



Amicitiae immortales,
mortales inimicitiae de-
bent esse—Livy 40.46

Amicitia

From an Homerathon to a Roman Banquet: Special Issue on Student Achievements

Something must be in the air. This spring students across the state of Iowa have been involved in a Classics revival. Perhaps inspired by the spate of new movies with Classical themes, such as *Percy Jackson and the Olympians The Lightning Thief* or *Clash of the Titans*, students are starting up Classics Clubs, organizing readings, blogging about the *Aeneid*, or staging Roman banquets.

Students at Iowa State and Cornell College have been inspired by their love of the ancient world to form new Classics Clubs and reading discussion groups. University of Iowa students organized a Homerathon, a continuous reading of Homer's *Iliad*. Intermediate Latin students at Cornell College re-enacted a Roman banquet for the Classical Studies majors. And in Des Moines, students in Kathy Kisner's adult education Latin class have contributed to her class blog.

Individual students have also achieved various accomplishments. Sharada Price, graduate student at the University of Iowa, has just completed a two-year stint on the CAMWS Graduate Student Issues Committee. Two Iowa State students, Matthew Caffrey and Bethany Mathes have just completed their student teaching in Latin and History. And University of Iowa student Dan Stoa has just



University of Iowa Classics student reads from Homer's *Iliad* on the ped mall in Iowa City

landed a job teaching Latin at Valley High School in West Des Moines. Read more about these student accomplishments inside this issue.

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Did You Know?

Carin Green, Chair of the Department of Classics at the University of Iowa, received an Ovatio from the Classical Association of the Middle West and South for her work as Chair of the Committee for the Promotion of Latin and her service on the Executive Committee. Congratulations to Carin!

Standards for Latin Teacher Preparation Approved by the American Classical League and American Philological Association

After nearly two years of work, the new national *Standards for Latin Teacher Preparation* were approved by the Board of Directors of the American Philological Association and the Executive Committee of the American Classical League and were unveiled March 1.

The ACL/APA Task Force for Latin Teacher Training and Certification, a commit-

tee of both Latin teachers and college faculty involved in teacher training, developed the new Standards so that they would be aligned with the *Standards for Classical Language Learning* and with ACTFL *Program Standards for the Preparation of Foreign Language Teachers* and the *INTASC Model*

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Kathy Kisner Creates a Class Blog for a New Adult Education Latin Class in Des Moines

Kathy Kisner met her husband in Prof. Hornsby's Age of Cicero class at the University of Iowa and then went on to earn an MA in Classical Studies at Indiana University. She then taught high school Latin for five years before becoming a freelance writer.

At her husband's suggestion, she decided to offer

Latin again, this time to adult students. She uses her class blog, *cum grano salis* [with a grain of salt] <http://cumgranosalis-cgs.blogspot.com/>, to motivate her students and to show them how the ancient world informs the world around us. Most recently, she has written reviews of Anne Carson's *Nox*, an elegy for her dead brother, Robert Graves' *Homer's Daughter*, and John Banville's *The Infinities*, narrated by Hermes the psychopomp. Her students, too, have written thoughtful posts on Fate in the *Aeneid* and Neil Gaiman's *American Gods*.

About her course, she writes: "I'm teaching an adult education Latin class through Des Moines Public Schools Continuing Education. The students are fascinating! A retired insurance exec, a retired

teacher, an accountant, etc. I was expecting liberal arts types, but Latin appeals to a wide variety of people. Our introductory Latin class started last fall, continued in the winter, and we have just completed our third eight-week session. We only meet once a week, so we're very, very slow. We've finished 20 chapters of Wheelock and have just finished Fagles' translation of the *Aeneid*. I give my students a lot of credit: two of them are really excellent (but old!) and would make great grad students. In the fall my small group of survivors plans to finish Wheelock. I am also offering the Introduction to Latin course again and a new Introduction to Ancient Greek class. Here's a link to the Continuing Ed schedule of courses: [DMPS Continuing Education](http://www.dmpps-adulted.org/classes.html) (<http://www.dmpps-adulted.org/classes.html>)."



Standards for Latin Teacher Preparation (cont.)

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Standards for Licensing Beginning Foreign Latin Teachers. The Task Force also revised the document in light of comments from dozens of Latin teachers and teacher trainers during a five month comment period last spring and summer.

The new Standards will undoubtedly promote further discussion about what makes a good Latin teacher. There will be a plenary session at the ACL Summer Institute in

June and a panel discussion at the APA next January to discuss the Standards. In addition, the spring issue of *Teaching Classical Languages* (www.tcl.camws.org) has sponsored a special section devoted to the Standards. Seven teachers and university professors from different backgrounds and with different teaching experience will offer perspectives on the Standards. Those offering perspectives include two members of the Task Force,

(Ronnie Ancona and Lee Percy), a past President of the ACL (Ken Kitchell), a former World Languages District Supervisor (Cathy Daugherty), new Latin teachers (Cory Holec and Erik Collins), and a veteran Latin teacher (Bob Patrick).

