

## SCS Plenary Session

Saturday January 4, 2020

### 151<sup>st</sup> Annual Meeting

**Below you will find the complete versions of all award citations. Abbreviated citations may be read at the session:**

#### *Precollegiate Teaching Award*

*(This year the Precollegiate Teaching Award winners have elected to receive their prizes at the ACL Institute.)*

#### **William Lee**

The Committee is delighted to bestow the SCS Award for Excellence in Teaching at the Precollegiate Level on William Lee.

Since 2003 Mr. Lee has taught at Tom C. Clark High School, in San Antonio, where he has grown the program from a half-time teacher with fewer than 100 students to two full-time teachers of over 300 students in one of the largest Latin programs in Texas. His current and former students are effusive in their praise of his technologically innovative class activities as well as his dedication to rigorous Latin exercises while still making sure every student feels like they belong. A recurrent theme of letters on his behalf is the “family-like” atmosphere and “friendship” Mr. Lee cultivates in Latin classes and in the Latin club. In a school with a large and diverse student body in San Antonio, Mr. Lee creates a space where Latin speaks to everyone and everyone has a place.

Mr. Lee is well-known for his work at the state and national levels of the Junior Classical League, serving as NJCL Certamen Chair and Communications Chair for lengthy tenures, and as State Co-Chair of the TSJCL continually since 2006. His students regularly bring home top regional, state, and national awards and, under his patient but firm guidance, all the certamen teams representing Texas since 2000 have finished in the top six places with four National Championships. His students speak of the camaraderie they develop working together for competitions and how it is the friendship and fun rather than the winning that is most important to them and to Mr. Lee. In the course of listing numerous awards and honors, his Principal states, “Although Mr. Lee... has been very successful, he will tell you the greatest accomplishment is the success of his students.”

His colleagues speak in glowing terms of his dedication to his students, to helping them discover the relevance of Latin that is alive all around them. “[H]e is dedicated to eradicating routine and mediocre education from the public school system,” says one colleague. And he shares his expertise and creative ideas with his peers, giving pedagogy presentations regularly at Texas Classical Association and ACL meetings on the creative use of technology to engage students and energize their learning. He also brings back new lessons learned to his colleagues in San Antonio. As his recommender states, Mr. Lee ensures “that the nation’s best practices make it into our classrooms,” adding that he is “a generous mentor to Latin teachers throughout the city and state.” Mr. Lee conducts in-service workshops for teachers in Texas, and regularly conducts workshops for the North American Cambridge Classics Project, on whose Board of Regents he has served since 2004.

Mr. Lee’s success is legendary. Students call him “amazing,” “incredible,” “a constant inspiration,” and “practically mythical.” We are honored to recognize our colleague for this success, for his mentoring of both students and fellow teachers, for his active promotion of the classics at all levels across the country,

and for his outstanding teaching in the classroom. We proudly present the SCS Award for Excellence in Teaching at the Pre-Collegiate Level to the “practically mythical” William Lee.

### **Charlaine Lunsford**

For the past nineteen years, Charlaine Denise Lunsford has taught all levels of Latin, beginning through AP, at Woodrow Wilson High School in Portsmouth, VA. Charlaine believes that everyone should “have a right to a quality education from talented and compassionate teachers who will work hard to make sure that every child succeeds.” Her letters of support reveal that she is an expert at differentiated instruction in the Latin classroom, combining both traditional and cutting-edge approaches to accommodate the wide variety of learning styles she sees everyday. Her principal notes that she “exemplifies initiative and creativity in her classroom”.

In a school where 65% of students qualify for free or reduced lunch and many receive special education or have 504 plans, Charlaine focuses on figuring out “what strategies work best” for each student and treating everyone with respect and dignity. As she notes, “Even when I have a student who has a behavior problem, I try my best to find a way to connect with the student and show him/her the value of studying another language and learning about a different culture”. Charlaine is an innovator in the use of technology – from YouTube for videos on anything from Latin grammar to discuss through, Kahoot for quiz review, Flipgrid for speaking practice, Quizlet for vocabulary review, Magistrula.com for forms review (and fun), Google classroom, BenQ smartboards and Chromebooks. Believing that a good teacher should be “knowledgeable of the subject matter and a life-long learner” she has attended multiple Latin Immersion Workshops, an NEH summer seminar in Roman Daily Life, and learned enough Greek and Arabic to conduct a mini-lessons in each.

