



NEWSLETTER

WINTER

2021

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FROM THE PRESIDENT



Dear CAMWS Colleagues,

The 2021 CAMWS meeting is not the meeting we hoped for, not in person in Cleveland, enjoying the hospitality of our hosts at Case Western Reserve University, not filled with the casual hallway camaraderie and conversation that usually marks our meetings. In some ways, though, this meeting is better than hoped for, and packed with cutting edge material that showcases the vitality of CAMWS. If you have not yet registered for the meeting, now is the time!

The program includes a bounty of paper sessions, panels, workshops, and roundtables that cover a wide range of the authors, genres, material cultures, and classroom techniques that CAMWS has been living and working with since its founding, topics that will always engage and challenge us. But in addition, you, the members, have given to our program a wealth of material that addresses two of the most pressing concerns of 2021, the twin pandemics of systemic racism and COVID-19. Wednesday evening brings us a broadly focused and highly topical panel from our CAMWS Committee on Diversity and Inclusion, as well as the announcement of our first Rudolph Masciantonio Diversity Award. Thursday evening, four CAMWS members reflect on their experiences and perspectives of being Black in Classics. In addition to those panels, you'll find papers throughout the program that address various aspects of racism in classics and responses to it. Among the many responses to our medical pandemic is a panel on the politics of contagion, from Homer to COVID-19; a workshop on teaching in the COVID classroom; and a roundtable on hybrid teaching.

Check the program for these, and the many other contributions to CAMWS 2021. Each paper session, workshop, and roundtable deserves mention, but I highlight just a few others here: three reception sessions take our classics right into the 21st century in film, fiction, and even fashion; and a roundtable focuses on classics in popular music. The undergraduate poster session returns for a second year. One of the many useful sessions on pedagogy addresses the teaching of transgender identities and gender diversity in classics. The newest CAMWS affiliated group, Theater in Greece and Rome (TIGR), bounces onto the program with a Senecan Feast, performing *Thyestes* as a radio drama. There will be some business to conduct, and you'll be hearing about ways to record your vote on important CAMWS issues during the meeting. And not to be missed are the closing ceremonies on Saturday night, complete with *Ovationes* from David White, and the passing of the gavel to the next CAMWS President, Hunter Gardner.

Many thanks to you, the diverse and creative CAMWS membership, for giving us a meeting program that speaks so eloquently to our rich past as well as our present needs and future hopes. Deserving special thanks from all of us are the members of the program committee, whose work in reading all of the submitted abstracts and proposals was as thoughtful as it was quick and efficient. And finally, extra special thanks to our Secretary-Treasurer, Davina McClain and the CAMWS Administrative Assistant, Drew Alvarez. Davina brings to this, her first CAMWS program, a wealth of experience from CAMWS Southern section, and also such unflagging dedication, good sense, and patience that the process went smoothly at every step - and was even enjoyable!

'See' you at CAMWS 2021!

David Schenker
President

FROM THE SECRETARY-TREASURER

Welcome to 2021 in CAMWSland!

The 2021 CAMWS Meeting will be VIRTUAL!

The [program](#) is up, and the registration is open for the 117th Annual Meeting of CAMWS. The dates of the meeting are April 7-10, 2021 with sessions and special events running Wednesday-Saturday from 10am to 9:30pm (EDT). President David Schenker has provided more details (see above) about the wonderful submissions that have been accepted for this year's program.

CAMWS Business

The [CAMWS Executive Committee](#) continues to do CAMWS work, although there is the need to complete some of the work of last year that was put on hold because we could not have an official Business Meeting. Discussions are underway and will be finalized soon to provide a way to have the meeting attendees vote on various items that require a vote at the Business Meeting. More details will come once the Executive Committee finalizes the plans. As a reminder of the items that are awaiting votes:

- The [Proposed Amendments to the CAMWS Constitution](#) which have been posted on-line and are again included in the present newsletter.
- Votes on the 2020 President-Elect and Member-at-Large, who have been serving in an interim status
- Votes on the 2021 President-Elect and the Member-at-Large nominations as submitted by the Nominating Committee
- Vote on the Executive Committee's recommendation for the next Editor of *The Classical Journal*, following the search conducted by the ad hoc *CJ* Editor Search Committee, chaired by Peter Knox.

In addition to the above business, the ad hoc Committee on Digital *CJ*, chaired by John Miller, has explored the options for a new home for *The Classical Journal* in the wake of changes at JSTOR that necessitate a move. A decision will be forthcoming in the next month or so.

In the meantime, JSTOR is changing its access to the electronic subscription to *CJ*, so I am in the process of setting up a new log-in page on the CAMWS site that will provide access for those of you who have the subscription to the electronic version of *CJ*. This new access will be set up by the end of February.

Finally, you will see e-mails that come from a new address: camwsst@gmail.com. The name on this address is CAMWS Secretary-Treasurer. I have created the account without a personal name, so that it will be easier to maintain in the future and cause less confusion. The transition will take some time, so don't worry that messages to the previous e-mail addresses aren't being received.

