory. It just so happened that this was the first summer that the American Academy was offering this series of short one week courses in digital skills. I was thrilled to be a part of the pioneer class. On the first day, Dr. Laura Banducci and Dr. Rachel Opitz, our instructors, retrieved us from the gate and showed us to our classroom in the Casa Rustica. We jumped right into our lessons and selected a brick stamp to learn how to model digitally.

For the rest of the week, everyday we would take different artifacts and create 3D models. We spent a lot of time getting the lights right and positioning our objects. The right preparation was important in order to get high quality images because we learned that taking our time at this point would make our lives easier later. Once we had taken our photos, the subsequent steps were automated in the Agisoft program. These steps took time, so in between them we had lively discussion in our diverse student group about the theories behind digital archaeology. We covered topics from ethics of data preservation to the DIY attitude of archaeologists as well as looking at different ways small finds can be used in archaeological reporting.

Living at the academy also allowed me to explore an area of the city that I had not really seen before. It allowed me to learn more about the growth of the modern state of Italy, something I know precious little about. I visited the Museo della Repubblica Romana e della Memoria Garibaldina, and took leisurely strolls reading the wayside panels that peppered these streets far from the ancient centers I

knew so well. It never ceases to amaze me how much history is packed into Rome. Before I knew it, the week was over and I had to pack my bags to travel back home, but leaving the city would not be the end of my interaction with digital archaeology.



The course length was helpful, since it fit perfectly into the summer conference schedule for teachers. I returned excited to share what I had learned and started many conversations at the ACL's Summer Institute about digital technology in the Latin/Classics classroom. Upon returning to Denver I began working with the Denver Museum of Nature and Science and we have started a program to make 3D modeling of their artifacts. Using these artifacts I am teaching my high school students how to model objects and manage a digital database. I plan to share initial thoughts on this type of collaboration in January at the Annual Meeting of the AIA/SCS in Boston. I hope you will stop by the poster session to see how things have progressed.

I am so thankful for the Benario Award as it allowed me to visit the American Academy and participate in this class. I hope that the American Academy continues to offer classes like this to the wider population of classical scholars, and I hope that CAMWS continues to fund the non-traditional scholars who want to participate in these types of classes.

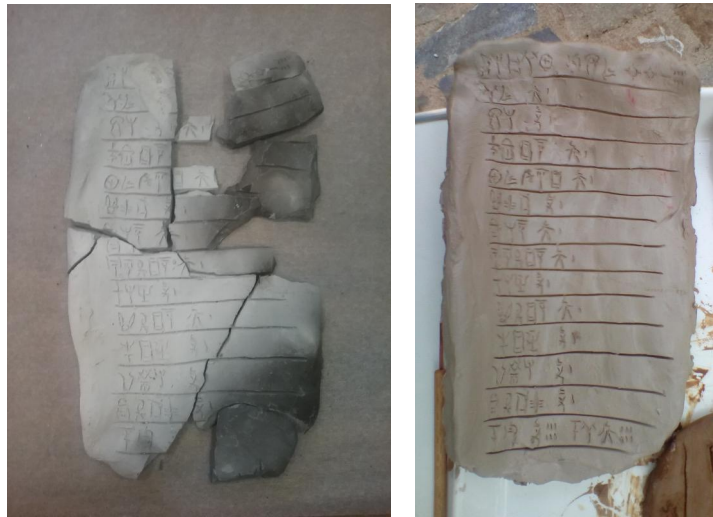
Andrew Carroll
Regis Jesuit High School

Benario Award Winner Sarah Hilker

This summer, I was able to spend two weeks at the British School at Athens (BSA) to participate in their postgraduate training course with Professor John Bennet on Linear B and Mycenaean Greek. In the Aegean, writing was developed as a means of economic accounting for palatial administrations. The Linear B script of the Late Bronze Age Mycenaean centers is closely related to the earlier Linear A of Minoan Crete, but it is a different language - the earliest written form of Greek. The fact that the Linear B script is non-alphabetic, but instead syllabographic and ideographic can make it seem inaccessible. Although two weeks is not nearly enough time to master Mycenaean Greek grammar and the corpus of surviving documents, this course provided an excellent introduction to the script itself as well as to ways in which it can be used by non-specialists.

This program brought together a truly international group of students with a wide array of primary research interests - from Bronze Age Social Structure to Trade to Homer to Indo-European Linguistics to Mystery Cults to Roman Geographers - but all with a common interest in Linear B and how we can relate the information within these Mycenaean texts to our respective fields. Our seminars were not con-

fined to a traditional classroom, but also took place in the National Archaeological Museum in Athens, and on-site at the major Mycenaean palaces of Pylos, Mycenae, and Tiryns, which allowed us to immerse ourselves not only in the texts, but also in their physical and cultural contexts.



One of the highlights of the program was the practical session where we made our own tablets, fired them in order to better understand the effects of their depositional contexts and accidental preservation through burning, and practiced drawing, transliterating and analyzing the content of our homemade tablets. In making our tablets, we experimented with different types of clay and writing instruments. Rather than simply memorizing the syllabary, we acquainted ourselves with the script, in part, through learning to write our own and each other's names in Linear B, each making both an individual tablet and a summation tablet of the group's information. My third 'tablet' was actually a modified version of a real label, which would have been attached to a basket full of tablets detailing rations to particular locations. Learning to identify our individual scribal hands and content clues were important parts of finding joins in our broken fired tablets. Even though they were burned in a controlled environment, we still couldn't completely reassemble them!

As an aspiring Mycenaean archaeologist, this course helped me become comfortable using an important class of evidence with which I had previously had very little experience. Furthermore, my short presentation at the end of the Linear B course allowed me to closely examine a group of houses at Mycenae, which are relevant to my dissertation, from an angle that I would not have been able to otherwise. Overall, this BSA summer course was a fantastic experience, and one that I would not have been able to participate in without the aid of the Benario Award. I am very grateful for this opportunity, and I would like to thank CAMWS for their generosity and support.

Sarah Hilker
University of North Carolina at Chapel Hill

From Sicily to Transylvania: Reports from Excavation and Field School Award Recipients for Summer 2017

Four very grateful and exciting reports have come back from the 2017 recipients of the CAMWS Excavation and Field School Award. Our recipients experienced excavations in Transylvania, Pompeii, Sicily and Turkey; we offer excerpts from their reports below. Great thanks are due to all the CAMWS membership, who support these awards with their dues, and especially to those individuals who have made specific contribution to the fieldwork award fund. These prizes are making a real difference in the lives of our students, our colleagues, and those they will teach. Please do invite your students and col-

leagues to consider applying! Applicants may be undergraduates, graduate students or teachers at all levels of instruction. Details are at <https://camws.org/awards/excavation.php>; the deadline is **January 30, 2018**.

Elizabeth Wilcox, the recipient of the Peter Knox EFSA prize, traveled from Austin Peay to Transylvania to help excavate a Roman imperial settlement at Rapoltu Mare; excerpts from her report reflect an evocative landscape, a wealth of techniques, and the contribution to her future plans. She writes:

Upon arrival to Rapoltu Mare in Transylvania, Romania, the village was warm and inviting. On the walk to the families we would be staying with, we saw that the village was abloom with household gardens and children catching fish in the stream. It was easy to see what drew the Romans here to lay claim to the land and its resources. The mountain which overshadowed our work area, Mount Uroi, had a Dacian fortress, under whose stone platform both human and animal remains were found. Our excavation work consisted of removing baulks from between trenches, recording stratigraphy and collecting soil samples, sieving all dirt for artifacts and eco-facts, recording drawing and photo via droid-copter. The first layer found during my work was a roof collapse, consisting of many broken tiles:



Since this was a field school, we were briefed on the strategies for the layers of digging, such as the depths and types of tools used for the layers. We were expected to interpret the collapse, how the walls fell, and the porch area; we also worked at analyzing different soils. In addition to our excavation work, we conducted some phosphorus analysis with blotting paper and a diluted solution of Hydrochloric acid. These tests were used to indicate the amount of human occupation of the strata uncovered. Each sample was collected and recorded the specific GPS location and depths. Along with phosphorus analysis, we were also trained on the Stand-Alone, which would take GPS measurements with elevation levels to be recorded for usage by the GIS program. After taking many measurements, we would then enter the data and create a three-dimensional map. The training I found most fascinating was the applied Geophysics Workshop. Although I had already conducted GPR research at my University, I had not scanned areas that were known to be inhabited by people in the first century A.D. We used a 500 Noggin system which penetrates variations in pedology and geology down to two meters (ca. 7 feet) in depth; this let us build a picture of what lies under the surface, and so plan our excavations more strategically. I could write so much more about this program and how it has clarified my career path in archaeology, but that would be a lengthy paper. I will say that this experience has given me a broader perspective on the field as a whole, and on my own strengths in interpreting GPR data for better archeological planning. I have been accepted to the University of Leicester for Classical Mediterranean Masters of Arts, which is a part of the Archaeology and Ancient History college at Leicester. I thank the Classical Association of the Middle West and South for funding this opportunity. You have helped make dreams come true!

Esther Knegt, from Brock University, participated in two excavations: the Marzamemi Maritime Heritage Project off the coast of Sicily, focused on a 6th century AD Roman wreck, and the Burgaz Harbours Project at Bodrum, Turkey. She writes:

I arrived in Sicily with little diving experience and no field experience at this point in my education. The director of the project, Justin Leidwanger, provided me and other new divers with ample instruction and training on how to properly excavate and handle the artefacts that were uncovered. I was paired with experienced divers when working on the site and was able to learn from and witness seasoned underwater archaeologists. My days were divided into diving in the morning and working at the museum, Rudini, in the afternoons. In Rudini, the artefacts are catalogued, properly conserved, and studied for future use. Working in the museum allowed me to be a part of many steps of the archaeological process and I benefited immensely from the instruction I received from the staff at Rudini.

After excavating in Sicily I travelled to Turkey to participate in the Burgaz Harbours Project. On this excavation I was able to do research in the Conservation Lab in the Bodrum Research Centre at the Institute for Nautical Archaeology. I also worked at the Bodrum Museum of Underwater Archaeology. At both of these locations I analyzed and studied ceramics, in particular, amphora from shipwrecks. I helped look at fabric construction and classification of sub-groups of amphora types. It was fascinating to visit the INA and become acquainted with scholars and archaeologists. Both these excavations helped me enhance my skill set as an archaeologist and allowed me to get better acquainted with how fieldwork is conducted. I hope to be able to work for both these projects in the following year and continue with the research questions that I had started to explore. I am thankful to both the Marzamemi Maritime Heritage Project and the Burgaz Harbours Project for teaching me all these skills, but also to CAMWS for helping me fund these amazing opportunities. The summer was easier to plan and enjoy, allowing me to make the most of my education without having as great a financial burden as I would have without the support I received.

Jordan Bonadurer, an undergraduate from Southern Illinois University Carbondale, writes:



Thanks to the contributions of the Classical Association of the Middle West and South, my 'office' for the Summer of 2017 was the Villa della colonne a Mosaico in Pompeii, Italy. Before my internship with the Via Consolare Project I already knew that I loved studying the Classical world, but it was through excavation that I developed a passion for hands-on interaction with artefacts and gained first hand knowledge of archaeological practices.

This season the Via Consolare Project (VCP) opened four trenches, two of which I worked on. The first trench (which was reopened from the 2016 season) was directly above a street level shop and was connected to the 'core' of the Villa della colonne a Mosaicos. The investigation of this area brought a clearer understanding of the function of the space, and its position in the phases and chronology of the Villa, as well as the urbanization and expansion of Pompeii. I was able to assist in almost all aspects of the excavation of this archeological area: removing backfill, utilizing planning frames and EDM, sifting and hand sorting finds, following stratigraphic units while trowelling, assisting in photography and documentation, and preparing discard fractions and flotation samples.

I was able to contribute in a similar way to a second trench located in the fauces of the Villa that led into the viridarium of the space. One unique aspect of this trench was its close proximity to tourists. I often was questioned by visitors about a myriad of Pompeii-related topics, and had pictures taken of me. While this was a bit distracting at times, I found that I really enjoyed being an 'archeology spokesperson' as well. At the close of the season, I helped to create the data entry spreadsheet for the season report on brick and tile analysis.

It is difficult to summarize the immense impact that the Via Consolare Project had on me this summer. Before June, I had never even picked up a trowel or been to Europe, but by the end of the season I felt competent in my abilities as an intern of the project. Most shocking to me, perhaps, was how intensely I responded to being able to touch, feel, and interact with ancient

artefacts. Pottery washing became an activity I loved to do, as it let me touch and respond to a piece of Pompeian history.

Being in the Villa (and the city of Pompeii,) also gave me a similar experience. Every day as we trekked up the Porta Marina, I couldn't help but be struck by how many individuals had once walked in my same path - the thousands of modern tourists, the earlier excavators, and the Pompeians who lived and died there. Even though I'm now back at my university in Southern Illinois, I still feel the same connection to the ancient world that I felt in Italy. When I see a picture of a Roman artefact or translate a bit of Latin, I now have a context that I completely lacked before. This summer not only provided me with an opportunity to learn archeological practices, but to be completely immersed in the world I love to study.

Kaoru Yui from Mount Allison University in New Brunswick participated in the excavations at the Temple of Venus in Pompeii, led by Dr. Ilaria Battiloro. This year marked the pioneer year of the three-year long excavation program. The goals of the season were to uncover the Samnite phase, in order to reconstruct the use and dedication of the building; to supply documentation of previously unrecorded work; and to acquaint participants with methods of excavation, lab procedures and topography. Kaoru reports:

We uncovered two trenches this year; trench II South was previously excavated, and trench A was discovered for the first time this year. Thirteen students were split into two groups and stayed at the same trench for five weeks. I worked in trench A. Evidence of contamination and artificial cuts of soils proved that trench A was, in fact, previously excavated, though not published. Eventually, we were able to reach the whole new layer after excavating about 60 centimeters deep. From those of new stratigraphic unit, we found many pottery pieces, painted plasters, and tiles, as well as animal bones and teeth, lead shotguns, loom weights, bronze coins, mosaic tesserae, marble, and metal objects. Potteries included common wares, cooking wares, amphorae, thin-wall pottery, unguentaria, Italian and Etruscan sigillata, African ware, black glazed pottery, red glazed pottery, and gray ware. We uncovered three walls that are north-south oriented, and parts of pavements adjoin the walls. Through the five weeks of excavation, I learned how to identify different stratigraphic units by reading the features of soils such as colour and compaction, and three different recording procedures; photograph, drawing, and written forms. Also, I learned the appropriate way to use tools and a proper way to maintain the safeties while working at the site.