Through her hard work and dedication, Latin at Woodrow Wilson is thriving: Charlaine herself teaches Latin to 150-200 students every year and the school has even added a second Latin teacher to meet the demand for learning the language. One student fondly notes how she encouraged “passion about the Latin language and classical studies outside the classroom” and singles out class field trips to the Chrysler Museum of Art Roman collection (in Norfolk) and annual Latin Day. Charlaine organized many such trips: to the Virginia Museum of Fine Arts, for movie screenings, and even to Greek restaurants.

Charlaine is an educational leader in her community: she has served as a mentor to new teachers, participated in committees to increase graduation rates, led technology workshops, developed new and innovative curricula, and has been a long-standing leader in the Tidewater Classical Symposium, as well as the Classical Association of Virginia, whose web site she maintains. It is with great pleasure that our committee awards Charlaine Lunsford the 2019 award for excellence in pre-collegiate teaching.

### **Amy Sommer Rosevear**

Amy Sommer Rosevear has been teaching at Cherry Creek High School in Greenwood Village, Colorado, since 2004, when she completed her MA in Teaching Latin at the University of Colorado. In the intervening years she has expanded and strengthened her Latin program, served her school for seven years as chair of the Foreign Language Department (with twenty-two faculty members teaching a total of five languages), and more recently was appointed the World Languages Coordinator for her school district. Amy also sponsors the school’s JCL chapter and the Latin Club. When she took students to Italy in Spring 2019, it was the first such trip by a Colorado public school after post-9/11 restrictions were lifted.

Her professional service extends to the state level (Colorado Classical Association and Colorado JCL) and even farther, to the National Latin Exam, the National Committee for Latin and Greek, and particularly to the ACL, where she is currently a member of the Board of Governors.

In the classroom, Amy notes that her teaching methods are “continually evolving, and [her] current approach to pedagogy is nothing if not eclectic.” While preparing her students to succeed on the rigorous Advanced Placement exam, which requires not only understanding of the text but also an explicit understanding of grammar, she employs strategies that focus on reading and incorporate principles of Comprehensible Input. Taking the new Standards for Classical Learning seriously, Amy has introduced communicative Latin and has participated in SALVI events to increase her own skills.

Amy acknowledges the successes of her students, and puts them in context, writing that “accomplishments like AP Latin exam scores and National Latin Exam awards—which my students and I value, because they reflect and quantify the quality of our Latin program—mean nothing, if my students are not also learning to conduct themselves with integrity, participate eagerly and authentically in a community of learners, and develop curiosity about our world, both ancient and modern.”

She continues describing her goals for her students. “What drives me to do what I do in the classroom every day is the hope that they remember feeling seen, valued, and challenged throughout their high school Latin experience, and that my class prepared them to be dedicated students and engaged, ethical people.... My philosophy has remained consistent and compelling: I care deeply about who my students are and who they will become.”

Her students recognize these guiding values. One of them writes that Amy has a “genuine concern for her students’ wellbeing and seeks to know each of her students on a personal level. Her treatment of each student as a valued individual makes Latin class an enjoyable environment. For many students, even if Latin is a challenge for them, they still look forward to coming to class and learning.”

Her colleagues understand the role she plays in the lives of her students, “Amy Rosevear is a wonderful model for them to follow: devoted to learning professionally and dedicated to service personally.”

So do her students, who say, “From her dedication to teaching to her positive impact on so many students, Amy Rosevear is truly an extraordinary Latin teacher.”

Let us applaud this extraordinary Latin teacher.

*College Teaching Award*

### **Jeanne Neumann**

Jeanne Neumann has energized the study of Classics at Davidson College for over twenty-five years. Her courses, which have included all levels of Latin and Greek as well as courses in translation and study abroad, consistently challenge students to engage with the ancient world through the lens of their contemporary context. By making the past present, she offers her students the opportunity to illuminate their understanding of both worlds, their relationships to one another, and importantly students’ understanding of themselves. Invitations to dive into critical reflection cut across her classes: students in Roman Literature in Translation “confront the problems inherent in Roman literature,” while those in Intermediate Latin deepen their grasp on grammar while discovering its interconnectedness to meaning, and students in Writing 101: Herakles encounter carefully scaffolded writing assignments that challenge them to take intellectual risks. Across campus Dr. Neumann is known for her rigor and her passion, inspiring and motivating her students to discover their potential. As one student writes, “she makes you want to live up to her high expectations.”