With all that has happened and is happening in the world, the CAMWS Office especially wishes that you all will remain well and be able to learn, teach, pursue your research, and continue to share your devotion to the study of the ancient world.

Sincerely,

T. Davina McClain, Secretary-Treasurer



UPCOMING DEADLINES

Tuesday, March 2, 2021

- Administration Period for the [CAMWS Latin Translation Exam](#) for high school and undergraduate students ENDS March 2, 2021.

Wednesday, April 7, 2021

- 117th CAMWS meeting begins in [Cleveland, Ohio](#) at the [Cleveland Marriott Downtown at Key Center](#) at the invitation of [Case Western Reserve University](#)

Saturday, April 10, 2021

- 117th CAMWS meeting ends.

117TH ANNUAL MEETING OF CAMWS

AT THE INVITATION OF



The 117th Annual Meeting of the Classical Association of the Middle West and South will be held virtually via Zoom Wednesday-Saturday, April 7-10, 2021, at the virtual invitation of Case Western Reserve University in the beautiful virtual city of Cleveland. While we will not get to visit the actual city and the actual campus in 2021, we do plan to hold a future meeting in this wonderful place and we are grateful for the work of the Local Committee.

MEETING INFORMATION

- The full [Program](#) is now available on the CAMWS website!
- [Registering for the Virtual Meeting](#): CAMWS members can now register for the meeting.
- [CAMWS Code of Conduct](#)
- Are you tech-savvy or skilled in Zoom? [Consider volunteering as a tech assistant!](#)
- [Zoom Access Information](#) for President, Presenters, & Attendees

MEETING AT A GLANCE

Wednesday, April 7, 2021

10:00 am-12:00 pm EST, First Session

- Reception 1
- Latin Oratory
- The Greek Novel
- Roman Art and Archaeology 1
- TIGR Workshop: A Springtime Feast with Seneca: Performing Thyestes as a Radio Drama

12:30-2:30 pm EST, Second Session

- Latin Prose 1
- Greek Poetry 1
- Herodotus
- Philosophy
- Greek Pedagogy

3:00-5:00 pm EST, Third Session

- Horace and Tibullus
- Latin Historiography
- Greek Oratory
- Greek Comedy
- Roundtable: Graduate School Application Processes

5:30-7:30 pm EST, Fourth Session

- CDI Panel: E Pluribus Unum

Thursday, April 8, 2021

10:00 am - 12:00 pm EST, Fifth Session

- Reception 2
- Latin Drama
- Greek Historiography
- Greek Epic 1
- Animals in the Ancient World

12:30-2:30 pm EST, Sixth Session

- Ovid 1
- Roman History 1
- Sophocles
- Art and Archaeology
- The Politics of Contagious Disease: from Homer's Plague to COVID-19

3:00-5:00 pm EST, Seventh Session

- Latin Prose Texts 2
- Greek Poetry 2
- Medicine
- Not Plan B: Diverse Career Opportunities for Classicists
- Roundtable: Planning for Study Abroad

5:20-7:30 pm EST, Eighth Session

- Presidential Panel: Being Black in Classics: Some Experiences and Perspectives

Friday, April 9, 2021

10:00 am - 12:00 pm EST, Ninth Session

- Workshop: Rethinking Student Engagement and Assessment in the COVID Classroom
- Latin Novel
- Greek Tragedy
- Roman Art and Archaeology 2
- Hellenistic Astronomy and Astrology in Greco-Roman, Egyptian, and Babylonian Texts

12:30-2:30 pm EST, Tenth Session

- Mythology
- Latin Poetry
- Greek History
- Alternative Forms of Piety: Execution, Trophies, and Triumphalism
- Roundtable: Creating 20th Century Radio Dramas to Continue Program Visibility and Interdisciplinary Relationships when Campus Events are Postponed or Cancelled

3:00-5:00 pm EST, Eleventh Session

- Reception 3
- Latin Epic 1
- Plato
- Contemporary Catullus: Catullan Reception in Modernist and Contemporary Poetry
- Roundtable: Teaching Transgender Identities and Gender Diversity in Classical Studies

5:30-7:30 pm EST, Twelfth Session

- Roman History 2
- Greek Epic 2
- Undergraduate Poster Session

8:00 pm EST, Special Event: TIGR Table Reading of Plautus's *Amphitryon*

Saturday, April 10, 2021

10:00 am - 12:00 pm EST, Thirteenth Session

- Greek and Roman Religion
- Pedagogy
- Latin Epic 2
- The City of Rome: Real, Imagined, Created
- Workshop: Engaging High School Students in Scholarship: Unedited Neo-Latin Manuscripts

12:30-2:30 pm EST, Fourteenth Session

- Ovid 2
- Greek Literature
- Roman Art and Archaeology 3
- The Uses of the Monstrous in Greek and Roman Epic
- Roundtable: Insights from Hybrid Teaching

3:00-5:00 pm EST, Fifteenth Session

- Cicero
- Greek Epic 3
- Greek Art and Archaeology
- Teaching Classics and STEM: Recruitment, Enrichment, Outreach, and Interdisciplinary Collaboration
- Roundtable: Classical Reception in Popular Music

Details for the Closing Ceremonies are forthcoming.