Along with the excavation work, all of the students spent one day in a week at the pottery lab to study how the findings are treated and recorded after we excavated them. We also had a few lectures on topography and a hands-on session of handling a prism and a total station to take elevation points. As part of the lectures, we also had a tour of the other sites in Pompeii and weekend trips to nearby archaeological sites.

This Temple of Venus Excavation Program not only gave me the opportunity to experience the archaeological excavation but also the chance to realize how important the technologies is for the field of archaeology. Moreover, it gave me an opportunity to talk to the actual archaeologists, topographers, and conservators who work on the site. I believe this experience, especially working at the pottery lab, will help me to pursue my future goal to be an antiquity conservator. Without participating this program, I would never be able to achieve these valuable experiences. Thank you again for giving me the great financial support to achieve this opportunity. To participate the same program next year again, I will be practicing archaeological drawing techniques under the supervision of Dr. Battiloro this year.

Sandra Blakely
Chair, Subcommittee for the Excavation / Fieldschool Award
Department of Classics
Emory University

**114th Annual Meeting of CAMWS:
Albuquerque Sneak Peak**

Let's put the Q in QAMWS!

ALBUQUERQUE
April 11-14, 2018



The 114th meeting of CAMWS will be held on April 11-14, 2018 in [Albuquerque, New Mexico](#) at the [Hotel Albuquerque](#) at the invitation of the [University of New Mexico](#). Single and double room rates at the Hotel Albuquerque are \$125 plus taxes. Please use [this link](#) to book a room on line. Please reference code 1804CAMWSA if contacting the hotel by email at abqreservations@hhandr.com or by phone at 866-505-7829 or 505-843-6300.

From the Local Committee:

- Here is a [Slide Show](#) inviting you to Albuquerque.
- Here is a [Albuquerque Restaurant Guide](#).
- Here is a [New Mexico Travel Guide](#).



Local Committee Members (L to R): Lorenzo Garcia, Jr.,
Monica Cyrino, Osman Umurhan, and CAMWS
President Laura McClure

Panels and Workshops approved for the 2018 meeting

The Reborn Identity: Religion and Politics in Ancient Greece and Rome

Nicholas D. Cross (Queens College, CUNY) and Nicholas Wagner (University of Minnesota),
co-organizers and co-presiders

1. The Panionion: Where Religion and Politics Intersected in the Early Ionian League. Nicholas D. Cross (Queens College, CUNY)
2. Immortal Efforts: Divine Audiences in Cicero's Post Reditum Speeches. Nicholas Wagner (University of Minnesota)
3. Caelestes Honores: Emperor Worship among Corinth's Earliest Christians. Joshua M. Reno (University of Minnesota)

Fashioning Ancient Women on Screen

Stacie Raucci (Union College), organizer and presider

1. Historicizing Women's Costumes: Anachronisms and Appropriations. Margaret Toscano (University of Utah)
2. Costuming Lucilla in 20th and 21st -Century Screen Productions. Hunter H. Gardner (University of South Carolina)
3. Accessorizing the Ancient Roman Woman on Screen. Stacie Raucci (Union College)
4. Response. Monica S. Cyrino (University of New Mexico)

Classics and White Supremacism

Victoria Pagán (University of Florida), organizer and presider

1. The Summer of Our Discontent: Rethinking the Intersections of Ancient History and Modern Science in Contesting White Supremacy. Denise McCoskey (Miami University)
2. White Supremacists Respect Classical Scholarship...If It Was Written Before the 1970s. Rebecca Futo Kennedy (Denison University)
3. How to Save Western Civilization (for Men): White Supremacy and the New Kyrieia. Donna Zuckerberg (Eidolon, Editor)

Aching Amor: Embodied Emotions in Roman Elegy

T. H. M. Gellar-Goad (Wake Forest University) and
Jessica Westerhold (University of Tennessee-Knoxville),
co-organizers and co-presiders

1. The Lexicon of Loneliness in Propertius. T. H. M Gellar-Goad (Wake Forest University)
2. Credula Spes: Tibullan Hope and the Future of Elegy. Laurel Fulkerson (Florida State University)
3. The Aesthetics of Revulsion in Propertius' Depiction of *Acanthis*. Mariapia Pietropaolo (University of Missouri)
4. Subaltern Women, Sexual Violence, and Trauma in Ovid's *Amores*. Jessica Wise (Colorado College)
5. Simulating Sadness: Ovid's Affective Strategies from Exile. Jessica Westerhold (University of Tennessee-Knoxville)

Age and Aging in Roman New Comedy

Serena S. Witzke (Wesleyan University), co-organizer and presider and
Caitlin Hines (University of Toronto), co-organizer

1. Renewing Old Methodologies: An Updated Reconstruction of Afranius' *Vopiscus*. Caitlin Hines (University of Toronto)
2. The New and the Old in Plautus' *Casina*. Emilia Barbiero (Dartmouth College)
3. Relating to Others, Relating to Oneself: Psychological (Im)maturization of Young Men in Love in Greek and Roman New Comedy. John Esposito (University of North Carolina at Greensboro)
4. "Nice Figure, a Little Over the Hill": 'Elderly' Women in Roman New Comedy. Serena S. Witzke (Wesleyan University)
5. Respondent. Anne Groton (St. Olaf College)

Presidential Panel

Constructions of Girlhood in Graeco-Roman Antiquity: Trends, Challenges, Critical Approaches

Andromache Karanika (University of California, Irvine), organizer and presider

1. Girls to Women, Heroines, and Monsters: Female Subjectivity in Transition. Lisa Maurizio (Bates College)
2. Marking Life Transitions in Middle Republican Latium. Anne Weis (University of Pittsburgh)
3. Bodies of Work: Young Female Dancers in the Roman World. Fanny Dolansky (Brock University)
4. Looking for Non-Elite Girls in the Roman Empire. Lauren Caldwell (Trinity College)
5. Girls and Trauma in New Comedy. Sharon James (University of North Carolina at Chapel Hill)
6. Agamemnon's Daughters in the Twenty-First Century. Sophie Mills (University of North Carolina at Asheville)

Wonder Woman and Warrior Princesses

Anise K. Strong (Western Michigan University), organizer and presider

1. Gender-flipping the katabatic hero: Starbuck as Aeneas in *Battlestar Galactica* (2003-2009). Meredith Safran (Trinity College)
2. Same Sex, Different Day: the Amazon Communities of *Wonder Woman* (2017) and *Xena: Warrior Princess*. Grace Gillies (University of California, Los Angeles)
3. Paradise, Bodies, and Gods: The Reception of Amazons in *Wonder Woman*. Walter Penrose (San Diego State University)
4. Respondent. Anise K. Strong (Western Michigan University)

GSIC Panel

Demystifying the Publishing Process

Samuel Hahn (University of Colorado Boulder), organizer and presider

1. Submitting to a Journal, in First-Person. Mitchel Pentzer (Emory University)
2. Refereeing Articles and Manuscripts for Academic Journals and Book-Presses. Lorenzo F. Garcia, Jr. (University of New Mexico)
3. Best Practices from an Editor's Perspective. Antony Augoustakis (University of Illinois at Urbana-Champaign)

Ovid in China

Laurel Fulkerson (Florida State University), organizer and presider

1. Globalizing Classics: Ovid through the Looking Glass. Lisa Mignone (Brown University)
2. Translating Ovid into Chinese. Jinyu Liu (DePauw University)
3. Laughing at the Boundaries of Genre in Ovid's *Amores*. Caleb Dance (Washington and Lee University)
4. Ovidian Scenes on 18th-century Chinese Porcelain. Thomas J. Sienkewicz (Monmouth College)
5. Respondent. John F. Miller (University of Virginia)

Popular Classics

Vincent E. Tomasso (Trinity College), organizer and presider

1. Textual Poachers: Scholars, Fans, and Fragments. Daniel Curley (Skidmore College)
2. The Elite and Popular Reception of Classical Antiquity in the Works of Cy Twombly and Roy Lichtenstein. Vincent E. Tomasso (Trinity College)
3. Replication, Reception, and Jeff Koons's *Gazing Ball Series*. Marice Rose (Fairfield University)
4. *The Passion of Cleopatra* (2017): Anne Rice's Sequel to *The Mummy* (1989). Gregory Daugherty (Randolph-Macon College)

Travels, Treasures, and the *Locus Terribilis*: Myth in Children's Media

Krishni Burns (University of Illinois at Urbana-Champaign), organizer and presider

1. Midas, Mixed Messages, and the "Museum" of Dugald Steer's *Mythology*. Rebecca Resinski (Hendrix College)
2. Fairy-Tale Landscapes in the d'Aulaires *Book of Greek Myths* (1962). Alison Poe (Fairfield University)
3. Spiritual Odysseys in Children's Television. Krishni Burns (University of Illinois at Urbana-Champaign)
4. Domesticating Classical Monsters on BBC Children's Television: Gorgons, Minotaurs and Sirens in *Doctor Who*, the *Sarah Jane Adventures* and *Atlantis*. Amanda Potter (The Open University)

Oedipus and His Heroic Counterparts

Emma Sciolli (University of Kansas) organizer and presider

Vered Lev Kenaan (University of Haifa), organizer and presider

1. Oedipus, Odysseus and the Return of Memory. Vered Lev Kenaan (University of Haifa, Israel)
2. The Tragedy of Hoemdiplot: Freud's Fusion of Oedipus and Hamlet. Richard Armstrong (University of Houston)
3. *Manus Cruentae*: The Bloody Hands of Oedipus and Theseus in Statius' *Thebaid*. Emma Sciolli (University of Kansas)

War is Women's Business: Women and War Trauma in Greco-Roman Epic and Tragedy

Katherine R. De Boer (Indiana University Bloomington), organizer and presider

Erika Weiberg (Florida State University), organizer

1. [A Story with No Ending: Penelope and Ambiguous Loss in the *Odyssey*](#). Erika Weiberg(Florida State University)
2. [War, Maternal Ponos, and Communal Trauma in Athenian Tragedy](#). Angeliki Tzanetou(University of Illinois at Urbana-Champaign)
3. [Arms and the Woman: Female Combatants in the *Aeneid*](#). Katherine R. De Boer (Indiana University Bloomington)
4. [Melancholy Becomes Andromache: War Trauma and Hallucinatory Mourning in Seneca's *Troades*](#). Mary Hamil Gilbert (Birmingham Southern College)
5. Respondent: Alison Keith (University of Toronto)

From the Theater of Dionysus to the Opera House

Carolyn Hahnemann (Kenyon College), organizer and presider

1. [What Happened to Euripides? Iphigenia among the Taurians and Handel's *Orestes*](#). Robert Ketterer (University of Iowa)
2. [From Medea to Norma](#). Duane Roller (Ohio State University)
3. [Elements of Sophocles' *Oedipus the King* in Verdi's *Don Carlo*](#). Carolyn Hahnemann(Kenyon College)
4. [Opera as Social Medicine in Mikis Theodorakis' *Antigone*](#). Sarah B. Ferrario (Catholic University of America) and Andrew Simpson (Catholic University of America)

National Greek Committee Panel

Greek Pedagogy: Seeds for STEM

Timothy F. Winters (Austin Peay State University), organizer and presider

1. [The Roots of the STEMs](#). Anthony Hollingsworth (Roger Williams University)
2. [Squaring the Circle: STEM Resources for the Greek Language Classroom](#). Georgia Irby(The College of William and Mary)
3. [The 2017 College Greek Exam](#). Albert Watanabe (Louisiana State University)
4. [Hybrid Vigor: Networking with Online Partners in Small Language Classes](#). Karen Rosenbecker (Loyola University of New Orleans)

Casting Die: Classical Reception in Gaming

William S. Duffy (St. Philip's College) and Matthew Taylor (Beloit College),

co-organizers and co-presiders

1. [Imagining Classics: Towards a Pedagogy of Gaming Reception](#). Hamish Cameron (Bates College)
2. [20-sided monsters: The Adaptation of Greek Mythology to Dungeons and Dragons](#). William S. Duffy (St. Philip's College)
3. [Civilization and History: Ludological Frame vs. Historical Context](#). Rosemary Moore(University of Iowa)
4. [Touching the Ancient World through God of War's Kratos](#). Matthew Taylor (Beloit College)
5. [Games and Ancient War: Serious Gaming as Outreach and Scholarship](#). Sarah Murray(University of Toronto)

A Panel in Honor of James Sherman Ruebel (1945-2016)

Michele Valerie Ronnick (Wayne State University), organizer and presider

1. Biography of James S. Ruebel, CAMWS President (2001-2002). Ward W. Briggs, Jr.(University of South Carolina)
2. A View from Ball State's Honors College: An Interview with Professor Dom Caristi, Jim's Friend and Colleague. Theodore Tarkow (University of Missouri)
3. Ruebel (and Others) Join the Corps. Scott Aran Lepisto (Hillsdale College)
4. Caesar, the Geographoi and Lewis and Clark: The Use of Animals in Describing New Lands. Kenneth F. Kitchell, Jr. (University of Massachusetts-Amherst)
5. Apuleius in the Work of African American Novelist, Charles W. Chesnutt (1858-1932). Michele Valerie Ronnick (Wayne State University)

CPL Panel

The Promotion of Latin Teaching and Learning

David B. Wharton (University of North Carolina at Greensboro), organizer and presider

1. From Flop to Flip: Individualizing the Elementary Latin Curriculum. Kristina Meinking(Elon University)
2. You Don't Know the Language If You Don't Know the Words: Learning Vocabulary in an Oral, Communicative Classroom. Matt Panciera (Gustavus Adolphus College)
3. Trends, Problems, and Prospects for the Promotion of Latin Teaching. David B. Wharton(University of North Carolina at Greensboro)

Workshop

"The Classics Tuning Project": Articulating the Competencies and Skills of a Classics Student

John Gruber-Miller (Cornell College), organizer

Robert Holschuh Simmons (Monmouth College), presider

Lisl Walsh (Beloit College), presenter

Sanjaya Thakur (Colorado College), presenter

Workshop

Cui donat lepidum novum libellum? Introducing a Bit of Active Latin into Your Current Advanced Latin Classroom

John Gruber-Miller (Cornell College), presider

Ronnie Ancona (Hunter College and CUNY Graduate Center), organizer and presenter

Workshop

Pedagogy Of...