Coupled with Dr. Neumann's impressive record of teaching and mentoring, one finds an equally admirable commitment to evidence-based pedagogy and innovation. Successive iterations of each course abound with refinement. At times such changes mark a greater shift, including the adaptation of a new practice and an openness to learning from colleagues across campus and the disciplines. In several courses, for example, Dr. Neumann has adopted specifications grading, emphasizing for students the process and importance of revision and feedback while focusing their attention on learning. This abiding devotion to innovative teaching informs much of Dr. Neumann's scholarly activity. She is well-known for her book *Lingua Latina: A College Companion* (2008), and articles, workshops, invited lectures, and public outreach events constitute countless lines of her CV, highlighting her dedication to making Latin alive and accessible to as many individuals as possible.

Whether in the classroom, in a Friday afternoon Latin sight-reading group, or in the faculty lounge, Dr. Neumann's dedication to her students and colleagues also shines. Her focus on and care for the individual, and on what they might do or who they might become – and on how her class might prepare them for all that lies ahead – perhaps best encapsulates Dr. Neumann's work as an educator. As one of her colleagues remarked, "Among the lessons that linger with me is the fact that teaching Latin (or any of our subjects) is but a small component of the teaching that we do; for many students, the Latin will be the least important of the many 'lessons' we teach them during their years with us."

We are honored to recognize Professor Jeanne Neumann for her outstanding teaching with the SCS's 2019 Award for Excellence in Teaching of the Classics at the College Level.

### **Courtney Roby**

Drawn inexorably from her first two degrees in engineering to the light of the Classics, Professor Courtney Roby is well-equipped to create courses that appeal to a wide range of students, and she has done just that with courses like "Popular Science from Antiquity to Today," "Data Corruption's Deep History," and "The Art of Math." In all of these courses, she seeks to draw the ancient and modern world together, making the Humanities relevant across academic disciplines. While such outreach is crucial to the survival of Classics, it would fall flat without the consummate skill and deep commitment that Professor Roby brings to her classroom and to every student within it.

Her innovative pedagogy is readily apparent in the experiences she creates for her students that include in class activities that promote the participation of all by building their confidence. These include exercises that enhance students' awareness of their own learning and engage them in projects that resonate with each of them individually. One of her students remarks that she "provided structure and a stable foundation of knowledge, while giving agency to her students to pursue topics of their own interest." Another says, "She is knowledgeable, understanding, and able to transcend perceived academic boundaries to engage with students from all disciplines." She also regularly devises hands-on activities through which students can experience technology both ancient and modern, even as they connect it to and analyze it through the society it serves. A student whose courses had been largely technical until he took classes with her deeply appreciated that they "injected some much-needed historical and ethical perspectives into [his] studies."

Professor Roby's pedagogy is fueled by her patent determination to enhance and expand her own teaching skills and knowledge. Not only has she taken advantage of a number of workshops on course design, but she has also been deeply involved in the creation of department policies pertaining to learning outcomes and assessment, and she has served as the Classics liaison to the University's Active Learning Initiative. In testament to her commitment to excellence, she won the Innovative Teaching and Learning Award from Cornell's Center for Teaching Innovation in 2018. Finally, she is a tireless ambassador for the discipline outside of the classroom as well, getting to know her Classics students as individuals at movie

and game nights and bringing her knowledge and enthusiasm to a wider audience in residence halls, where she hosts weekly themed dinners on such topics as “The History of Everything.”

We are honored to recognize Professor Courtney Roby for her outstanding teaching with the SCS’s 2019 Award for Excellence in Teaching of the Classics at the College Level.