PROPOSED AMENDMENTS TO THE CAMWS CONSTITUTION

NOTICE: Since the 2020 CAMWS meeting in Birmingham was cancelled due to COVID-19, there was no 2020 Business Meeting at which these proposed amendments could be considered. Therefore, these amendments will be reconsidered at the 2021 CAMWS meeting in Cleveland.

Dear CAMWS Members:

The CAMWS Executive Committee has approved the following amendments to the CAMWS constitution. The constitution requires that all proposed amendments be submitted to the membership in writing at least a month before the annual Business Meeting, at which such amendments must be approved by a vote of the members in attendance.

These amendments were proposed by both the [Committee for the Promotion of Latin](#) and a [Task Force on Committees](#) appointed for this purpose by President Anne Groton.

Here is a summary of the proposed changes:

1. Changing the name of the Committee for the Promotion of Latin to the Committee for the Promotion of Latin and Greek.
2. Making the current ad-hoc Committee on Diversity and Inclusion a standing committee.
3. Eliminating two standing committees, the Membership and Development Committees, and creating in their place a standing committee called the Strategic Planning Committee.
4. Removing the Membership Chair as a member of the Executive Committee and adding the Chairs of the Committee on Diversity and Inclusion and the Strategic Planning Committee to the Executive Committee.

Below are provided the current wording in the constitution, the proposed wording with edits, and the proposed wording without edits.

Current Wording:

Article III. Committees.

Section 1. The standing committees of the Association include the Executive Committee, the Development Committee, the Finance Committee, the History Committee, the Membership Committee, the Merit Committee, the Nominating Committee, the Program Committee, the Committee for the Promotion of Latin, the Resolutions Committee, and the Steering Committee on Awards and Scholarships.

Article II. Officers.

Section 5. There shall be an Executive Committee consisting of the President; the President-Elect; the immediate Past President; the Secretary-Treasurer; the Editor of The Classical Journal; the Editor of Teaching Classical Languages; the Editor of the CAMWS Newsletter; the Chairs of the Steering Committee on Awards and Scholarships, the Committee for the Promotion of Latin, the Finance Committee, and the Membership Committee; and three elected Members-at-Large, who shall serve for renewable terms of three years each, one term expiring each year. The Executive Committee shall meet in conjunction with the Annual Meeting of the Association, except as provided under Article V.2. Election of Members-at-Large shall take place at the Annual Business Meeting.

Proposed Wording with Edits:

Article III. Committees.

Section 1. The standing committees of the Association include the Executive Committee, ~~the Development Committee~~, **the Committee on Diversity and Inclusion**, the Finance Committee, the History Committee, ~~the Membership Committee~~, the Merit Committee, the Nominating Committee, the Program Committee, the Committee for the Promotion of Latin and Greek, the Resolutions Committee, ~~and the~~ Steering Committee on Awards and Scholarships, **and the Strategic Planning Committee**.

Article II. Officers.

Section 5. There shall be an Executive Committee consisting of the President; the President-Elect; the immediate Past President; the Secretary-Treasurer; the *Editor of The Classical Journal*; the Editor of *Teaching Classical Languages*; the Editor of the CAMWS Newsletter; the Chairs of the Steering Committee on Awards and Scholarships, the Committee for the Promotion of Latin and Greek, **the Committee on Diversity and Inclusion**, the Finance Committee, and the ~~Membership~~ **Strategic Planning** Committee; and three elected Members-at-Large, who shall serve for renewable terms of three years each, one term expiring each year. The Executive Committee shall meet in conjunction with the Annual Meeting of the Association, except as provided under Article V.2. Election of Members-at-Large shall take place at the Annual Business Meeting.

Proposed Wording without Edits:

Article III. Committees.

Section 1. The standing committees of the Association include the Executive Committee, the Committee on Diversity and Inclusion, the Finance Committee, the History Committee, the Merit Committee, the Nominating Committee, the Program Committee, the Committee for the Promotion of Latin and Greek, the Resolutions Committee, the Steering Committee on Awards and Scholarships, and the Strategic Planning Committee.

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NEW IN *THE CLASSICAL JOURNAL*



The Classical Journal (ISSN 0009-8353) is published by the Classical Association of the Middle West and South (CAMWS), the largest regional classics association in the United States and Canada, and is now over a century old. All members of CAMWS receive the journal as a benefit of membership; non-member and library subscriptions are also available. *CJ* appears four times a year (October-November, December-January, February-March, April-May); each issue consists of 128 pages. It is included in JSTOR (00098353).

[Learn More](#)

The following articles are contained in *CJ* 116.2

The Immortality Theme In The *Odyssey* And The *Telegony*

by Vincent Tomasso

Abstract:

This article examines the different ways in which the *Odyssey* and the *Telegony* represent the relationships between immortals and mortals – the immortality theme. They draw upon that common theme but inflect it in contrasting ways: whereas the *Odyssey*'s protagonist rejects immortality and embraces mortality, the protagonist of the *Telegony* does the opposite. In the end, though, both of these poems critique immortality. Analysis of these poems' different inflections of the immortality theme provides insights into how themes could be used competitively in archaic Greek poetry as well as how the same theme operated similarly and differently in various traditions.