Devon Harlow (University of Southern California), organizer and presider

Jody Valentine (Pomona College), presenter

Workshop

Intersectionality in the Classroom: Inclusive Teaching Strategies

Erica Meszaros (University of Chicago), organizer and presider

Amy Pistone (University of Notre Dame), presenter

Workshop

NCLG/CPL: Tirones/Mentores

Mary L. Pendergraft (Wake Forest University), organizer and presider

Hugh Himwich (Albuquerque Academy), presenter

John Fraser (Bosque School), presenter

Keely Lake (Wayland Academy), presenter

Generosa Sangco-Jackson (Oak Hall Academy), presenter

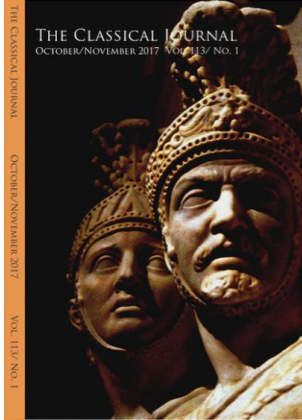
Workshop

If Not AP, Then What? A New Option for Secondary Teachers

Robin Anderson (Phoenix Country Day School), organizer and presenter ,

TBA, presider

New in *The Classical Journal*



VOL. 113 / NO. 1

MELAMPUS IN CALLIMACHUS AND HESIOD

by Alexandros Kampakoglou

Abstract: Fr. 54e Harder derives from Heracles' speech to Molorcus before he kills the Nemean Lion in Callimachus' *Victoria Berenices*. The mention of Melampus at lines 5-6 has been interpreted as a parallel to Heracles' exploit (Parsons) or a reference to an Argive location where Melampus cured the Proetids (Harder). This paper argues that the *Hesiodic Catalogue of Women* is a plausible intertext for Melampus' Argive affiliation, unifying these two interpretations. Mirroring the structure of the Hesiodic epic, fr. 54e presents a catalogue of Argive hero-kings who through their benefactions (Danaus, assuaging the drought; Melampus, curing the daughters of Proetus; Heracles, killing the lion) parallel Berenice herself. The catalogue reflects Ptolemaic ideology: Berenice's victory expresses her royal charisma, benefits the kingdom and guarantees its stability.

LUCRETIUS' MALODOROUS MISTRESS (*DE RERUM NATURA* 4.1175)

by Robert D. Brown

Abstract: In the course of his attack on romantic love, Lucretius asserts that even the most beautiful woman shares the failings of an ugly one, such as making bad smells. The source of this smell is controversial, with suggestions including perfume, cosmetics, defecation, menstruation, flatulence and gynecological fumigation. The article lays down four criteria for a convincing interpretation and tests the different theories against these. It concludes that the reference is scatological and illustrates the influence of the passage on certain poems of Jonathan Swift.

MAGNITUDO ANIMI AND COSMIC POLITICS IN CICERO'S *DE RE PUBLICA*

by Sean McConnell

Abstract: This paper offers a fresh interpretation of the role played by the Dream of Scipio in Cicero's *De re publica*. It explores Cicero's key distinction between the cosmic and the local levels of statesmanship and the problems he sees with localism, and it details fully for the first time the importance that Cicero attached to the virtue of *magnitudo animi* ("greatness of soul"). The paper makes the case that in *De re publica* Cicero promotes his own innovative cosmic model of politics, in which *magnitudo animi* is developed through an educational process situated in the traditional Roman *mos maiorum*.

A POETIC CAESAR IN LUCAN'S *PHARSALIA*

by Jessica Seidman

Abstract: This paper examines the poetic qualities of Caesar's speech in two episodes from Lucan's *Pharsalia* and argues that Caesar attempts to rival Lucan in the poetic representation of Rome's

past. A close reading of Caesar's speech to Amyclas (5.532-7) reveals a density and complexity of figurative language that justifies the narrator's assessment of Caesar as *indocilis privata loqui* (5.539). In his simile comparing Pompey to a Hyrcanian tiger cub (1.324-35), Caesar employs a particularly Lucanian poetics: rhetorical, violent and tendentious. However, Lucan ultimately gets the better of his character by appealing to the reader's knowledge of Rome's literary (Vergilian) past.

New in *Teaching Classical Languages*



Recent and Forthcoming Articles

- Kristina Meinking, "Competency and Collaboration: An Approach to the Second Semester Latin Course"
- Matthew Panciera, "An Old Teaching Dog Tries Some New Tricks: Changing a Traditional Latin Classroom"
- Paul Nitz, Review of Díaz Ávila and Rouse, *Alexandros, to Hellenikon Paidion*"
- Rachel Ash, "Teaching Vocabulary with Movie Shorts"
- Georgia Irby, "Reading Science in the Greek Language Classroom"
- John Piazza, "Review of Beginner Latin Novels"
- Rebecca Harrison, "Learning (and Teaching) Latin Verb Tenses"
- Special Issue: "Perspectives on the Revised Standards for Classical Language Learning"
- Articles from teachers, methods course instructors, and authors of the Standards

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, Mount Vernon, IA 52314, jgruber-miller@cornellcollege.edu.

CAMWS News and Announcements

CAMWS Policy on Public Statements

The CAMWS Executive Committee has the right to issue public statements concerning important matters related to the organization. Occasionally the Committee receives requests from CAMWS members or non-members to issue official public statements on a particular issue. To ensure that the Committee handles all such requests fairly and in a timely fashion, the following Policy on Public Statements has been adopted.

CAMWS may issue a public statement when an issue is identified as consistent with the organization's Mission Statement:

"The Classical Association of the Middle West and South, Inc., is a professional organization for anyone interested in the classical world, including classicists at all levels of instruction, that promotes the knowledge and appreciation of classical antiquity through support of pedagogy, original research and public outreach."

These goals include the preservation of historical documents and artifacts, fostering communication and exchange among teachers and scholars, defending the fair and professional treatment of all members of the profession, and advocacy for the study of Classics and the humanities in general.

Anyone may petition the Executive Committee to issue a formal public statement about an issue of concern. Such requests should be forwarded to the President or Secretary-Treasurer. Requests must provide a clear and compelling reason for the proposed course of action, and demonstrate how it falls within the mission of CAMWS and conforms to the stated policies of the Association.

The President will refer the matter for discussion to the Executive Committee, who must approve any public statement to be issued on behalf of CAMWS. When, however, a speedy response is necessary, at his or her discretion the President may issue a statement upon recommendation in consultation with the Secretary-Treasurer only. As with other decisions of the Executive Committee, only the President or the Secretary-Treasurer is authorized to issue the statement in the appropriate venues.

Policy approved by the Executive Committee, August 24, 2017

CAMWS Presidential Portrait Gallery

A portrait gallery of CAMWS Presidents can now be accessed at <https://camws.org/about/hist.php>. Just click on a presidential name to view the portrait. We are still missing a number of portraits, so if you can fill any of the lacunae, please let CAMWS know.



CAMWS Member Save with Oxford!

Oxford University Press is offering a 25% discount on its entire Classics list to all CAMWS members. Go to <https://camws.org/oup-promotion> to take advantage of this promotion. Please note that only CAMWS members can access this page with their personal email address and a password which has been sent to all current members.

From Our Institutional Members

CFP: Undergraduate Submissions to Philomathes

Austin Peay State University is pleased to invite submissions for *Philomathes: A Journal of Undergraduate Research in Classics*. This on-line journal publishes original research projects carried out by undergraduate students in any area of Classics. Submissions are welcome from current undergraduates and those who have recently completed their undergraduate education (within one year of graduation). The deadline for submissions for issue 2.1 is **November 10, 2017** with a publication date scheduled for April of 2018.

Undergraduate research has become a prime component of university study in Classics as in other disciplines. We are glad to provide an opportunity to recognize some of the best undergraduate research. We invite submissions from current undergraduates and those who have recently completed their undergraduate education (within one year of graduation).

Please see the web site, <http://www.apsu.edu/philomathes> for information on publication policies and submission guidelines.

We look forward to receiving submissions from your students in all areas of Classical Studies. Please feel free to share this information with your colleagues at your own institution and others.

THE 2018 BERNICE L. FOX CLASSICS WRITING CONTEST

sponsored by The Department of Classics at Monmouth College



Topic: A classical "Wonder Woman" appearing out of her native context to save the day

The backstory of DC Comics' Wonder Woman is heavily inspired by characters, places, and events from classical mythology. DC's Wonder Woman is portrayed as appearing in a variety of different places and times in history, all while maintaining her essential identity as the Amazon Princess Diana. Entries for this contest should take a "Wonder Woman" from classical history, mythology, or literature and come up with some pretext for setting her in a place and time outside of her native one. In that new context, this "Wonder Woman" should use her "super" powers/skills that are apparent from her portrayals in the classical world to solve some problem that was confounding the people of her new context.

Contest Guidelines

- Entries must be typed, double-spaced, and on 8-1/2 x 11-inch paper.
- Printing on both sides of a page is acceptable.
- No electronic submissions.
- 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.

This contest is open to any student enrolled full-time in high school (anywhere in the world) during the current school year. An award of **\$250.00** will be given to the author of the best entry written in English on the specified theme. The entry may be a short story, a play, a poem, or an original literary work of any other sort.

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 events from historical or other classical sources, and to the circumstances of the context into which you are placing your "Wonder Woman." Papers will be judged on accuracy to ancient sources, appropriate use of those sources, skillfulness in incorporating your "Wonder Woman" into your chosen context, originality, quality of material, thematic development, appropriateness, correctness of English style, and effectiveness of presentation.

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 until 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.

- 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, and personal identification code;
 - school name, address, and phone number;
 - and teacher's name.
- No more than ten entries will be accepted from any individual school, and only one entry per student will be accepted
- Failure to follow these guidelines will result in disqualification.
- All entries must be postmarked no later than **March 15th**, and mailed to the following address:
 - Dr. Robert Holschuh Simmons
Monmouth College
700 E. Broadway Ave.
Monmouth, IL 61462.
- All entries become the property of Monmouth College.
- The winner will be announced on or close to April 15th on the contest website.
- Every entrant will receive a certificate of participation from Monmouth College.
- For further information, including a list of previous winners, please consult the contest website.
- Send any questions to Dr. Simmons at rsimmons@monmouthcollege.edu.

Notices from Other Classical Organizations

2018 Vergilian Society Tours

Renaissance and Baroque Art in Rome and Naples

Dates: June 16-28, 2018

Director: Andrew Casper, Miami University, casperar@miamioh.edu

This tour will explore major achievements and developments in Renaissance and Baroque Art (1300-1700) in Rome and Naples. Focusing on these two cities will allow tour participants to study both major (and possibly familiar) works and monuments in Rome as well as some lesser known (but no less significant) sites in Naples. This will allow for an especially rich examination of key artistic developments in painting, sculpture, and architecture that fall within and outside of the conventional canon, but all of which constitute some of the most celebrated, innovative, and influential artistic achievements in the Western world. Despite their differing political histories the chosen cities of Rome and Naples share mutual commonalities and influences in their respective artistic cultures that will ensure some cohesion to the various sites and monuments that we will visit. The itinerary will be sure balance visits to locations such as chapels and churches where individual works are in situ, and can thus be considered in their original physical context, as well as to museums and galleries that will allow for a more comparative analyses among numerous works of art gathered in one place. We will also sample the cultural, culinary, and leisure offerings in Italy that for centuries have been and continue to be celebrated by residents and visitors alike. **\$2895, single supplement \$400.**

Greece and Rome in Washington, DC: Classical Influences on Our Founding Fathers

Dates: June 17-22, 2018

Director: Elise Friedland, George Washington University, efried@gwu.edu

Our nation's capital is revered for its urban design, public architecture, and civic sculpture-all of which are inspired by ancient Greece and Rome. Washington, DC presents an urban landscape that echoes - to some degree and in a way that no other American city does - the streets and public squares of the ancient world, where ancient Greeks and Romans once conducted business, politics, and religion. 18th and 19th century Americans lived in a classical world, and there is a large body of scholarship on *classica Americana*, how Greek and Roman culture influenced and was adopted and adapted by the Founding Fathers of the United States in nearly every area: government, law, higher education, art, and architecture. This five-day study tour will survey Greek and Roman influence on the Founding Fathers and early America from the late 1700s through the early twentieth century, focused on the art and architecture of DC. A study tour textbook will provide an intellectual history of early America that will serve as the backdrop for the major focus of the tour, the buildings, sculptures, and other works of art in DC that adopt and adapt Greek or Roman monuments as well as the ancient monuments on which they were based. Tour participants will become familiar with the ancient and early American symbols that permeate DC and gain a new appreciation for the role of the ancient world in our nation's cultural, social, political, and educational history. Major sites will include the Capitol Building including Statue of Freedom, Pedimental sculpture, Apotheosis of George Washington in Rotunda dome, and Brumidi Corridors; Greek Revival buildings (Treasury Building, Old Patent Office, Old City Post Office, Frieze on Old Pension Building, now National Building Museum); National Archives, National Gallery of Art, Jefferson Monument, and many others. **\$1050**

Ancient France: Gallic, Greek, and Roman

Dates: June 26-July 8, 2018

Director: Raymond Capre, Montclair State University, raymondcapra@gmail.com

This tour of Southern France will explore the interaction of three cultures: Gallic, Greek, and Roman, through a study in the archaeology and history of France beginning with the civilization of the iron age Gauls and the establishment of Greek cities at the end of the seventh century BC through the advent of

Republican Roman colonization and the campaigns of Caesar to the end of Roman Hegemony. The archaeological sites, accompanying museums, and the grand Catholic cathedrals of the region we shall visit are located on the ancient trade routes that developed into the Roman road system in Gaul, most notably the Via Domitia. This excursion will allow the participant to see many lovely cities in the south of France, as we shall stay in one night in Toulouse, three in Arles, one in Narbonne, one in Montpellier, two in Nîmes, and three in Aix-en-Provence. Other cities visited include Carcassonne, Marseille, Vaison-la-Romaine, Orange, Avignon, and Les Baux. The south of France is one of Europe's gems in terms of its culture and cuisine. This tour will provide an unforgettable experience of this region. **\$2995, single supplement \$475.**