### **Svetla Slaveva-Griffin**

Professor Svetla Slaveva-Griffin has leveraged her own interests in ancient philosophy into a boon for both students at Florida State University and for the health of Classics on that campus. Her course on Ancient Science, which remarkably counts as a science credit for the hundreds of students who take it, explores ancient Mediterranean ideas on the natural world, yet employs the pedagogies of a modern science class. Students in the class particularly enjoy recreating the experiments of Greek scientists and their “SciFri” presentations, which actively engage them with their ancient counterparts and teach them skills in critical thinking and writing. They note that they appreciate learning through engagement rather than through memorization. In reviewing the class, many students found themselves surprised by how much they enjoyed and learned from a class that they took only to fulfill a requirement. They credit Professor Slaveva-Griffin’s passion for the material. As one student says, “She is there to grasp attention. She wants to pull each student into what she loves the most and I love it.”

Professor Slaveva-Griffin credits her students with inspiring and guiding her teaching. Although she teaches a wide variety of classes, including an online course in medical terminology and Greek classes at every level, she changes the material she includes to address student interest and to respond to students’ feedback. Even students in her very large classes note how interactive she is with individuals and credit her with encouraging them to learn more and stretch their own abilities. “The confidence Dr. Slaveva-Griffin instills isn’t to be understated,” notes a student who took several of her classes. “The reason, I think, that she is able to leave her students feeling ready to tackle any research problem, ready to approach any author, is that she leaves them able to teach themselves.”

Professor Slaveva-Griffin’s teaching has been recognized many times, first when she was a graduate student at the University of Iowa, and repeatedly at Florida State University where she has won an Undergraduate Teaching Award, a Certificate of Distinction in online teaching, and multiple nominations for awards in undergraduate and graduate teaching and advising. For her focus on students’ needs and interests, and for her enthusiastic outreach to students who might never be exposed to classical learning, we join her students and colleagues in honoring the work of Professor Svetla Slaveva-Griffin with the SCS’s 2019 Award for Excellence in Teaching of the Classics at the College Level.

### *Outreach Prize*

### **Salvador Bartera and Donna Clevinger**

The Outreach Prize Committee is delighted to award the 2019 Outreach Prize of the Society for Classical Studies to Dr. Salvador Bartera, Assistant Professor of Classics and Dr. Donna Clevinger, Professor of Communication and Theatre at Mississippi State University in Starkville, Mississippi. For the past five years, Professors Bartera and Clevinger have organized “Classical Week” at MSU, which includes a two-night run of an ancient comedy or tragedy and a colloquium about an aspect of the performance. This joint venture of the Department of Classical and Modern Languages and the Shakouls Honors College showcases the interdisciplinarity of the event, in which Dr. Clevinger choreographs and directs the production, Dr. Bartera serves as dramaturge, and both collaborate on the colloquium.

These events are largely created by and for non-specialists. The actors are Honors College students, few of whom are either Classics or Theatre majors, and all represent the campus's diverse population. The colloquium, which brings in specialist scholars, is nonetheless pitched to a general audience. The play is the highlight of the Classical Week. In the past five years they have performed both tragedies and comedies, both Greek and Roman, including 2018's Oedipus, which drew a crowd of about 400 attendees each night. All events are free and open to the public, and draw their audience not only from the campus community but also from all over Mississippi. Classical Week's success and accessibility means that primary, secondary, and post-secondary educators from around the state regularly bring their students to this annual event.

We find that Drs. Bartera and Clevinger generously give their time to a project that embodies the best of outreach in our discipline. MSU Classical Week has significantly contributed to spreading interest in the Classics. It engages with and involves an under-served population, in a place with little public funding and numerous economic challenges. It reaches a tremendous and diverse audience, fostering community and exchanges around ancient drama — all for free.

#### *The Forum Prize*

##### **Jeff Wright, *Odyssey: The Podcast***

The winner of the 2019 Society for Classical Studies Forum Prize—Jeff Wright, creator and performer of *Odyssey: The Podcast*—takes many turns toward and away from his illustrious epic source. Jeff's Homer is a composite character built on the bases of English translations among the most appealing today. But Jeff is not content merely to play rhapsode to Homer's bard.