Pindar's Poetic "I" And The Muses: Metaphorical Role Characterization In Different Genres

by Thomas Kuhn-Treichel

Abstract:

This paper offers a fresh perspective on the representation of the Muse(s) in Pindar. Two recent studies addressing this issue have argued for a clear distinction between the *epinikia* and the cult songs. This paper aims to reassess this approach and to offer a different perspective on the problem, focusing on the metaphors applied to the relationship with the Muse(s). While the image as drawn by Kantzios and Maslov emerges as simplistic, some of the metaphors can be linked to the given genre because they are based on analogies to the context of performance, which also enhance the cognitive effect of the poems.

Brasidas And The Un-Spartan Spartan

by Matthew A. Sears

Abstract:

While Brasidas is often singled out as a particularly un-Spartan Spartan and is clearly presented as such by Thucydides, there were many other Spartans, including in the pages of Thucydides, who matched Brasidas' innovation, energy and ambitious foreign policy. Thucydides overemphasizes Brasidas' un-Spartan characteristics and downplays his similarities to other Spartans such as Gylippus in order to make Brasidas the exception that proves the rule. Thucydides' treatment of Brasidas is therefore another important element in the historian's methods of characterizing states and individuals.

An Explanation For The Addition Of The Aureus To The Roman Imperial Coinage System

by David Schwei

Abstract:

The addition of the aureus to the Roman imperial coinage system has not yet been fully explained, but a convergence of four factors in the 40s bce explains this coin's introduction and continuation. First, the use of gold coins as a medium of exchange and store of value was easily comprehensible for Romans. Second, the civil wars in the 40s and 30s provided the need for a high value coin so the generals struck numerous aurei. Thirdly, Romans perceived a need for more media of exchange during the debt crisis of the 40s so the coin was readily accepted into common use. Finally, the mint continued to produce aurei to pay the imperial army.

Claudius The Censor And The Rhetoric Of Re-Foundation

by Joseph R. O'Neill

Abstract:

Explanations for why Claudius chose to revive the censorship in 47 ce after its long abeyance have hitherto failed to account fully for its coincidence with the reproduction of the Secular Games in the 800th anniversary of the founding of Rome and its relationship to the pomerial expansion of 49. I argue that these events are united by an ideological thread, that Claudius was attempting to legitimize his principate by appropriating the rhetoric of re-foundation first deployed by Augustus to explain and justify his extraordinary honors and powers. Claudius used the censorship, its various ancient prerogatives, attendant affiliations with figures from the distant past and other rites of renewal to present himself as a new re-founder of Rome.

The following articles are contained in *CJ* 116.3

Calendric Aspects Of Myths And Cults Involving Apollo's Visit To Hyperborea

by Tomislav Bilić

Abstract:

A study of the myths and cultic realities involving Apollo's visit to Hyperborea demonstrates that many of them incorporate certain calendric information of different degrees of precision. Apollo's movements set within a Hyperborean framework appear to have mainly been of a seasonal character and in this respect ultimately conditioned by the annual motion of the sun. However, this does not necessitate an outright assimilation of Apollo to the physical sun; the correspondences between the deity's voyages to the far north and the movements of the celestial body were rather derived from the explicit seasonality of the rites at Delphi, Delos and elsewhere.



Inheriting War In Thucydides

by Rachel Bruzzone

Abstract:

This article argues that Thucydides represents the story of the Eurypontid Spartan kings, Archidamus and Agis, as a coherent, meaningful narrative spanning his text. Early on, Archidamus worries that his generation might leave war to their children as a kind of inheritance. His son Agis then does inherit the war, more literally than any other figure. The consequences of this malign bequest become clear as Agis comes to violate the traditional value system represented by his father. Formal naming of both men throughout their stories encourages the reader to view their appearances not as a series of isolated events but as a single narrative depicting the corruption of their family.

Invisibility, Belief, And Narrative

by Richard L. Phillips

Abstract:

There are a number of invisibility rituals in the Graeco-Egyptian papyri whose presence in the corpus suggests that achieving invisibility was of interest to some in late Roman Egypt. But did anyone actually believe that such acts were possible? After highlighting the observations of various ancient (and modern) authors on this question, this essay turns to recent insights from Sarah Iles Johnston on the relationship of narrative technique and belief regarding Greek myth and considers how such techniques might have helped to affirm the validity of certain invisibility tales across time and space in the ancient Mediterranean world.

Exemplary Negotiations Of *Patientia*

by Andrea Pittard

Abstract:

This paper examines the tensions that were inherent within the Roman moral concept, *patientia*, focusing on the versions of exemplary *patientia* provided by Cicero, Livy and Valerius Maximus. These authors use exemplarity to navigate the contradictory possibilities of *patientia* by emphasizing the agency and autonomy of their exempla. This allows authors to distinguish positive versions of the quality from negative versions, particularly those associated with women and enslaved individuals. This paper also considers how exemplary accounts of *patientia* facilitated a discussion about ideal morality and behaviour within shifting political circumstances and explores the roll of exemplarity in negotiating ideologies in Rome.