Comprehensible Input and the Latin Classroom: A Study Tour in Italy

Dates: July 10-21, 2018

Director: Keith Toda, Parkview High School, Lilburn, GA, keith_toda@gwinnett.k12.ga.us

This 12-day tour is designed to teach Comprehensible Input pedagogy to Latin teachers and to demonstrate how Comprehensible Input methodology can be applied to the teaching of Roman authors. The tour will include travel to sites relevant to Roman authors and textbook readings. Workshop sessions will alternate with visits to sites and museums such as the Colosseum, Capitoline Museums, Vatican City, Pompeii, and Capri. Workshop topics include an overview of Comprehensible Input theory, demonstration of Comprehensible Input techniques/strategies, such as Total Physical Response (TPR), Teaching Proficiency through Reading and Storytelling (TPRS), circling, dictations, Movie Talk, embedded readings, Personalized Questions and Answers (PQAs), and numerous activities related to pre-reading, reading, and post-reading activities. Other topics will include Sequencing and Scaffolding of a Comprehensible Input Lesson, Grammar in a Comprehensible Input classroom, and Teaching Upper Level Authors/the AP Syllabus with Comprehensible Input. The program features 3 days in Rome and the remainder in Campania at the Harry Wilks Study Center at the Villa Vergiliana. **\$2895, single supplement \$400.**

City of God, Barbarian Kingdoms: Italy in Late Antiquity

Dates: July 11 - 22, 2018

Directors: Thomas Landvatter and Beth Platte, Reed College

We may think of the "Fall of the Roman Empire" as a disastrous time, when barbarians swept through the once-great Roman Empire and ushered in a dark age. And indeed, the city of Rome suffered greatly during the period of Late Antiquity, from 200-800 CE. In this tour, we will explore this history of Late Antique Italy through its urban centers and geography of power. We will begin in Rome with the magnificent displays of imperial power of the Severan Dynasty and the tetrarchy, including Rome's Constantinian churches. We'll explore the impact of Christianity through visits to the Vatican; the Celian, a posh neighborhood that became a center of elite Christian display; and a day trip to the Benedictine monastery of Monte Cassino, founded in the 6th century. From Rome, we will travel to the Byzantine outpost of Ravenna, stopping in Spoleto, the 6th century capital of a Lombardic Duchy, and the Temple of Clitumnus, the site of an early church. In Ravenna, we will visit the 6th century mausoleum of Theoderic and other Ostrogothic and Byzantine monuments. The highlights of Ravenna will be the 6th-century churches of San Vitale and Sant' Apollinare and the 5th-century Mausoleum of Galla Placidia, with some of the most beautiful Byzantine mosaics in the world. **\$2995, single supplement \$475.**

See detailed itineraries, tour descriptions, application, and scholarship information on the Vergilian Society website at <http://www.vergiliansociety.org>.

Vergilian Society CFP

Vergilian Society Call for Proposals for Symposium Cumanum, June 2019.

This is one of two calls for proposed symposium topics. The Vergilian Society is soliciting proposals for the twenty-fifth annual Symposium Cumanum, to take place at the Harry Wilkes Study Center at the Villa Vergiliana in Cuma at the end of June, 2019. We will consider a proposal on any theme pertaining to Vergil and his times, although preference may be given to a subject that has not been treated re-

cently. [Descriptions of previous symposia](http://www.vergiliansociety.org/symposium_cumanum/publications_previous_symposia/) can be found on the Vergilian Society website, (http://www.vergiliansociety.org/symposium_cumanum/publications_previous_symposia/).

Each proposal should be prepared by the person who is intending to direct the symposium, or by the lead person if co-directors are envisioned. The successful director will have logistical assistance from the Vergilian Society's Italian staff and from the executive committee; a set of guidelines is available to assist in planning.

Proposals should be 250-300 words in length, giving a brief rationale for the theme, some thoughts on what kinds of subjects are likely to be treated, and the names of several scholars who have worked on this theme and might be approached to participate. As international meetings, our symposia attract participants from all over the world, but since the Vergilian Society is an Italian-American cultural association, we are especially interested in seeing solid participation from scholars in these two countries.

Proposals should be submitted electronically by **Wednesday, January 31, 2018** to the president of the Vergilian Society, James O'Hara, at jimohara@unc.edu. Informal enquiries are also welcome at that email address.

Vergilian Society Call for Proposals for Symposium Campanum, October 2019

This is one of two calls for proposed symposium topics. The Vergilian Society invites proposals for topics for the fourth annual Symposium Campanum, to take place at the Harry Wilks Study Center at the Villa Vergiliana in Cuma, Italy in mid-October, 2019. These October Symposia differ in focus from our summer Symposium Cumanum: we will consider proposals on any aspect of the history, archaeology, art and architecture, and geology of Italy and Sicily from the remotest antiquity to the Renaissance. For information about earlier Symposia Campana, see: http://www.vergiliansociety.org/symposium_cumanum/.

Each proposal should be prepared by the person who is intending to direct the symposium, or by the lead person if co-directors are envisioned. The successful director will have logistical assistance from the Vergilian Society's Italian staff and from the executive committee; a set of guidelines is available to assist in planning.

Proposals should be 250-300 words in length, giving a brief rationale for the theme, some thoughts on what kinds of subjects are likely to be treated, and the names of several scholars who have worked on this theme and might be approached to participate. As international meetings, our symposia attract participants from all over the world, but since the Vergilian Society is an Italian-American cultural association, we are especially interested in seeing solid participation from scholars in these two countries.

Proposals should be submitted electronically by **Wednesday, March 28, 2018** to the president of the Vergilian Society, James O'Hara, at jimohara@unc.edu. Informal enquiries are also welcome at that email address.

Call for Papers for the 2018 Symposium Cumanum:

***rerum cognoscere causas*: Learning in the Late Republic and the Augustan Age**

June 26-30, 2018

Co-Directors: T.H.M. Gellar-Goad (Wake Forest University) and Christopher B. Polt (Boston College)

The Vergilian Society invites proposals for papers for the 2018 Symposium Cumanum at the Villa Vergiliana in Cuma, Italy. Learning and teaching were fundamental to Roman literature from the start: Livius Andronicus, the *primus auctor* of Latin letters, was first a teacher whose pedagogic experiences profoundly shaped his own writing (Feeney, *Beyond Greek*). Instruction becomes a special interest in the culture and literature of the late Republic and Augustan periods, when attitudes towards education find complex, fluid, and multivalent expressions (Bloomer, *The School of Rome*). This symposium aims to interrogate the varied, shifting roles that teaching and learning play in this pivotal period, especially with reference to the literary milieu in which Vergil was educated and to which he contributed.

While teaching and learning were esteemed in the time of Vergil, and while didactic verse represents the most familiar incarnation of poetic teaching and learning, this distinct form of literature long lacked recognition as a formal genre (Sider, "Didactic poetry: The Hellenistic invention of a pre-existing genre"). Indeed, its ambiguous status has increasingly exercised the attentions of scholars, who struggle

to define what sets didactic literature apart (Effe, *Dichtung und Lehre*; Dalzell, *The Criticism of Didactic Poetry*). What motivated ancient poets to become professed teachers and compose defined lessons in such an ill-defined "genre"?

Poetry occupies an ambiguous role in teaching and learning. Vergil ranks among history's most influential teachers, even with his non-didactic work: *grammatici* used his *Aeneid* as a core school-text for elite Roman boys and many viewed it as a source of prophetic learning (the *sortes Vergilianae*). Vergil's authority as epic teacher led Dante to select him as tour guide in Hell and resulted in an early modern "cult of Vergil" as supreme didact, especially among the Jesuits (Haskell, *Loyola's Bees*). But Vergil also learned at the knees of others: Ennius, Lucretius, and Philodemus, whose Epicureanism profoundly influences Augustan-age poets. Scholars have noted Vergil's debt to prose authors such as Varro (Thomas, *Vergil*; Horsfall, *The Epic Distilled*), who offered both material and methodological approaches adapted to new purposes.

Recent years have also seen the development of frameworks for the philosophical, ethical, and cultural implications of didactic (Nelson, *God and the Land*; Kronenberg, *Allegories of Farming from Greece to Rome*), but its boundaries and generic status remain contested (Itsumi, "Didactic Poetry: A Generic Tradition?"), as have the relationship between prose and poetry that claims to teach (Atherton, *Form and Content in Didactic Poetry*; Hutchinson, "Read the Instructions") and the dynamics between teacher and student in ancient literature and culture (Schiesaro et al., *Mega nēpios*).

This symposium aims to continue these investigations and to open up new fields of inquiry related to ancient teaching and learning. Papers might focus on topics including (but not limited to):

- interactions between Vergil and his didactic predecessors/successors
- the teacher-student relationship in Vergil's Georgics and elsewhere
- Roman cultures of learning and ancient learning communities
- translating Greek teachings for Italian audiences
- how ancient education practice informs poetic production
- ethical and philosophical implications of teaching through poetry
- contact between "scientific" work and didactic literature
- didacticism outside traditionally didactic poetry
- the later reception of Vergil and other ancient authors as educators

Papers will be 20 minutes long with ample time for discussion. The symposium will include three days of papers, discussion, and visits to Vergilian sites. Participants will include Barbara Weiden Boyd, Monica Gale, Steven Green, Alison Keith, James O'Hara, and Alessandro Schiesaro. Interested scholars should send an abstract of no more than 300 words to poltt@bc.edu by **January 15, 2018**.

Call for Papers: Symposium Campanum 2018
Women on the Bay of Naples: Recent Research
October 4-7, 2018
Director: Brenda Longfellow, University of Iowa

The Vergilian Society invites proposals for papers for the 2018 Symposium Campanum at the Villa Vergiliana in Cuma, Italy.

For almost any woman in the Roman world, our knowledge is inherently colored by the viewpoint of ancient authors, who primarily focused on how elite women - and particularly those of the senatorial and imperial classes - lived up to contemporary expectations about the female experience. The feminine virtues of beauty, modesty, faithfulness, piety, and familial devotion emphasized by historical sources were internalized by women across the social spectrum, as evidenced by the domestic walls in Pompeii, where modestly dressed women with elaborately coiffed hair and rouged cheeks affectedly display their wedding rings or pose next to their husbands. What these historical sources and Pompeian portraits fail to capture are the myriad public moments in a woman's life that go beyond projecting an image of a beautiful, modest, and fertile matron. This symposium gathers together scholars who are using epigraphic, archaeological, art historical, and architectural evidence from sites throughout the Bay of Naples to recover some of those moments when women operated in ways that could complement or complicate their primary social roles as mothers, daughters, and wives. The goal of the symposium

sium is to better understand the lives of women outside the domestic sphere, and in particular to examine how women from a range of social backgrounds and geographic origins engaged with the local community through families, businesses, philanthropy, religion, and the funerary realm.

Papers might focus on the traces of female lives and activities in any number of situations or circumstances, including but not limited to issues of self-identity, ethnic identity, monument patronage, funerary activities, legal commitments, priesthoods and ritual involvement, land ownership, workshop participation, prostitution, slavery, literacy, and health.

The symposium will include three days of papers, discussion, and visits to Vesuvian sites. Papers will be 30 minutes long with ample time for discussion. Interested scholars should send an abstract of no more than 300 words to brenda-longfellow@uiowa.edu by **January 15th, 2018**.

CFP: Association of Ancient Historians Annual Meeting

**College of William & Mary, Williamsburg, Virginia,
April 19-21, 2018.**

We seek papers that raise broader issues and themes that will engage all AAH attendees regardless of their primary specialization. As always with the AAH, all sessions are plenary.

Papers will be 20 minutes in length, with time for discussion. Please send abstracts (.pdf or .docx) of no more than 500 words to aahmeeting2018@gmail.com by **Monday, December 4, 2017**. Limited references may be provided in-text only; no bibliographies please. Name your submission file in a way that indicates the panel to which you are applying.

We anticipate holding sessions on the following themes:

Travel in Ancient History

Recent decades have seen a growth of interest in the study of travel in antiquity, a topic that is integral to geography and cartography and was itself an important strand in many literary genres. This panel will attempt to draw together the threads of this trend by examining the phenomenon of travel in antiquity from as broad a range of perspectives as possible. Some of the topics that papers might address are the logistics of ancient travel, cartographical tools that helped guide travel, the role of travel in historical and biographical events, the role of travel in interstate politics and economy, travel as a means of acquiring social capital and defining identities, ideologies of travel and their relation to reality, travel and pilgrimage in the practice of ancient religions, the historiography of travel, and travel as an element of historiographical methodology.

Colonialism and Ancient Mediterranean Religions

Historical and cultural studies over the last few decades have embraced the study of colonialism in the ancient world. Theoretical approaches to this concept have included colonial and post-colonial theory, empire theory, as well as ethnicity and other types of identity studies. The impact of colonialism on religious practices of the ancient Mediterranean world, however, has not yet been thoroughly explored. Questions to be considered in this panel may include the following. How are the religious practices and beliefs of a colonizing state viewed by the indigenous population and vice versa? To what degree are the religious practices of the colonizing state affected by indigenous practices? How do the religious practices of a colony relate to those of its "mother" state? Is there evidence for "resistance" to colonialism in religious practice? This panel aims to bring together scholars of religion, history, philology, and archaeology to explore case studies and theoretical models for understanding the impact of colonialism on ancient Mediterranean religions.

Ancient Democracy

We seek papers that explore all aspects of ancient democracy. Topics might include (but are not limited to) the use of non-literary sources, such as epigraphy and papyri, to understand ancient political systems, the evolution of democracy in the Hellenistic and Roman periods, or the intersection of de-

mocracy and economics. Papers that focus on areas and time periods beyond the scope of Classical Athenian democracy are especially welcome.

Food, Drink and Identity

In recent years scholarly contributions in the area of ancient food culture have begun to provide fresh perspectives on social, political, military and religious identity in the Greco-Roman world. We seek papers that will continue to build upon these recent advances by viewing ancient food, drink and identity through a wide interpretative lens, from the Greek Bronze Age to the Late Roman Empire, including the ancient Near East. Comparative approaches with other cultures and time periods will be especially welcome, as will be papers that treat the topic through any number of sources, including, but not limited to, historiographical, inscriptional, legal and archaeological.