Rather, Jeff transforms Homer's travel narrative into a story for the twenty-first century. Inviting his hearers to a sumptuous feast for thought, Jeff guides his audience through the intricacies of the *Odyssey*'s plot by adopting his own epic conventions. Thus, the poem's tortuous timeline gives way to *The Podcast*'s chronological progression, beloved yet overlooked *Odyssey* characters get their own back stories at last, and the epic's lofty language means even more now when voiced in a plain-spoken vernacular. True to Jeff's experience as a teacher as well as a storyteller, his *Odyssey* assembles what immediate understanding requires, delivering epic history as well as story, thought experiments for the near future as well as a long-gone past's philosophical concepts, and overviews of scholarly debates over such issues as authorship, critical editing, and interpretive biases as well as provisional, practical solutions to these problems for those wanting to look at but not leap into such lotuses. Thanks to Jeff, Homer's landmark epic sings all the more enticingly and inclusively, holding the attention of its many listeners while ensuring that nothing blocks their eager ears.

#### *C.J. Goodwin Award of Merit*

##### **Andrew C. Johnston, *The Sons of Remus: Identity in Roman Gaul and Spain*. Harvard University Press, 2017**

The story of the Roman Empire, much like the story of the American West, has long emphasized assimilation and Romanization: *parcere subiectis et debellare superbos*. Presumably discarded were the local identities and indigenous traditions that no longer defined or empowered the provincials. Unlike the cities of the Greek East, with their indigenous and hyper-literate insistence on their own distinctive identities, past and present, the Roman West has been thought to be a virtual *tabula rasa*, on which Romanness was inscribed with little difficulty.

In *The Sons of Remus: Identity in Roman Gaul and Spain*, Andrew C. Johnston goes west to two major provinces in search of their local experiences, memories, and discourses, and paints a strikingly different picture. Alongside the “grandsons” of Romulus, *Romuli nepotes*, as Catullus dubbed the Romans of his age, and far from the imperial center, lived the provincial sons of Remus, who asserted and enacted their indigenous identities even as they adopted Roman customs and recognized imperial authority. Johnston compellingly argues for the persistent diversity of local communities and the role played by local character, creatively curated, in their sense of identity and belonging. A variety of fascinating case studies reveal how the provincials of the Roman West represented their own communities; how they defined themselves as they interacted and competed with other communities, sometimes violently; the importance of both the Roman past and the pre-Roman past in negotiating and maintaining a community’s sense of self; and the provincial performance of identity in and through their local governing structures, rituals, myths, and culture. Marshalled for investigation is an extraordinarily rich spectrum of evidence literary, artistic, archaeological, and epigraphic, much of it recent, like an inscription from Palma in the Balearic Islands attesting a local *lupercus* who seems not, or not merely, to be a delegate to the Roman Lupercalia (a foundation festival that seemingly makes sense only at the Palatine Lupercal in Rome), but a priest responsible for some kind of vibrant local celebration in his home community.

Andrew Johnston’s trip west reveals that the Roman Empire was not only very big but also very diverse, and his *The Sons of Remus* provides a firm foundation for future research in what is obviously a rich and important field, with timely resonance in our own era of globalism, resurgent nationalism, and the assertion of local identity and indigenous integrity in the face of hegemonic agency.

**Josephine Quinn, *In Search of the Phoenicians*. Princeton University Press, 2018**

Today we think we know who the Phoenicians were. Credited with a range of cultural firsts, from the alphabet to civilization itself, indeed “from the pole star to the Cornish cream tea,” the world would simply not be the same without them. But do we really know who they were? Josephine Quinn’s *In Search of the Phoenicians* offers a surprising answer: we do not; check the evidence itself. Understood as a singular, self-defining ethnic group, their shared identity manifest in language, in forms of government, and in a set of cultural practices, “the Phoenicians” appear in the historical record of other peoples only, from Homer to the present. Their ethnic and cultural label was not their own, but was awarded to them by others.