NEW IN *TEACHING CLASSICAL LANGUAGES*



Teaching Classical Languages (ISSN 2160-2220) is the only peer-reviewed electronic journal dedicated to the teaching and learning of Latin and ancient Greek. It addresses the interests of all Latin and Greek teachers, graduate students, coordinators, and administrators. 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.

IN *TCL* 11.2

Cozy in the Wolves' Cave: The Online Transition of Lupercal

by Skye Shirley (University College London), Karuna Sinha (University of Toronto), Kirsten L. Crooks (Abington Senior High School), Alexandra Cleveland (South Lakes High School), Emma Vanderpool (Springfield Honors Academy)

Abstract:

"Lupercal" is a Latin reading group that works to close the gender gap in spoken Latin by providing spaces for women and non-binary Latinists to learn from each other. Until February 2020, our nearly 20 groups met in-person across the world to discuss excerpts from Boccaccio's *De Mulieribus Claris* and to address gender issues in the field of Classics. COVID-19, however, compelled us to move towards online meeting spaces such as the weekly "Cozy in the Wolves' Cave" reading group. In this new world of social isolation, Lupercal has created a sense of community and continuity for our members through regular and free

reading groups and spoken Latin hours as well as online events. Through our new internship program, Lupercal is now creating opportunities for its youngest members and creating new growth and contribution spaces. This paper discusses the various programs and initiatives that we have hosted in order to increase opportunities not only to learn and speak Latin but also to develop personal and professional relationships with one another. While in-person groups were geographically centered, this new online format has allowed members from around the world to participate. Moreover, we have seen a significant rise in membership in our Facebook Group and book requests, indicating that this new format has increased accessibility and interest. This paper ends by briefly discussing the specifics of the challenges that have arisen and the ways in which Lupercal has adapted and transitioned its lessons into an online format with a significantly larger attendance while staying committed to its mission of accessibility and growth. Through these efforts, Lupercal has allowed members from all over the world to get to know one another and build a new online learning community, while others, traditionally grounded in a physical location, have been put on hold.

Teaching as *Consolatio*: Re-imagining the Teacher-Student Dynamic in Times of Emergency

by Evan Dutmer (Culver Academies)

Abstract:

In this essay, I argue that the massive change in educational circumstances brought on by the Covid-19 pandemic require a similarly drastic shift in pedagogical approach from classics teachers. In particular, I argue that classicists of all kinds have much to gain from reflecting on (i) an ancient literary tradition, i.e., the genre of the epistolary *Consolatio* in ancient philosophy (especially Stoicism and Epicureanism), to help both themselves and their students regain a sense of purpose and relevance in their classical studies, and incorporating (ii) insights from contemporary theory in social and emotional learning (SEL) in their teaching practice. Together, I think these can help us to reimagine our teaching roles during this time of unprecedented emergency as one of *consolator-discipulus* rather than just *magister-discipulus*.

Sight Unseen: Visible and Invisible Teachers in Online Teaching

by Steven Hunt (University of Cambridge)

Abstract:

During the lockdown period, with schools closed, teachers across the world have had to adapt their classroom teaching practices to the relatively new methodology of online teaching. There is a large amount of literature on this approach, covering course design, pedagogical strategies, assessment and so on. Much of this pertains to the idea of the 'future' school, where learners stay mostly at home and share teaching models given by global experts, and is driven by the higher education sector's needs for outreach and a desire for improving social equity (Searle, Jackson & Scott 2019). For the study of classical languages and literature, there has been little for teachers to turn to that is relevant to their immediate needs during this crisis. My co-edited book *Teaching Classics with Technology* (Natoli & Hunt, 2019) provided some samples of practices that could help teachers better orient themselves to the new environment, such as distance-learning (Walden, 2019) and the *Virtual Learning Environment* (Lewis, 2019). Nevertheless, this moment provides a unique opportunity not just to consider how teachers are using online teaching and learning to deal with this moment in time, but also to critically investigate how the experience might lead to further integration of digital resources into standard classroom/home settings when the crisis is over. Casual observations of teachers' inquiries on social media such as Twitter and Facebook suggest that they share not just a concern with the practical use of unfamiliar technology, but that they are led to question the very ways in which they have previously taught. The Classics teachers

value technology highly, allowing students to see the teacher, even if not all the time. The teacher's own voice is felt to be as engaging for maintaining student engagement as is the image of the teacher. Teachers explored a range of types of technology that afforded both synchronous and asynchronous teaching and learning activities. They developed their own routines of using both approaches for consistency of delivery, assessment, and feedback, and managing their students' work-life balances. Crisis-led online teaching and learning has begun to change teachers' thoughts about their practices and may in the long-term impact on current modes of assessment.