New Directions in Achaemenid Persian Studies

The study of the Achaemenid Persian empire has grown into a thriving field of ancient history, with fruitful connections to related disciplines including Assyriology, Egyptology, Judaica, and Greek history. This panel seeks to stimulate conversations on the future of Achaemenid Studies, and welcomes papers on new evidence, approaches, and projects of importance to the field. Topics may include (but are not limited to) the evidence of the Persepolis archives, Babylonian temple archives, the archaeology and art history of the Achaemenid empire, and the textual evidence for Persia's relations with Mediterranean neighbors.

Imperial Encounters in Ancient Anatolia

Ancient Anatolia was a meeting place of empires, the site of complex encounters between the political, cultural, religious, and economic systems of foreign conquest-states and diverse local populations. This panel will explore the interactions between imperial powers and the people and landscapes of Anatolia in the *longue durée*, and welcomes papers on aspects of this theme from the Hittite Bronze Age to the Persian, Hellenistic, and Roman eras.

Archaeology and Epigraphy

Recent years have witnessed a sea-change in the way we access and make use of inscriptions from antiquity - from the digitization of material (e.g. The Herculaneum Graffiti Project), to mapping (*Imperium Romanum* on Googlemaps), to crowd-sourcing that helps produce critical editions (the Ancient Lives project). This panel invites submissions that employ or publicize new approaches to inscriptions, illustrating the benefit of new methodologies and practices. We also invite interdisciplinary papers, especially archaeological inquiries that provide context on the display, meaning, and function of inscriptions as monuments.

Call for Posters

This year's AAH meeting will also have space and time set aside for posters. Please send abstracts as above. For more information email aahmeeting2018@gmail.com or visit <http://associationofancient-historians.org/2018meeting/call.html>.

American School of Classical Studies at Athens

<http://www.ascsa.edu.gr/>

STUDY IN GREECE 2018-2019

ASCSA PROGRAMS AND FELLOWSHIPS

The American School of Classical Studies at Athens, one of America's most distinguished centers devoted to advanced teaching and research, was founded in 1881 to provide American graduate students and scholars a base for their studies in the history and civilization of the Greek world. Today, over 135 years later, it is still a teaching institution, providing graduate students a unique opportunity to study firsthand the sites and monuments of Greece. The School is also a superb resource for senior scholars pursuing research in many fields ranging from prehistoric to modern Greece, thanks to its internationally renowned libraries, the Blegen, focusing on all aspects of Greece from its earliest prehistory to late

antiquity, and the Gennadius, which concentrates on the Greek world after the end of antiquity. (Note: For the 2018-2019 academic year, the Blegen and Gennadius libraries may be closed for up to six months between January and June for reorganization; members of the School will continue to have access to other facilities of the School and other libraries in Athens).

FUNDING FOR GRADUATE STUDENTS FOR STUDY AT THE ASCSA

(FULL ACADEMIC YEAR AND SUMMER PROGRAMS)

REGULAR MEMBER FELLOWSHIPS: Up to twelve fellowships are available for the School's Regular Members. Fellowships provide a stipend of \$11,500 plus room and board at Loring Hall on the School grounds and waiver of School fees. Regular Member fellowships are awarded for the entire nine-month program. All awards are made on the recommendation of the Committee on Admissions and Fellowships and are based on the results of the qualifying examinations and materials submitted with the application. Fellowships include the Heinrich Schliemann and the John Williams White Fellowships in archaeology, the Thomas Day Seymour Fellowship in history and literature, and nine Fellowships unrestricted as to field - the Virginia Grace, the Michael Jameson, the Philip Lockhart, the Lucy Shoe Meritt, the Fowler Merle-Smith, the Martin Ostwald, and the James Rignall Wheeler. The Bert Hodge Hill is unrestricted, but with a preference for a student in art history, and the Emily Townsend Vermeule is unrestricted, but with a preference for Bronze Age archaeology. \$50 application fee. **DEADLINE: JANUARY 15, 2018.**

STUDENT ASSOCIATE MEMBERSHIP: Advanced graduate students who plan to pursue independent research projects, who do not wish to commit to the full Regular Program. **DEADLINE: ROLLING.**

ADVANCED FELLOWSHIPS: Several fellowships for the full academic year at the School with a stipend of \$11,500 plus room, board, and waiver of School fees are available to students who have completed the Regular Program or one year as a Student Associate Member and plan to return to the School to pursue independent research, usually for their Ph.D. dissertation. Advanced Fellowships awarded by the School: the Samuel H. Kress Fellowship in art and architecture of antiquity; the Gorham Phillips Stevens Fellowship in the history of architecture; the Ione Mylonas Shear Fellowship in Mycenaean archaeology or Athenian architecture and/or archaeology; the Homer A. and Dorothy B. Thompson Fellowship in the study of pottery; and three Fellowships unrestricted as to field: the Edward Capps, the Doreen Canaday Spitzer, and the Eugene Vanderpool Fellowships. **DEADLINE: FEBRUARY 15, 2018.**

FULBRIGHT FELLOWSHIPS: Contact the Institute of International Education, at 809 United Nations Plaza, NY 10017 or <http://us.fulbrightonline.org> for application and stipend information. Candidates must submit ASCSA application for Student Associate Membership by due date for Fulbright application. Student Associate membership is the only category eligible for the Fulbright grants. **DEADLINE: OCTOBER 11, 2017.**

SUMMER SESSION: Six-week session to explore the sites and museums in Greece for graduate and undergraduate students, and secondary school and college teachers. Fee of \$4,900 includes tuition, travel within Greece, room, and partial board. Scholarships available. \$25 application fee. **DEADLINE: JANUARY 15, 2018.**

SUMMER SEMINARS: Two 18-day sessions designed for those who wish to study specific topics in Greece and visit major monuments with exceptional scholars as study leaders, and to improve their understanding of the country's landscape, archaeology, material culture, history, literature, and culture. Enrollment is open to graduate and advanced undergraduate students, and to high school and college instructors of classics and related subjects. Each seminar is limited to twenty participants. Fee of \$2,750 includes tuition, travel within Greece, room, partial board in Athens, and museum and site fees. Scholarships available. **DEADLINE: JANUARY 15, 2018.**

FUNDING FOR GRADUATE STUDENTS AND POSTGRADUATES FOR STUDY AT THE ASCSA (FULL ACADEMIC YEAR)

THE M. ALISON FRANTZ FELLOWSHIP: Ph.D. candidates and recent Ph.D.s for work in the Gennadius Library. A stipend of \$11,500 plus room, board, and waiver of School fees. **DEADLINE: JANUARY 15, 2018.**

THE JACOB HIRSCH FELLOWSHIP: For projects carried out in Greece, U.S. or Israeli citizens, Ph.D. candidate, writing a dissertation or recent Ph.D. revising a dissertation for publication. A stipend of \$11,500 plus room, board, and waiver of School fees. **DEADLINE: JANUARY 15, 2018**

FUNDING FOR GRADUATE STUDENTS OR POSTGRADUATES FOR STUDY AT THE ASCSA (SHORT-TERM FELLOWSHIPS)

ARCHAEOLOGICAL INSTITUTE OF AMERICA (AIA) ANNA C. AND OLIVER C. COLBURN FELLOW: Ph.D. candidates and recent Ph.D.s whose field is classical archaeology. Contact the AIA, Boston, MA for information. Simultaneous application to both the AIA and the ASCSA is required. Applications completed on website: www.archaeological.org and <http://www.ascsa.edu.gr/index.php/admission-membership/student-associate-membership>. Stipend of \$5,500. **DEADLINE: JANUARY 15, 2018.**

THE HARRY BIKAKIS FELLOWSHIP: North American or Greek graduate students researching ancient Greek law or Greek graduate students working on a School excavation. The \$1,875 fellowship is awarded periodically. School fees are waived. **DEADLINE: JANUARY 15, 2018**

COTSEN TRAVELING FELLOWSHIP FOR RESEARCH IN GREECE: Short-term travel-to-collections award of \$2,000 for senior scholars and graduate students for projects and research at the Gennadius Library. At least one month of residency required. School fees are waived. **DEADLINE: JANUARY 15, 2018.**

THE GEORGE PAPAIOANNOU FELLOWSHIP: Ph.D. candidates or recent Ph.D.s researching Greece in the 1940's and the post-war period. Fellows are required to make use of and refer to the George Papaioannou Papers housed at the Archives of the Gennadius Library. Open to all nationalities. Stipend of €1,000. School fees are waived for a maximum of two months. **DEADLINE: JANUARY 15, 2018.**

THE HENRY S. ROBINSON CORINTH RESEARCH FELLOWSHIP: Ph.D. candidate or Ph.D. for research on a doctoral dissertation or primary publication specifically on Corinth, requiring the use of the resources, archaeological site, and collections at the ASCSA excavations at Ancient Corinth. Open to all nationalities. The Robinson Fellowship may not be held concurrently with another School fellowship. One or more grants for up to three months, maximum amount of stipend is \$4,000. School fees are waived. **DEADLINE: JANUARY 15, 2018.**

WIENER LABORATORY RESEARCH ASSOCIATE APPOINTMENTS: Short-term funding for Ph.D. candidates and postdoctoral scholars from colleges and universities worldwide pursuing archaeological research related to the ancient Greek world at the Wiener Laboratory. Variable amounts up to \$7,000. Term variable, up to nine months. **DEADLINE: JANUARY 15, 2018**

TRAVELING AND EXCHANGE FELLOWSHIPS FOR GRADUATE STUDENTS AND POSTGRADUATE STUDY

COULSON/CROSS AEGEAN EXCHANGE, Program of the Council of American Overseas Research Centers (CAORC): Short-term fellowships for Greek nationals and scholars to pursue research in Turkey under the auspices of the American Research Institute in Turkey (ARIT). Stipend of \$250 per week plus up to \$500 for travel expenses. Submit online application to ASCSA. **DEADLINE: MARCH 15, 2018.**

MULTI-COUNTRY RESEARCH FELLOWSHIPS, Council of American Overseas Research Centers (CAORC): Ph.D. candidates and postdoctoral scholars with research in the humanities, social sciences, or allied natural sciences requiring travel to several countries with an American overseas research center. Consult CAORC website for application and deadline: www.caorc.org.

THE PAUL REHAK MEMORIAL TRAVELING FELLOWSHIP: Regular members and Student Associate members already attending the School for the entire academic year. Grant of \$1,000 or grants of lesser amounts. School fees are waived. The purpose is to allow individuals to travel in Greece and Magna Graeca to conduct a research project during the current academic year from September 1, 2016 to July 1, 2017. **DEADLINE: MARCH 1, 2018.**

FUNDING FOR SENIOR SCHOLARS FOR STUDY AT THE ASCSA

KRESS PUBLICATIONS FELLOWSHIPS: Postdoctoral scholars working on assigned material from excavations at Ancient Corinth, Ancient Agora, Lerna, and affiliated projects of the ASCSA to support research for publication of the excavated material. Grants for at least three months (up to \$10,000) to a maximum of nine months (up to \$30,000). **DEADLINE: JANUARY 15, 2018.**

NEH FELLOWSHIPS: Awards for postdoctoral scholars and professionals in the humanities. Terms: Two to four fellowships, five to ten months in duration. Maximum stipend for a five-month project, \$21,000; for a ten-month project, \$42,000. School fees are waived. U.S. citizens or foreign nationals being U.S. residents for three years before application deadline. Applicants must hold their Ph.D. or equivalent terminal degree at the time of application. Submit online application to ASCSA. **DEADLINE: OCTOBER 31, 2018.**

WIENER LABORATORY PROGRAMMATIC POSTDOCTORAL FELLOWSHIP (2018-2021): Project proposals are welcomed from any archaeological project affiliated with the ASCSA. Both current and former permit holders are eligible to apply. A specific candidate for the fellowship must be named in the application who has received their PhD and has a demonstrable record of research and publication directly relevant to the project. Stipend of \$35,000 per year for three-year term. **DEADLINE: JANUARY 15, 2018.**

For more information about each program or fellowships, please visit <http://www.ascsa.edu.gr/index.php/admission-membership/fellowships-and-grants>

ASCSA programs are generally open to qualified students and scholars at colleges or universities in the U.S. or Canada; restrictions may apply for specific fellowships and programs. The American School of Classical Studies at Athens does not discriminate on the basis of race, age, sex, sexual orientation, color, religion, ethnic origin, or disability when considering admission to any form of membership.

SCS 2019 CFP

Neo-Latin in a Global Context: Current Approaches

Sponsored by the American Association for Neo-Latin Studies (AANLS)

Organized by Quinn Griffin, Grand Valley State University

The AANLS invites proposals for a panel of papers on current research in Neo-Latin texts from around the world to be held at the annual meeting of the Society for Classical Studies (SCS) in San Diego in early January 2019. Our intent is to illustrate the diversity and richness of Neo-Latin Studies; to underscore the importance of contemporary research in the complex, international phenomenon of Neo-Latin literature; and to give scholars an opportunity to share the results of their research and their methodologies with colleagues in the many disciplines that comprise Neo-Latin studies.

We welcome papers on all aspects of the study of literary, historical, scholarly, legal, scientific and technical works written in Latin in the Renaissance and early Modern Period (to about 1800). We also welcome papers dealing with more recent Neo-Latin works.

Abstracts should be sent (and arrive no later than midnight EST on Saturday, February 24, 2018) to Professor Quinn Griffin at griffiqu@gvsu.edu. Abstracts should be a maximum of 650 words (not including a brief bibliography).

In accordance with SCS regulations, all abstracts for papers will be read anonymously by three referees. Please follow the [instructions for the format of individual abstracts that appear on the SCS web site](#). In your cover letter or e-mail, please confirm that you are an SCS or AIA member in good standing (and please note your membership number), with dues paid through 2019.

SCS 2019 CFP

CAMP Panel Proposals

The Committee on Ancient and Modern Performance (CAMP) of the Society for Classical Studies invites proposals for a panel to be held under the Committee's sponsorship at the 150th Annual Meeting of the SCS (January 3-6, 2019; San Diego, California). Submissions, which should not exceed 500 words in length, should include:

1. the title of the proposed panel;
2. a general outline of the proposed topic;
3. a brief explanation of the topic's relevance to the performance of ancient or modern drama;
4. and, where appropriate, a brief bibliography.