The thesis is startling, and its consequences mind-boggling. If we remove the label, the Phoenicians cease to enjoy an independent existence. Did they even have a sense of shared identity? Or were they no more than a phantom product of the West? They may be a historical mirage, but that is only the beginning of Quinn’s remarkable story. Early Greek literature filled out the seascape with a not-us group of Phoenicians, whose very name tellingly derives from the Greek language. From the late fifth century, the Carthaginians, progressively confident in their territorial empire, claimed this suitably sweeping identity for themselves. The distinctive cultural politics of the Hellenistic kingdoms and the Roman Empire further encouraged the search for a common past and history that rivaled those of competing superpowers. In the imperial competitions of pre-modern and modern Europe, Carthage’s long status as an anti-Rome encouraged multiple self-identifications as Phoenicians. In short, the Phoenicians emerge not merely as an “invented” people, but as a multiply reinvented one. Quinn is equally compelling on the shifting dynamics of self-identification amongst “Phoenicians”. In the areas conventionally associated with the “Phoenicians”, the reference point for locating selves is frequently family or local community, as is the default throughout the ancient Mediterranean. Sometimes, however, we also find small clusters (e.g. the “circle of the Tophet”), and larger opt-in networks (e.g. participants in the Melqart cult).

To pursue these questions about identity, *In Search of the Phoenicians* takes its readers on an epic journey from the tenth century BCE to the 20th CE, from Lebanon to Ireland, from the Hebrew Bible to

Heliodorus, John Milton and James Joyce, from bilingual epitaphs to Anthony D. Smith on nation-building, and from western Mediterranean Tophets to Stonehenge. The fruit of these travels is a new genealogy of an invented people, the Phoenicians. With its deep appreciation for the multiple agencies and perspectives, geographies and networks of the Mediterranean and Near East, and for the two thousand years of subsequent entanglement of ancient and modern cultural and political wars, Quinn's outstanding book exemplifies the breadth and depth of Classics in the 21st century. Above all, it articulates a methodological template for examining nations, cultures, and ethnicities in the ancient world and in their long, productive afterlives. Quinn's work will oblige scholars to rethink their assumptions about what it means to be a "people" of any kind, including those who are known today as "Greeks" and "Romans."

**Francesca Schironi, *The Best of the Grammarians: Aristarchus of Samothrace on the Iliad*.  
University of Michigan Press, 2018**

*The Best of the Grammarians: Aristarchus of Samothrace on the Iliad* is a monumental study that is unlikely to be surpassed for generations to come. Indeed, Schironi's only true rival is Arthur Ludwich's work in two volumes from 1884-85, *Aristarchs homerische Kritik*. Weighing in at over 900 pages of densely argued text, and seemingly exhaustive in its canvassing of the relevant issues and available evidence, including some 4,300 pertinent scholia, *The Best of the Grammarians* is a massive reconstruction of the methods, techniques, and principles that guided Aristarchus' study of the *Iliad* as he went about analyzing and emending the Homeric text.

The results are at once theoretical and pragmatic, not least because Aristarchus' theory is embedded in the way he practiced his criticism of Homer. Schironi's own study models this "practice of theory" approach. It begins with such basic questions as, How did Aristarchus read Homer? How did he discriminate among his sources? What were his touchstones in the Homeric text? He made use of paraphrase, like most of his contemporaries. He advocated reading aloud and was alert to poetic and rhetorical figures, including metaphor, allegory, and irony. He analyzed Homeric vocabulary, and he identified characters, customs, and places in the epic as well as its cosmology. He sought to discover etymologies, and he made use of analogy to solve linguistic puzzles. He was also prepared to judge the aesthetic quality of Homer's poems, drawing on Aristotle's *Poetics* and *Rhetoric* for his critical categories. Aristarchus was aware of the formulaic nature of epic verse and the use of epithets, and he had a subtle appreciation of Homer's narrative style. When he athetized a line, it was for good reasons, such as internal contradiction.

While Schironi recognizes that Aristarchus' studies had inevitable limitations and were not infrequently grounded in circular reasoning, she concludes that his procedures were motivated by a noble commitment to Homer's unsurpassed greatness as a poet, his deep self-consistency, and his sole authorship of the two epics—principles that were not universally accepted in antiquity any more than they are today. She sets out these points and many others with consummate learning, clarity, and elegance. And while the book lends itself to use as a reference work, it is much more than that. After working their way through her study, readers will come to regard Aristarchus as a friend and fellow critic with whom one can carry on stimulating mental conversations even today. Francesca Schironi has brought Aristarchus to life, and thanks to her efforts, we can all be better acquainted with the best of the ancient grammarians.