Lessons from Online Modern Foreign Language Classes for the Classical Language Instructor

by Daniel W. Moore (Indiana State University)

Abstract:

Recent research comparing fully online beginning level modern foreign language classes versus face-to-face classes has suggested no significant difference between the learning outcomes achieved via the different instructional formats (Moneypenny and Aldrich; Sato, Chen, and Jourdain; Blake and Delforge). At Indiana State University, online courses in beginning level modern foreign language classes have been offered for several years and provided a template for classical language classes to quickly transition from face-to-face instruction to fully online instruction during the Spring 2020 semester. This article assesses the utility and effectiveness of some of the teaching methods currently used in those classes for a beginning ancient Greek course. Lecture archiving and video conferencing were the most useful methods for teaching in an online format, but it was difficult to recreate online the in-class exercises critical for reinforcing lessons in morphology and grammar. In the author's view, any attempt to move classical language classes fully online would require smaller beginning class sizes than currently offered (fewer than 25 students), significant online support from textbook publishers like that provided for modern foreign language instruction, and validation through studies that demonstrate that fully online classical language classes are capable of achieving learning outcomes similar to those achieved in face-to-face classes (e.g., by using the ACTFL ALIRA test for Latin classes).

Surviving to Thriving: Supporting Graduate Student Instructors and Teaching Assistants During the Transition to Online Teaching

by Michael Furman (Florida State University)

Abstract:

Though we all survived the rapid transition to emergency remote instruction in the spring, many of us were so caught up in managing our own stressful transitions that our role in mentoring and guiding our graduate student instructors and teaching assistants became subject to neglect. This must change going forward. Thinking the crisis has passed or will do so by the end of the calendar year does not recognize the reality of the situation facing Classics. We must invest more time in helping our instructors manage their own instructional design challenges. Undergraduates were forgiving in the spring, but there are already signs expectations will be heightened for the fall and beyond. A discipline as reliant on enrollment for its continued survival as Classics cannot afford complacency at this critical juncture particularly when graduate students teach so many undergraduate courses (ca. 25% of all undergraduate students in Classics at Florida State University) and the application of thin-slicing (first impressions) to retention is clear. This reflective essay draws on my experience as the Supervisor of Teaching Assistants in the Department of Classics at Florida State University to provide guidance for faculty members in supporting graduate student instructors during this crisis.

Digital “Weekly Workbooks” in an Asynchronous Latin Classroom: Keeping all the Digital Resources in Check for Your Students

by Brianna McHugh (Yorktown High School)

Abstract:

Asynchronous learning poses unique challenges to the Latin classroom, especially since many Latin classrooms focus on various interdisciplinary topics throughout a school week. This report examines how a teacher used Google Slides to create weekly workbooks for asynchronous digital learning. The requirements set by the school district for these lessons included asynchronous learning, daily time limits for work, and restrictions to grading and feedback. By using Google Slides, the teacher created a template which; would be familiar to students week by week; would cover a variety of topics to Latin study consistently; limit the amount of work for students to locate and navigate a multitude of digital resources; and create a compact unit of material for students to submit and for the teacher to grade. This report aims to reflect on the implementation of these workbooks and provide a potential template from which other teachers may model their asynchronous lessons.

Access and Opportunity: Technology Tools for Transitioning Online

by Maureen Gassert Lamb (The Kingswood Oxford School)

Abstract:

As many Latin and ancient Greek teachers are transitioning into the world of on-line and hybrid learning, they are searching for the most effective strategies they can use to engage their students and enhance their learning experience online. The discussion will examine several strategies to create an effective online experience for ourselves and our students

Current Issue

CAMWS NEWS AND ANNOUNCEMENTS



JPASS

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<https://camws.org/JPASS>

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BACK ISSUES OF CLASSICAL JOURNAL

The CAMWS Office has back issues of The Classical Journal which are available free of charge to members for distribution to students. If you are interested, please contact camws@camws.org for further information.

CAMWS Members

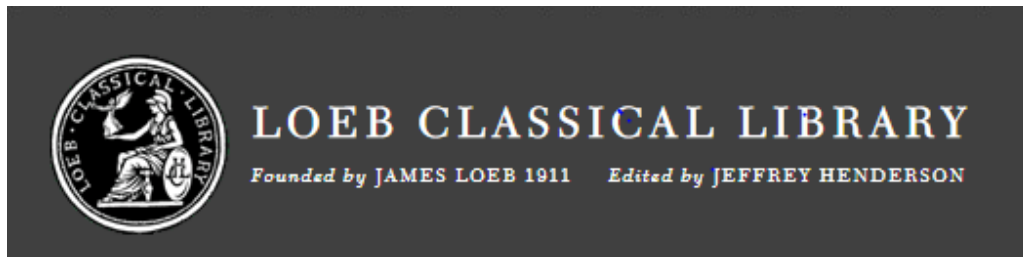
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(password protected)

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NEWS FROM OUR INSTITUTIONAL MEMBERS

The Bernice L. Fox Classics Writing Contest 2021

Sponsored by the Department of Classics at Monmouth College

Topic: An Olympian God for the 21st Century

The gods and goddesses worshipped by ancient Greeks and Romans belonged to particular cultural, social, and political contexts. Your task is to imagine at least one **new** Olympian deity who exists in the context of the modern world. How would contemporary norms affect the god's attributes and the ways they would be worshipped? Your entry could take the form of a myth in the style of Ovid's *Metamorphoses*, a poem in the style of a *Homeric Hymn*, a portion of a play, or any number of other genres or formats.