SCS panels usually comprise either four 20-minute papers in a two-hour session, or four 20-minute papers plus short introduction and response in a two-and-a-half-hour session. Panel proposals should be sent via e-mail to Timothy Wutrich, Chair of the Committee on Ancient and Modern Performance (trw14@case.edu), by **December 30, 2017**.

It should be noted that selection and sponsorship of a panel topic by the Committee does not in itself guarantee final acceptance of the panel by the SCS Program Committee. Note that the organizer of any panel selected by the Committee must be a fully paid-up member of the SCS for 2019.



THE PAIDEIA INSTITUTE

LIVING LATIN IN ROME
June 9-July 15, 2018



Course Description

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.



Classroom and Housing

Classes for Living Latin in Rome take place in modern, air-conditioned classrooms in the Prati neighborhood of Rome. Housing is available through the Institute in double rooms in shared apartments of four to six students. Institute apartments are in easily commutable distance from class and have a shared kitchen and bath. All apartments have wireless internet. Students are free to seek their own housing in Rome, but due to the difficulty and expense of finding suitable short-term housing in the summer, applicants are encouraged to seek housing through the Institute.

Living Latin in Rome Staff

Joseph Conlon, Jessica Evans, John Kuhner, Matthew McGowan, Erin McKenna Hanses, Jonathan Meyer, Ada Palmer, Andrew Siebengartner

Tuition and Fees

The cost of Living Latin in Rome is **\$3850**.

This amount includes tuition, housing, site visits, course materials, and transportation to and from Rome's Fiumicino airport. Airfare is not included.

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

Academic Credit

Starting in 2015, academic credit will be available for Living Latin in Rome on an optional basis through Brooklyn College. Students taking Living Latin in Rome for credit enroll as students at Brooklyn College, take a final exam and pay an additional Brooklyn College tuition of \$2400 (\$800 / credit) for non-residents of New York State and \$1140 (\$380 / credit) for New York residents directly to Brooklyn College. All students seeking credit for should indicate this on their application. The Paideia Institute will support students admitted to Living Latin in Rome through the Brooklyn College application and enrollment process.

LIVING LATIN IN ROME, HIGH SCHOOL

July 1-17, 2018



Course Description

Living Latin in Rome High School offers a holistic immersion experience 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 student-centered approaches spanning both traditional and spoken Latin methodologies. 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 July. It includes traditional classroom sessions, informal conversational Latin sessions, interactive visits to important historical and literary sites in Rome, the production of a Latin skit to be performed in an assembly of fellow students and friends of the Paideia Institute, and day trips to important sites outside of Rome.



Prerequisites

Students who have studied Latin for at least one year are encouraged to apply. The course will also be challenging and interesting for students who have studied Latin for many years. Students of all grade levels, including graduating seniors, are encouraged to apply.

Classroom and Housing

For the duration of the course, students and teachers live together in the center of Rome. Classes take place in the same facility where students are housed and also on site in the city. Students eat together daily for breakfast, lunch and dinner where they are provided these meals either at our housing facility or at local restaurants.

Living Latin in Paris Staff

Meaghan Carley, Laurie Hutcheson, Jason Pedicone, Gregory Stringer, Mitchell Towne, Bryan Whitchurch

Transportation

The Institute will coordinate a group flight accompanied by a Paideia staff member, from New York City's John F. Kennedy Airport to and from Rome. Students may also travel directly to Rome, where they will be met at the airport by Paideia staff.

Tuition and Fees

The cost of Living Latin in Rome (High School) is **\$3450**. This amount includes tuition, housing, meals, site visits, course materials, and transportation to and from Rome's Fiumicino airport. Airfare is not included.

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

LIVING GREECE IN GREECE

August 4-19, 2018



Course Description

Living Greek in Greece is an intensive introduction to spoken Attic Greek. In two seminar-style meetings every day, participants read and discuss ancient Greek literature and philosophy in Attic Greek. Each year, readings are organized around a theme; the theme for 2018 is Fury, and attendees will read Euripides' Orestes. Program participants will also stage and perform the play in the original Greek (abridged), with original (modern) music. The Orestes was the most popular of Euripides' plays in antiquity and is one of his most controversial today. In addition to the daily seminar sessions, Living

Greek in Greece includes a variety of optional programming designed to build students' facility in speaking and understanding Greek, as well as lectures both in English and (ancient) Greek on topics relating to classical as well as modern Greek culture. Every year Living Greek in Greece also features a trip to important sites that are relevant to the year's theme. In 2018, the course will go to Mycenae to visit the fabled palace of Agamemnon and Orestes, as well as Epidaurus to see a modern production of classical theater on the ancient stage.

Prerequisites

Participants should have a basic reading knowledge of Attic Greek. This is usually the equivalent of at least one year of Greek at the university level.

Classroom and Housing

Living Greek in Greece is held at the Hellenikon Idyllion, a hotel and Hellenic cultural center located in the charming seaside village of Selianitika on the north coast of the Peloponnese. Classes take place outdoors in a lush garden, just a few meters from the beach. Accommodation at the Idyllion in shared bungalow apartments is included in the cost of the course. All apartments have a full bath, kitchens or kitchen access, and air conditioning. Groceries can be purchased in the village and there are numerous seaside tavernas within walking distance. The garden also has fruit trees available to the program's participants.

Living Greek in Greece Staff

Claire Catenaccio, Joseph Conlon, Anna Conser, Richard Hutchins, Darrel Janzen, Catherine Lambert, Jason Pedicone, Alex Petkas

Tuition and Fees

The cost of Living Greek in Greece is **\$2750**. This amount includes tuition, housing, course materials, and site visits. Airfare and transport to and from the airport is not included. The Paideia Institute is able to offer a number of full and partial scholarship to students with financial need. Please visit our scholarships page to learn more.

Academic Credit

Starting in 2015, academic credit will be available for Living Greek in Greece on an optional basis through Brooklyn College. Students taking Living Greek in Greece for credit enroll as students at Brooklyn College, take a final exam and pay an additional Brooklyn College tuition of **\$2400** (\$800 / credit) for non-residents of New York State and **\$1140** (\$380 / credit) for New York residents directly to Brooklyn College. All students seeking credit for should indicate this on their application. The Paideia Institute will support students admitted to Living Greek in Greece through the Brooklyn College application and enrollment process.

Standards for Classical Language Learning



The Standards task force welcomes commentary from the field on current draft of the revised Standards.

<https://aclclassics.org/pages/standards>

LIVING GREEK IN GREECE HIGH SCHOOL

July 18-August 1, 2018



Course Description

Living Greek in Greece High School offers an intensive introduction to the Ancient Greek language in the rich cultural setting of modern Greece. It is specifically designed for high school students. The program accommodates a range of levels of preparation: we welcome beginner participants who have not even learned the Greek alphabet, but we also offer specialized instruction for students who have had the equivalent of a year or more of college Greek. Students will encounter Ancient Greek texts from a wide range of times, places, and intellectual traditions, including the works of Homer, Plato, the New Testament, and the Byzantines.

Learning Ancient Greek can also help us understand and connect with other modern cultures, especially with Greeks today. For that reason, this program is committed to balancing time spent reading and in class with exploring that common ground through learning about and enjoying modern Greek food, music, and dance.

Our itinerary will include many places and sites of ancient and modern significance: Athens, Corinth, Nafplio, Epidaurus, Olympia, Delphi, and the island of Zakynthos.

Prerequisites

Students of all high school grade levels are encouraged to apply. No prior knowledge of Ancient Greek is necessary.

Classroom and Housing

For the duration of the course, students and teachers live together in the center of Athens, and then in hotels in each Greek city they visit. Classes will take place in high quality facilities on or near the premises of residence. Program participants eat together daily for breakfast, lunch and dinner. They will be provided these meals either at our housing facility or at local restaurants.

Living Greek in Greece Staff

Joseph Conlon, Eugene Cunningham, Amy Garland, Alex Petkas

Transportation

The Institute will coordinate a group flight accompanied by a Paideia staff member, from New York City's John F. Kennedy Airport to and from Athens. Students may also travel directly to Athens, where they will be met at the airport by Paideia staff.

Chaperoned transportation to Living Greek in Greece High School will also be arranged for students attending Living Latin in Rome High School just prior to the program's start.

Tuition and Fees

The cost of Living Greek in Greece (High School) is **\$3850**. This amount includes tuition, housing, meals, site visits, course materials, and transportation to and from Athens International airport. Airfare is not included.

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

LIVING LATIN IN PARIS

December 27, 2017 - January 3, 2018



Course Description

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.

Prerequisites

Participants must be over the age of 18 by the time the program starts and should know the basics of Latin grammar. This usually means the equivalent of one year of college or two years of high-school Latin. No experience speaking Latin is required, but experienced Latin speakers are also encouraged to apply.

Classroom and Housing

Classes for Living Latin in Paris are held in the Monastery of the Congregation de St. Esprit, one of the last remaining monasteries in the Latin Quarter. Le Quartier Latin takes its name from the Medieval students at the Sorbonne, who continued to speak Latin long after the rest of Europe had begun speaking the vernacular languages.

To make the course as accessible as possible to all, there are four housing possibilities of different comfort and price:

- a bunk bed in a youth hostel;
- one bed in a hotel room shared with another course participant. Participants selecting this option will be matched by gender and age;
- a single hotel room;
- a hotel room shared with a non-participant.

Living Latin in Paris Staff

Daniel Gallagher, Catherine Lambert, Matthew McGowan, Gregory Stringer

Academic Credit

Continuing Education Units (CEU's) are also available for this program at no cost.

Costs

Tuition and youth hostel housing: **\$1750** Tuition and shared hotel room: **\$2500** Tuition and single hotel room or double room with non-participant: **\$3000**

SUMMER INTERNSHIP IN ROME

June 10-July 20, 2018



Summer Humanities Internship

The Paideia Institute's Summer Humanities Internship is designed to give students with an interest in the classical humanities a real world work experience that allows them to develop marketable skills while making an impact on subjects they care about. Teams of interns work together in a modern, air-conditioned office in Rome to drive forward the Institute's educational and outreach initiatives. Teams are lead by graduate students and professionals with real-world expertise in team project areas.

The internship includes a weekly seminar with readings on topics that explore the role of the humanities in our lives beyond the academy, including the interaction between the humanities and the business world, the public sector and civic engagement, and personal fulfillment. The internship also arranges weekend trips to museums and cultural sites in and around the city of Rome.

Paideia seeks interns who are passionate about the humanities and thrive in a dynamic and independent working environment. Paideia program alumni are especially encouraged to apply.

The Paideia Institute has a few funded positions available, but applicants are also encouraged to seek external funding. The estimated cost of the internship, including round-trip airfare, room, and board, is \$4000.

Digital Humanities Team

The Digital Humanities Interns work with a team of professional developers on a number of ongoing digital humanities projects including the development of iOS and Android apps, and other e-learning applications. Interns develop skills in web and mobile development, while working on applications that will go into production. The ideal applicant will be proficient in at least one programming language and have knowledge of general algorithms and data structures commonly taught during the first years of college. During the program, interns will learn other programming languages and techniques needed for their projects. We are looking for intellectually curious people that are excited to learn and want to use their computer science skills to bridge the gaps between the humanities and the digital world. None of the aforementioned skills are formal prerequisites, so don't feel discouraged to apply if you are missing some of them.

Development and Outreach Team

The Development & Outreach Interns collaborate closely with the Institute's Director of Development and President to work on research projects and outreach initiatives that engage the Institute's growing network of alumni and friends of the classical humanities and expand access to Latin and ancient Greek. Interns explore intersections between the classical humanities, inequality, and social justice work, while gaining experience designing K-12 curriculum and communicating academic work to public audiences of all ages. Interns also gain experience working with Microsoft Office and data management systems.

Media Team

The Media Interns work with a media professional to photo and video document all aspects of Paideia's summer programs, including classes, lectures, and trips to important sites in and around Rome. Interns divide their time between on-site photography and videography work and the office, where they edit their photographs and footage, promote Paideia's programs on social media, and develop marketing materials in various formats for other Paideia initiatives. Interns gain skills in industry-standard media software and editing techniques.

Team Manager

The Institute also seeks applications from graduate students in Classics and related fields for funded management positions in the internship. Applicants should be currently enrolled in a graduate program in the humanities and demonstrate a strong interest in media, digital humanities, outreach, or development, as well as strong teaching and management skills. We are especially interested in graduate students who are interested in applying their skills beyond the academy. To apply for a team manager position, visit our [Work for Paideia](#) page.

LIVING LATIN IN NEW YORK CITY February 17-18, 2018



in partnership with



FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

Program Description

Living Latin in New York City is a two-day Living Latin conference in the heart of Manhattan hosted jointly by The Paideia Institute and the Fordham University Department of Classics. It is designed to allow teachers and students of Latin to explore and practice the active use of Latin in the classroom. In the beautiful setting of Fordham University's Lincoln Center Campus, the program includes lectures on various aspects of Latin language and pedagogy and smaller sessions in which participants practice spoken Latin techniques themselves. Daily coffee hours and one optional group dinner allow for informal contact and exchange with other teachers. Professional development credit is available.

This event is hosted by [Matthew McGowan](#), associate professor of Classics and director of the Honors Program at Fordham University. Prof. McGowan was the guest professor for The Paideia Institute's Living Latin in Rome program in 2015.



Guest Speakers

María Luisa Aguilar, Peter Barrios-Lech, Anna Conser, Jules Felix Culot, Jim Dobreff, Daniel Gallagher, John Kuhner, Nancy Llewellyn, Matthew McGowan, Erin McKenna Hanses, Chikondi Medson, Milena Minkova, Alex Petkas, Lorina Quartarone, Christophe Rico, Justin Slocum Bailey, Jorge Tárrega, Terence Tunberg

Location

Living Latin in NYC is held at Fordham University Law School, located at 140 W 62nd St, New York, NY 10023.

Housing

The Paideia Institute has reserved a block of single rooms at the [Holiday Inn Midtown-57th Street](#), available to conference participants at a reduced group rate of \$185 per night. The hotel is conveniently located within walking distance of the Fordham Lincoln Center Campus. Guests must spend at least two nights at the hotel to receive the group rate. Participants indicating interest in Holiday Inn housing on our registration form will receive instructions and a group code for reserving a room.

Schedule

The conference runs 9am - 5pm on Saturday February 17th and Sunday February 18th. An optional Cena Latina is held on Saturday night. More precise scheduling information will be made available in the weeks leading up to the event.