Contest Parameters and Judging

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 will be given to the author of the best entry, which may take the form of a short story, essay, play, poem, or original literary work of any other sort.

Entries will be judged on accuracy to ancient sources (as relevant to this project), appropriate use of those sources, originality, quality of material, thematic development, English style, and effectiveness of presentation.

Contest Guidelines

- Entries must fit the theme of this year's contest and must be in English.
- Entries must be typed and should be submitted electronically (if possible) by a teacher or other adult (as explained below) to Dr. Adrienne Hagen at amhagen@monmouthcollege.edu. If electronic submission is not feasible, printed entries (double-sided, please) may be sent via post to the mailing address given below.
- There is no minimum or maximum length.
- The entrant's name and school must not appear on pages on which the text of the entry is printed. Instead, 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 include with their submission a separate page containing the following information:
 - author's name, date of birth, personal identification code, and gender (the certificate that you will receive for taking part in the contest will be in Latin, which is a gendered language)
 - school name, address, and phone number
 - teacher's name and email address
- No more than ten entries will be accepted from any individual school, and only one entry per student will be accepted.
- Students who wish to enter the contest without school sponsorship (i.e., if they are homeschooled or at a school that is not taking part in the contest) must have a parent or other adult submit their work, and must include on their information page an explanation for their independent submission.
- Failure to follow these guidelines will result in disqualification.
- All entries become the property of Monmouth College.
- Every entrant will receive a certificate of participation from Monmouth College.
- The winner will be announced on or close to April 15, 2021 on the contest website.
- For further information, including a list of previous winners, please consult the contest website at <http://department.monm.edu/classics/Department/FoxContest/>. For information about our department, please visit <https://monmouthcollege.edu/academics/classics>.
- Send any questions to Dr. Adrienne Hagen at amhagen@monmouthcollege.edu.

All entries must be sent via email or postmarked no later than March 15, 2021, and either emailed to amhagen@monmouthcollege.edu or mailed to the following address:

Dr. Adrienne Hagen, Monmouth College, 700 E. Broadway Ave., Monmouth, IL 61462

About Bernice L. Fox

The Fox Classics Writing contest was established in 1985 by Dr. Tom Sienkewicz and 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. 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.



Direct questions and entries to amhagen@monmouthcollege.edu.

NOTICES FROM OTHER CLASSICAL ORGANIZATIONS



ANNOUNCEMENT OF THE NEW CO-EDITORS FOR TAPA

The Society for Classical Studies is delighted to announce that the TAPA Editor Search Committee has selected Joshua Billings and Irene Peirano Garrison as the new co-editors of TAPA. This is the first time in its history that TAPA will be led by two co-editors. Professors Billings and Peirano Garrison will cover TAPA volumes 152-155 (2022-2025). Volume 153 will include a themed issue, as previously announced, on race, racism and Classics, edited by Professors Sasha-Mae Eccleston and Patrice Rankine.

[View full article](#)



Please join us for the 37th annual

Classical Association of New England Summer Institute

On the theme "Power and the Individual in the Ancient Mediterranean World"

July 13-15 and July 20-22 via Zoom
2 weeks/ 2 sessions

This summer's 3-day mini-courses include:

- He Longed for the Desert: Turning Your Back on Rome - John Higgins, Smith College
- Looking For (and at) Royal Women in the Hellenistic World - Patricia Eunji Kim, New York Univ.
- Practicing Critical Language Awareness in the Latin Classroom - Kelly Dugan, Trinity College
- Pindar's Victory Odes: Songs and Contexts - Hanne Eisenfeld, Boston College
- Tragedy's Empire: Individual Agency in Antiquity and Beyond - Aaron Seider, College of the Holy Cross
- Problems in Roman Slavery: Texts and Contexts - Roberta Stewart, Dartmouth College

- Dido, Hannibal, Carthage: ‘Necessary’ Victims of Rome’s Imperial Destiny? - Jeri DeBrohun, Brown University
- What Happens When A Ruler is Replaced? The Problem of Succession in Antiquity - Peter Machinist, Harvard University
- Roman Hauntology: Spectres of Sulla in the Roman Civil Wars - Mark Wright, Sturgis Charter Public School

Public lectures session 1 (8-9:15 pm, eastern) will feature a series of three lectures by Diane Arnson Svarlien, most well-known as the translator of Medea.

Public lectures session 2 (8-9:15 pm, eastern): Kathleen Coleman (Harvard University), Dan-el Padilla Peralta (Princeton University), and Aaron Seider (College of the Holy Cross)

The CANE Summer Institute is grateful to the Classical Association of New England, the Department of Classics at Brown University, and the Gladys Kriebel Delmas Foundation for their support.