Following the conference, on Monday, February 19th, Paideia will offer an Active Latin with Justin Slocum Bailey teacher training session also at Fordham University Law School. Please indicate on the registration form whether you would be interested in participating. More precise scheduling information will be made available in the weeks leading up to the event.

Prerequisites

This conference is most appropriate for undergraduate or graduate students in Latin, high school teachers, and Professors of Classics. Well-qualified and mature high school seniors with a strong background in Latin also welcome. **No experience speaking Latin is required!**

Fees and Deadlines

Registration Fee for Living Latin in New York City is **\$125**. This fee includes all program materials as well as breakfast and coffee hour daily.

Scholarships

Thanks to the support of our donors and sponsors, the registration fee may be reduced or waived for students and teachers who would like to attend the conference, but cannot do so for financial reasons. Requests for scholarships should be sent by email to info@paideia-institute.org.

Acknowledgements

Living Latin in New York City is made possible in part thanks to a Leadership Initiative Grant from the [Classical Association of the Atlantic States](#) and to support from the [New York Classical Club](#).

ACTIVE LATIN WITH JUSTIN SLOCUM BAILEY



The Paideia Institute is thrilled to announce a new professional development program for Latin teachers as part of a partnership with Justin Slocum Bailey. Justin is a second language acquisition expert, an innovative Latin teacher, and an experienced teacher-trainer, who specializes in boosting joy and success in language learning. Justin has mentored and advised hundreds of teachers and learners while consulting for schools, districts, publishers, software developers, and non-profits. His presentations and classes are characterized by glee, discovery, camaraderie, and adaptability to the interests, needs, and gifts of those present.

At Paideia's Active Latin training workshops Justin provides hands-on training for Latin teachers interested in experiencing and learning more about teaching Latin via active methods in their classrooms. At the workshops, teachers will get...

- practical techniques for helping students process increasingly complex Latin in real time
- a variety of activities for working with Latin texts, including activities for building up to and following up on reading
- a refined understanding of the relationship between explicit linguistic knowledge and reading proficiency
- ways of capitalizing on students' interests to maximize buy-in and long-term learning
- tools for designing lessons that help students interact not only with Latin, but also in Latin
- the opportunity to hear classical Latin spoken -- useful both for "activating" teachers' own Latin and as a model for speaking Latin with students
- guided practice in many of the techniques Justin models

The Revised Standards for Classical Learning

The American Classical League, the Society for Classical Studies, and regional classical associations are collaborating to develop thoroughly updated [Standards for Classical Language Learning](#). Although they are still in draft form, it is clear that the revised Standards will take seriously the power of research-informed practices that include the active use of classical languages during the learning process. Justin's workshops are an ideal source of training in implementing these new Standards.

The Need for Teacher Training in Active Latin

Latin instructors at all levels have become increasingly convinced of the power of language teaching and learning practices informed by research in applied linguistics--witness the booming of online support groups for teachers implementing such practices and the increasing percentage of job postings for Latin teachers that emphasize active use of the language--but many instructors have not had the benefit of training in these practices, and training events can be hard to find. These workshops have been specifically developed to fill that gap.

CEU's and Certification

The Paideia Institute is a certified provider of Continuing Education Units (CEU's). All registered participants at active Latin training events earn CEU's. The specific number of CEU's awarded will depend on the length of the event. The Paideia Institute will also issue an Active Latin Certificate to all participants. This certification will document to potential employers of formal training in the active approach.

Professional Development Grants

Participants are encouraged to apply for professional development grants in order to fund the cost of attending these teacher training sessions. Available grants include those offered by [CANE](#), [CAAS](#), [CAMWS](#), the [National Latin Exam](#), among others.

Upcoming Regional Events

New York City, Monday, February 19, 2018, hosted by the Fordham University Department of Classics

LEGION PROJECT BRIDGE FELLOWSHIPS



The Paideia Institute is excited to announce the Legion Project Bridge Fellowship program, a career placement fellowship that helps highly motivated and broadly competent classicists transition to successful careers outside the academy. Through the program, the Paideia Institute places graduate students or recent PhDs in Classics in partner organizations run by leaders who believe that advanced training in the Classics can be leveraged to solve complex problems faced by modern industries. Host organizations pledge to train and support candidates as they learn to apply their skills in research, writing, higher-order critical thinking and textual analysis beyond the humanities. Bridge Fellowships last from 1 - 2 years, and positions may either full or part-time, with the expectation that part-time candidates will continue with academic work in their free time.

Current Available Fellowships

Boston / Cambridge, MA (6 Fellowships Available)

- Communications/Public Relations
- Digital Marketing
- Project Management
- Concierge & Administrative Services
- Non-profit Fundraising (Advancement/Development)
- Digital Graphics Artist & Manager

Host Organization Statement of Purpose

Up to six Legion Bridge Fellowships are available in the Boston Area for outstanding graduate students and recent PhDs in Classics or related fields. The Fellowship is intended to help transition classicists from academia to commerce in eighteen (18) months by supporting development of marketing, public relations, communications, events, administrative, and other related and unrelated skills useful to both commercial and non-profit enterprises. As mutually agreed upon, a single fellowship may include training and opportunities spanning more than one professional area, for example, a single Legion Bridge Fellowship might include work in both marketing and fundraising.

The sponsor enterprises offer learning opportunities and a version of real-world experiences that are designed to help a successful Legion Bridge Fellow obtain a functional job in industry (or non-profits). Specific responsibilities may include (i) creation, administration, and/or management of advertising and marketing via social media and/or traditional channels, (ii) general management, (iii) event planning, (iv) project management, (v) secretarial support, and even (vi) personal assistant / concierge tasks and projects. There are multiple work formats available from Part-time/job share (minimum 20

hours per employee) to Full-time (40 hours) to Full-time+ (beyond 40 hours), and each position structure may be customized, as mutually agreeable. Positions may also be structured to support family obligations.

Field specific training and mentorship will be provided as part of the program. Legion Bridge Fellows, on a case-by-case basis, will also be given time and encouragement to continue their academic work as classicists, including time off to attend classics-oriented professional conferences or similar.

Ideal candidates will embrace the difficulty of changing from the purely intellectual, self-directed work of personal meaning that Classics offers to work done at the behest of and for the explicit benefit of others, such as clients, supervisors, and other interested persons. The transition is not easy, nor to be taken lightly.

Outstanding academic achievements are a given, good candidates will intuit that the essential requirements for a successful Legion Bridge Fellow will include outstanding attitude, personal engagement, independent initiative, and a joy about industry in the service of others. Legion Bridge Fellowships will be highly competitive.

Additional details: Legion Bridge Fellowships include medical/vision/dental insurance, disability insurance, 3+ weeks of paid personal time off (vacation, sick, holiday, personal), 401(K) plan, and as necessary, paid cell phone and laptop. The positions are salaried (not 1099). Note: benefits may be prorated for less than full-time employment.

Apply

The fellowship selection process is multi-stage with interested applicants being screened by Paideia and then finalists forwarded to the individual sponsor organizations for follow-on telephone and onsite interviews. To apply please email a current CV and a letter of interest (cover letter) to legion@paideia-institute.org. Your letter should address your motivation for bridging from academia to non-academic employment, how you see yourself fulfilling the requirements/process described above, and how a Legion Bridge Fellowship would be advance your career plans. Also, please indicate which fellowship position(s) for which you would like to be considered (if more than one position is of interest, please indicate ordinal preferences, if any). Finalists will be provided additional specifics about the appropriate Legion Bridge Fellowship(s).

Deadline: The selection process operates on a rolling monthly basis until the positions are filled. The first deadline for applications is **November 30, 2017**, but outstanding candidates may be interviewed and processed immediately (depending on the apparent quality of the candidate).

EEO Statement

Legion Bridge Fellowship sponsor organizations provide equal employment opportunities (EEO) to all persons regardless of age, color, national origin, citizenship status, physical or mental disability, race, religion, creed, gender, sex, sexual orientation, gender identity and/or expression, genetic information, marital status, status with regard to public assistance, veteran status, or any other characteristic protected by federal, state or local law. In addition, Legion Bridge Fellowship sponsor organizations provide reasonable accommodations for qualified individuals with disabilities.

CAMWS Committee Members for 2017-18

Executive Committee

Laura McClure, University of Wisconsin, President (2018), Chair
Andrew Faulkner, University of Waterloo, President Elect (2018)
Alden Smith, Baylor University (TX), Immediate Past President (2018)
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer (2022)

Antonios C. Augoustakis, University of Illinois at Urbana-Champaign, Editor, *Classical Journal*(2021)
John C. Gruber-Miller, Cornell College (IA), Editor, *Teaching Classical Languages* (2019)
Timothy S. Heckenlively, Baylor University (TX), Editor, CAMWS Newsletter (2018)
Keely Lake, Wayland Academy (WI), Chair, CPL (2019)
Mathias Hanses, Penn State University, Chair, Finance Committee (2020)
Roger T. Macfarlane, Brigham Young University (UT), Chair, Membership Committee (2018)
Nicoletta Villa-Sella, The Linsly School (WV), Chair, Steering Committee (2018)
Hunter H. Gardner, University of South Carolina, Member-at-Large (2018)
David Schenker, University of Missouri, Member-at-Large (2019)
Sophie Mills, University of North Carolina at Asheville, Member-at-Large (2020)

Program Committee

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Alden Smith, Baylor University (TX), Past President, *ex officio*
Andrew Faulkner, University of Waterloo (ON), President Elect, *ex officio*
Christopher Nappa, University of Minnesota (2018)
Zoe Stamatopoulou, Washington University (MO) (2019)
Ellen Greene, University of Oklahoma (2019)
Zina Giannopoulou, University of California, Irvine (2019)
Alison Futrell, University of Arizona (2019)
Rebecca Futo, Kennedy Denison University (OH) (2019)
J. Andrew Foster, Fordham University (2020)

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Keely Lake, Wayland Academy, Chair (2019)
Osman S. Umurhan, University of New Mexico (2018)
Rev. B. A. Gregg, Cleveland School of Science and Technology (OH) (2018)
Marcie Handler, The Seven Hills School (OH) (2018)
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Garrett A. Jacobsen, Denison University (2020)

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John C. Gruber-Miller, Cornell College (IA) (2018)
Peter E. Knox, Case Western Reserve University (OH) (2018)
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Marilyn Skinner, University of Arizona (2019)
Angeline Chiu, University of Vermont (2019)
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Thomas J. Sienkewicz Monmouth College (IL) Secretary-Treasurer, *ex officio*

Finance Committee

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Lisl Walsh, Beloit College (WI) (2018)
Angeliki Tzanetou, University of Illinois, Urbana-Champaign (2019)
Mark Padilla, Christopher Newport University (VA) (2019)
Marilyn B. Skinner, University of Arizona (2020)
Laura McClure, University of Wisconsin, President, *ex officio*
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer, *ex officio*

Membership Committee

Roger T. Macfarlane, Brigham Young University (UT), Chair (2018)
Vassiliki Panoussi, College of William and Mary (VA) (2018)
Lorenzo F. Garcia, Jr., University of New Mexico (2018)
Stephanie A. McCarter, Sewanee: The University of the South (TN) (2018)
Douglas C. Clapp, Samford University (AL) (2019)
Holly M. Sypniewski, Millsaps College (MS) (2020)
Laura McClure, University of Wisconsin, President, *ex officio*
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer, *ex officio*

Merit Committee

David J. White, Baylor University (TX), Chair (2018)
James M. May, St. Olaf College (MN) (2018)
Georgia L. Irby, College of William and Mary (VA) (2018)
Daniel B. Levine, University of Arkansas (2018)
Julia D. Hejduk, Baylor University (TX) (2019)
Gregory N. Daugherty, Randolph Macon College (VA) (2019)
David M. Pollio, Christopher Newport University (VA) (2020)
Vassiliki Panoussi, College of William and Mary (VA) (2020)

Nominating Committee

Alden Smith, Baylor University (TX), Immediate Past President (Chair, *ex officio*)
Carole E. Newlands, University of Colorado Boulder (2018)
Monica S. Cyrino, University of New Mexico (2018)
Anatole Mori, University of Missouri (2018)
Eleni Manolaraki, University of South Florida (2019)
Christine G. Perkell, Emory University (GA) (2019)
Anise K. Strong, Western Michigan University (2020)
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer, *ex officio*

Resolutions Committee

Kristin O. Lord, Wilfred Laurier University (ON), Chair (2020)
Anne H. Groton, St. Olaf College (MN) (2018)
Robert T. White, Beaumont High School (OH) (2018)
Lisa Ellison, East Carolina University (2019)
Luke A. Gorton, University of New Mexico (2020)
Anatole Mori, University of Missouri (2020)

History Committee

Ward W. Briggs, CAMWS Historian, University of South Carolina, Chair, *ex officio* (2018)
Anne Groton, St. Olaf College (MN) (2019)
Ippokratis Kantzios, University of South Florida (2020)
Theodora B. Kopestonsky, University of Tennessee, Knoxville (2020)
Thomas J. Sienkewicz, Monmouth College (IL), *ex officio*

Steering Committee on Awards and Scholarships

The 8 subcommittee chairs serve *ex officio*.

Nicoletta Villa-Sella, The Linsly School (WV), Chair (2018)
Jennifer L. Larson, Kent State University (OH), First Book Award

Jason S. Nethercut, University of South Florida, School Awards
Ryan G. Sellers, Memphis University School (TN)
Ariana E. Traill, University of Illinois at Urbana-Champaign, Semple, Grant, Benario Awards
Timothy Heckenlively, Baylor University (TX), Stewart Undergraduate Awards
Lorenzo F. Garcia, Jr., University of New Mexico, Stewart Training/Travel Awards
Mary L. Pendergraft, Wake Forest University (NC), Kraft/CAMWS Teaching Awards
Sandra L. Blakely, Emory University (GA), Excavation/Field School Awards
Helena R. Dettmer, University of Iowa, Ladislaus J. Bolchazy Award
Thomas J. Sienkewicz, Monmouth College (IL), Secretary, Treasurer, *ex officio*

Subcommittee on Publications

All members of this subcommittee serve *ex officio*.

Laura McClure, University of Wisconsin, President (Chair)
Alden Smith, Baylor University (TX), Immediate Past President
Antonios C. Augoustakis, University of Illinois, Urbana-Champaign, Editor, *The Classical Journal*
Joel P. Christensen, University of Texas, San Antonio, Editor, *Classical Journal Online*
John C. Gruber-Miller, Cornell College (IA), Editor, *Teaching Classical Languages*
Timothy S. Hickenlively, Baylor University (TX), Editor, CAMWS Newsletter
Bartolo A. Natoli, Randolph-Macon College (VA), Editor, *CJ Forum*
Thomas J. Sienkewicz, Monmouth College (IL), Secretary-Treasurer

Subcommittee on the Semple, Grant, and Benario Travel Awards

Ariana E. Traill, University of Illinois, Urbana-Champaign, Chair (2018)
Michele V. Ronnick, Wayne State University (MI) (2018)
Andrew S. Becker, Virginia Tech (2018)
Andrew Alwine, College of Charleston (SC) (2019)
Amy E. K. Vail, St. John Fisher College (NY) (2020)
Elizabeth Manwell, Kalamazoo College (MI) (2020)

Subcommittee on the CAMWS First Book Award

Jennifer L. Larson, Kent State University (OH), Chair (2019)
Neil W. Bernstein, Ohio University (2018)
Kyle Harper, University of Oklahoma (2019)
Ruth Scodel, University of Michigan (2020)
Lisa A. Hughes, University of Calgary (2020)
Meghan DiLuzio, Baylor University (TX) (2020)

Subcommittee on the School Awards

Ryan G. Sellers, Memphis University School (TN), Co-Chair (2018)
Margaret W. Musgrove, University of Central Oklahoma, Co-Chair (2020)
Jason S. Nethercut, University of South Florida (2018)
Debbie Felton, University of Massachusetts Amherst (2018)
Sarah Ellery, Montgomery Bell Academy (TN) (2018)
Chris Ann Matteo, Washington Latin Charter Public School (DC) (2018)
William S. Duffy, Alamo College (TX) (2019)
Nick L. Fletcher, Hawken School (OH) (2020)
Krishni S. Burns, University of Illinois Urbana-Champaign (2020)
Katie J. James, Vanguard College Preparatory School (TX) (2020)

Subcommittee on the Manson A. Stewart Undergraduate Awards

Timothy S. Heckenlively, Baylor University (TX), Chair (2019)
Peter J. Anderson, Grand Valley State University (MI) (2018)
Thomas Biggs, University of Georgia (2018)
Joel Christensen, Brandeis University (MA) (2019)
Connie Rodriguez, Loyola University of New Orleans (LA) (2019)
Kristen A. Ehrhardt, John Carroll University (OH) (2020)

Subcommittee on the Manson A. Stewart Teacher Training and Travel Awards

Lorenzo F. Garcia, Jr., University of New Mexico, Chair (2019)
Lindsay Herndon, Spotsylvania Middle School (VA) (2018)
Simon P. Burris, Baylor University (TX) (2019)
Julie Langford, University of South Florida (2019)
Ruth R. Caston, University of Michigan (2020)
Jason J. Hansen, Temple Preparatory Academy (FL) (2020)

Subcommittee on the Teaching Awards (Kraft and CAMWS)

Mary L. Pendergraft, Wake Forest University (NC), Chair (2018)
Kirk Sanders, University of Illinois at Urbana-Champaign (2018)
Robert J. Sklenář, University of Tennessee (2018)
Howard W. Chang, Flint Hill School (VA) (2019)
Jonathan Zarecki, University of North Carolina at Greensboro (2019)
Laury A. Ward, Hillsdale College (MI) (2020)
J. Matthew Harrington, Tufts University (MA) (2020)
Ian N. Hochberg, St. Stephen's and St. Agnes' School (VA) (2020)

Subcommittee on the Excavation and Field School Award

Sandra L. Blakely, Emory University (GA), Chair (2019)
Douglas Clapp, Samford University (AL) (2018)
Andrew Carroll, Regis Jesuit High School (CO) (2018)
Amy Sowder-Koch, Towson University (MD) (2019)
V́ctor M. Mart́nez, Arkansas State University (2019)
Davide M. Zori, Baylor University (TX) (2019)

Subcommittee on the Ladislaus J. Bolchazy Pedagogy Book Award

Helena R. Dettmer, University of Iowa, Chair (2019)
Generosa Sangco-Jackson, Oak Hall School (FL) (2018)
Beth Severy-Hoven, Macalester College (MN) (2018)
Barbara Weiden Boyd, Bowdoin College (ME) (2019)
Cynthia White, University of Arizona (2019)

Graduate Student Issues Committee (Affiliated with CAMWS)

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Elizabeth Deacon, University of Colorado Boulder
Samuel Hahn, University of Colorado Boulder
Rebecca Frank, University of Virginia
Kara Kopchinski, University of Kansas
Erica Meszaros, University of Chicago (IL)

Samuel Kindick, University of Colorado Boulder
Emma Vanderpool, University of Massachusetts Amherst
Robert H. Simmons, Monmouth College, CAMWS Liaison (IL)

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)

Alden Smith, Baylor University (TX)

CAMWS Webmaster

Bartolo A. Natoli, Randolph-Macon College (2018)

CAMWS Orator

David J. White, Baylor University (TX) (2018)

CAMWS Social Media Director

Sarah C. Teets, University of Virginia (2018)

CAMWS liaison to Graduate Student Issues Committee

Robert H. Simmons, Monmouth College (2019)

CAMWS State, Provincial, and Regional Vice-Presidents

At-Large Region

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Canada Region

Regional VP: Christina Vester, University Of Waterloo (2020)
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Ontario, Fanny L. Dolansky, Brock University (2018)
Saskatchewan, John R. Porter, University of Saskatchewan (2018)

Gulf Region

Regional VP: T. Davina McClain, Louisiana Scholars' College (2019)
Alabama, P. Andrew Montgomery, Samford University (2020)

Louisiana, Wilfred E. Major, Louisiana State University (2018)
Mississippi, Jonathan B. Fenno, University of Mississippi (2018)
Texas, Deborah Beck, University of Texas at Austin (2018)

Lake Michigan Region

Regional VP: Daniel W. Leon, University Of Illinois At Urbana-Champaign (2018)
Illinois, Hilary Lehmann Kox College (2020)
Indiana, Christopher W. Bungard, Butler University (2020)
Michigan, Anise K. Strong, Western Michigan University (2019)

Northern Plains Region

Regional VP: Christopher Nappa, University Of Minnesota (2020)
Minnesota, Erik K. Dugdale, Gustavus Augustus College (MN) (2020)
North Dakota, Rocki Wentzel, Augustana College (SD) (2018)
South Dakota, Rocki Wentzel, Augustana College (SD) (2020)
Wisconsin, Adriana Brook, Lawrence University (WI) (2020)

Ohio Valley Region

Regional VP: Gwen L. Compton-Engle, John Carroll University, OH (2018)
Ohio, Garrett A. Jacobsen, Denison University (2018)
West Virginia, E. Del Chrol, Marshall University (WV) (2019)

Plains Region

Regional VP: Marcia H. Lindgren, University Of Iowa (2019)
Iowa, Monessa Cummins, Grinnell College (2018)
Kansas, Craig Jendza, University of Kansas (2020)
Missouri, Amy L. Norgard, Truman State University (2018)
Nebraska, Mark A. Haynes, Creighton Preparatory High School (NE) (2019)
Oklahoma, John H. Hansen, University of Oklahoma (2019)

Rocky Mountain Region

Regional VP: Osman S. Umurhan, University Of New Mexico (2018)
Arizona, Arum Park, University of Arizona (2020)
Colorado, Reina E. Callier, University of Colorado, Boulder (2020)
Nevada, Thomas Garvey, The Meadows School (2019)
New Mexico, Luke Gorton, University of New Mexico (2018)
Utah, Seth A. Jeppesen, Brigham Young University (2019)
Wyoming, Laura A. De Lozier, University of Wyoming (2018)

Southeast Region

Regional VP: Hunter H. Gardner, University Of South Carolina (2018)
Florida, James P. Sickinger, Florida State University (2019)
Georgia, Amy K. Leonard, Grady High School (2019)
South Carolina, Andrew Alwine, College of Charleston (2019)

Tidewater Region

Regional VP: Keyne A. Cheshire, Davidson College (2020)
North Carolina, T. H. M. Gellar-Goad, Wake Forest University (2019)
Virginia, Erika Zimmermann Damer, University of Richmond (2020)

Upper South Region

Regional VP: Ryan Sellers, Memphis University School, TN (2019)
Arkansas, Maureen R. Stover, Mt. St. Mary's Academy (2018)
Kentucky, Kathleen Quinn, Northern Kentucky University (2019)
Tennessee, Ed Long, Clarksville High School (2020)

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Total Donation Amount: \$4234

Membership

Individual Membership

Individual membership in CAMWS for the fiscal year July 1 through June 30 may be purchased for \$65 (\$30 for student, retiree, first-time teacher, or new CAMWS member; \$45 for contingent faculty). Joint spouse/partner membership is available for \$90, retired spouse/partner membership for \$50. A life membership costs \$1200 for an individual and \$1600 for joint spouse/partner.

A membership includes a one-year subscription to *The Classical Journal* as well as on-line access to the *Loeb Classical Library*. 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.

Membership in CAMWS also includes on-line access to the *Loeb Classical Library*. (Please note that it may take two or more weeks following payment to process this on-line access.) CAMWS members can also request a complimentary subscription to [Greek Keys](#).

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.

An individual must be a current member of CAMWS in order to 1.) submit panel, workshop or individual paper proposals for the annual meeting, 2.) register for the annual meeting; 3.) apply for any CAMWS awards or scholarships, including CPL awards; or 4.) hold a CAMWS office or serve on a CAMWS committee. 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

Please use this electronic membership form: www.camws.org/membership/memberinfo. Payment by credit card is possible through the CAMWS web site (A \$3 processing fee will be added to each credit-card transaction.) or you can print out this membership form and mail it to CAMWS with 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

If your institution or organization 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. As CAMWS members, these students would have full access to the on-line *Loeb Classical Library*. 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. For a list of previous recipients, see [CAMWS Award For Outstanding Accomplishment in Classical Studies](#).
- 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 (required for colleges and universities)
- Publication of institutional announcements free of charge in the CAMWS Newsletter and on the CAMWS website.
- 20% discount on ads in the annual meeting program and in *The Classical Journal*.
- 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.

Becoming an Institutional Member

Any educational institution or organization can become a member of CAMWS by paying an annual fee of either \$60 (for a K-12 school or a college or university offering a B.A. in Classics), \$75 (for a college or university offering a M.A. only in Classics) or \$110 (for a university offering a Ph.D. in Classics). The cost of additional student honorees is \$30 per student (maximum two).

To become an institutional member (and/or to order up to two additional student honorees), you can use this on-line form: camws.org/membership/institutionform.php.

Payment can be made by check via groundmail or online by credit card or Paypal account. A \$3 processing fee will be added to each credit-card transaction.

You may also become an institutional membership of CAMWS by printing this Institutional Membership Form and sending a check or money order to:

CAMWS
Monmouth College
700 E. Broadway
Monmouth, IL 61462

If your institution requires an invoice to pay by check, please send an email to stcamws@camws.org to request an invoice.

CAMWS Members in the News

NEH Grant Winners

Grants from the National Endowment for the Humanities were recently awarded to the following CAMWS members:

MINNESOTA

St. Peter Gustavus Adolphus College

Outright: \$93,503

[Seminars for School Teachers]

Project Director: Matthew Panciera

Project Title: Roman Daily Life in Petronius and Pompeii Project

Description: A three-week seminar for sixteen schoolteachers on Roman daily life as portrayed in Petronius's *Satyricon* and in archaeological and epigraphical evidence in Pompeii.

VIRGINIA

Lexington

Washington and Lee University

Outright: \$149,583

[Scholarly Editions and Translations]

Project Director: Rebecca Benefiel; Holly Sypniewski (co-project director)

Project Title: The Ancient Graffiti Project: An Open-Access Critical Edition of First-Century Pompeian Wall Inscriptions Project

Description: Preparation of an open-access digital critical edition and translation of 800 first-century CE graffiti (texts and pictographs) from the theater district and the gymnasium area in the ancient city of Pompeii, Italy.

Share Your News

Do you have recent professional news? Promotion? Book or article award? Major grant? Send it to CAMWS. We love to feature success stories from our members.

Classics in the News

In October, the BBC covered the archeological rediscovery of garum and its revival on modern restaurant menus: "[The ancient condiment that came back from the dead](#)".

September brought two public reflections on the contemporary relevance of Greek and Roman literature and culture: [Mary Beard's New York Times review of Emily Katz Anhalt's *Enraged: Why Violent Times Need Ancient Greek Myths*](#), and Rebecca Futo Kennedy's [Eidolon article on teaching race and ethnicity](#).

In August, the Archivist's Notebook blog published a wonderful [biography of John Wesley Gilbert](#), the first African-American to participate in the regular program (1890-91) of the American School of Classical Studies at Athens.

In July, DigitalTrends covered the British Museum's publication of the [first ever 3D scan of the Rosetta Stone](#).

Also in July, the DailyMail covered CAMWS member Travis Rupp's dual contributions to the field as [teacher of Classics and reviver of ancient beers](#) for Avery Brewing Company, both in Boulder, CO.

Obitus Recentes

Abierunt Ad Maiores

- [Robert F. Boughner](#), University of the Sciences (PA), August 30, 2017
- [Clarence Jackson Gump](#), Waite High School, Toledo, Ohio, April 20, 2017
- [Edwin L Brown](#), University of North Carolina at Chapel Hill, March 27, 2017
- [Thomas D. Worthen](#), University of Arizona, October 5, 2016

Listed here are those individuals whose deaths have come to the attention of CAMWS since the last Business Meeting. A full listing of deceased members may be found on our [Necrology of CAMWS Members page](#). You are invited to leave comments, anecdotes, and other loving remembrances of these CAMWS members on the [CAMWS Necrology Blog](#).

Submissions

The CAMWS Newsletter is published three times per year, in the fall, winter, and spring/summer. The deadline for the winter edition will be **January 15, 2018**. Send submissions by email: Timothy_Heckenlively@baylor.edu or newsletter@camws.org. Send submissions by regular mail to:

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

If you have questions, email or call 253-710-1399.