For more information and registration details, go to www.caneweb.org

Please direct questions to the CSI director Amanda Loud at summerinst@caneweb.org

FINANCIAL CONTRIBUTORS

For fiscal year 2020-21

General Fund

James Andrews
Deborah Beck
Finn Boyle
Charles Chiasson
Paolo Custodi
Larry Dean
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Awards & Scholarships

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Fanny Dolansky
Charles George
Rebecca Harrison
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Ronald Perez
Paul Touyz
Osman Umurhan

Bolchazy Pedagogy Book Prize

Fanny Dolansky
Charles George
Rebecca Harrison
Ronald Perez
Stephen Pilewski

McKenzie Lewis/Field Schools/Excavation Funds

Laura Gawlinski
Jocelyn Sealy

Teacher Training Initiative

Deborah Beck
Ruth Caston
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Rebecca Harrison
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Keely Lake Student Travel

Deborah Beck
Charles George
Rebecca Harrison

James Ruebel Undgraduate Travel Award

Charles George
Tom Sienkewicz

Masciantonio Diversity Scholarship

Deborah Beck
Heather Vincent

Total Donation Amount: \$5635.00

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. Life memberships are also available for individual or 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](#).

Individual membership in CAMWS makes one eligible to submit an abstract for a CAMWS meeting and to apply for various CAMWS [awards and scholarships](#).

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](#). 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
Watson Memorial Library, Rm 313
Northwestern State University
Natchitoches, LA 71497

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 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
 - a) printed in the program of the CAMWS Annual Meeting (if membership is received prior to the printing of the meeting program)
 - b) 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)

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). Please note that institutional memberships are for the fiscal year beginning July 1st through June 30th. Please submit your membership application and payment as soon as possible in the fiscal year. The cost of additional student honorees is \$30 per student.

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
Watson Memorial Library, Rm 313
Northwestern State University
Natchitoches, LA 71497

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.

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

William Brockliss receives Distinguished Teaching Award

Associate professor, Classical & Ancient Near Eastern Studies

"Brockliss has a gift for engaging students through discussions, activities and presentations, even in high-enrollment courses like his popular Ancient Greek and Roman Monsters course. He has given presentations on classics and the Latin language to students in elementary and high school, acted as a liaison with Latin teachers from Wisconsin high schools, organized three visit days for high-school students on the UW campus, and taught classes for the Odyssey Project, which allows low-income adults to earn college credit. Brockliss has served as a mentor to students with an interest in teaching high school Latin, with three going on to be certified to teach Latin and now employed in Wisconsin high schools."

Featured September 2020



Do you have news to share? Let us know! We welcome news of note from both individual and institutional members: newsletter@camws.org.

CLASSICS IN THE NEWS

Although it might have been hard to notice among all the COVID-19 news, there were some other stories to read.



November - Bringing an ancient Roman vineyard back to life

The vineyard has been preserved beneath layers of ash and lava which engulfed the city of Pompeii during the 79 A.D. eruption. Archaeologists analysed the buried vines, and with the help of a local wine-maker, recreated the site in the exact spot...

[Read more](#)
www.euronews.com




December - Remembering Father Reginald Foster...

The death of Latin has been greatly exaggerated. Of course, Latin is no longer the default language for European learning and diplomacy, as it was from the Roman Empire through the early modern period. Since the implementation...

[Read more](#)
www.smithsonianmag.com

under the surveillance
of *We-we-si-jo* rams 58 ewes 2
we-we-si-jo-jo , OVIS^m 58 OVIS^f 2



a-te-mo , ku-ta-to o OVIS^m 50
A-te-mo at Ku-ta-to missing rams 50
(has a flock of sheep)

January - A step closer to deciphering Linear A

An exclusive interview with Dr. Ester Salgarella, Junior Research Fellow in Classics at St John’s College, Cambridge regarding recent discoveries and the SigLA database.

[Read more](#)
greekreporter.com



February - Larger than life

Richard T. Greener's larger-than-life story is one of academic achievement, professional success and civic service, played out mostly in the tumultuous years after the Civil War. It's a story of firsts - in addition to being USC's first black...

[Read more](#)
sc.edu

OBITUUS RECENTES

Abierunt Ad Maiores

- [Philip A. Stadter](#) - University of North Carolina at Chapel Hill - February 11, 2021
- [Janice Martin Benario](#) - Georgia State University, Emory University, Agnes Scott College - December 2, 2020
- [Stewart Gilman Flory](#) - Gustavus Adolphus College, Amherst College - November 27, 2020
- [S. Rex Stem](#), University of California-Davis, October 21, 2020
- [Judith Ann Streid](#), Pekin Community High School, August 29, 2020
- [William Norbert Nethercut](#), University of Texas at Austin, August 14, 2020
- [John Kevin Newman](#), University of Illinois at Urbana-Champaign, July 26, 2020
- [Brent Malcolm Froberg](#), Baylor University, June 8, 2020
- [Donald R. Laing Jr.](#) - Case Western Reserve University - April 2, 2009

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 **May 15, 2021**. 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.