The *Standards for Latin Teacher Preparation* may be found online at <http://www.aclclassics.org/pdf/LatTeachPrep2010Stand.pdf>.

Trip to Athens Brings ancient Greece Alive for University of Iowa Students

During two weeks this January, I and some of my fellow students from the University of Iowa had an exciting journey exploring the city of Athens with Professors Mary & David Depew. Many of us had participated in the Classics department's Fall 2009 course offering: City of Athens. I was excited by the prospect of testing out my first semester's worth of Greek and to see how much I would be able to understand—which, to my delight, ended up being more than I expected. The class was a combination of students in different fields, ranging from Classics to Medicine, and a combination of the past and present of the city itself. Unlike other offerings where a fast tour of the country occurs with short stops at each site, the City of Athens class was designed to facilitate students' understanding of the city itself, its culture, and the relationship it has with history.

We based ourselves at the foot of the Acropolis, with its stone walls constantly towering in the background. We were treated to the Greek food and even traditional dancing in the tavernas, with contrasting experiences inside the trendy bistros and modern New Acropolis Museum. During the trip, our group toured the National Archaeological Museum, the Kerameikos, the Agora, and the Parthenon; but we also visited contemporary sites like the War Museum, the Parliament House, and the fashionable Kolonaki district as a means of seeing the full depth and breadth of the city. By keeping focused on Athens, with only a few supplementary excursions to Delphi, Sounion, and Aegina, we discovered more about the city and the Greek people than many of us expected to from so short a stay.

Now when I sit down and start reading my Greek homework, I find that words will occasionally jump

out at me that I saw in the names of streets, on signs or storefronts, and I think of the temple of Delphi perched on the side of towering cliffs, the smell of the olive groves below us, and the small script etched on every usable inch of its stone foundation. I remember running over the letters with my fingers, being able to pick out a word here and a verb there, and I realize just how much closer I am to going back someday and being able to read it all. It was a unique opportunity to see classical Athens, to behold her art, to follow the footsteps of heroes. I can hardly wait for a chance to return.

Lawrence Houston is a Junior in Classical Languages and Museum Studies at the University of Iowa. He plans to graduate in the Fall of 2011.



University of Iowa students in the course "City of Athens" stand with instructors Mary and David DePew in front of the Erechtheion on the Acropolis in Athens

Cornell College Students Form a New Classics Club, The Olympians

“The club initially focused on reading [and discussing] ancient texts, but quickly expanded into other areas, such as films and lectures, as interest grew.”

The Classical Studies program at Cornell College saw a large expansion this year: Cornell hired a second full-time professor and effectively doubled the amount of classes offered in this department. However, the expansion of Classics at Cornell was not just due to new faculty; a group of students dedicated to their love of the ancient world founded The Olympians, a Classical Studies club. Since its founding in early January, The Olympians have spread their enthusiasm for Classics around campus through readings, film, and lectures.

The idea for the club stemmed from a group discussion in an upper-level Latin class shortly before winter break. The concept resonated heavily with this group of students, and they exchanged a flurry of emails discussing what this organization could accomplish. The club held its first meeting two days after winter break ended, and had a constitution approved by student senate two weeks later. After a short advertising campaign, The Olympians started enjoying some classical literature.

The first event was a reading and discussion of *The Birds* by Aristophanes. This conversation was entirely student run, and students from different backgrounds all brought something unique to the discussion. It was especially fun and challenging to try to understand the subtleties of the humor without a

professor present to guide the interpretation process. Since then, many other dynamic dialogues have followed on Hesiod’s *Theogony* and Apuleius’ novel *The Golden Ass*.

The club initially focused on reading ancient texts, but quickly expanded into other areas as interest grew. The Olympians started to dabble in film and television by watching *Gladiator* and *I, Claudius*. While the attendance at the first few events was low and included only the core six to eight members of the group, the turnout at our viewings of recent blockbusters was quite impressive. We had fifteen students attend *Percy Jackson and the Olympians: The Lightning Thief*, and a whopping twenty-nine students at *Clash of the Titans*. This is an encouraging indication of the growth potential for the club in the future.

Besides reading literature and viewing films, The Olympians are trying to get a better feel for what classicists do in the academic world by attending lectures. The club sent about ten students to the Spring Classics Colloquium at the University of Iowa; these students heard lectures on *The Homeric Hymn to Aphrodite* and on construction traffic in ancient Rome. Additionally, they have brought two speakers to campus to give Cornell more exposure to the classical world. Students had the opportunity to hear a lecture by Susan McLean on translating the poetry of Martial and Catullus, as well as a lecture by Matthew Stolper on the Persepolis Fortification Archive.

In the past semester The Olympians accomplished much. The dedication of the students and their interest in the ancient world are to thank for the resounding success of this club. This experience has been very rewarding, and I would encourage students at other institutions to form their own Classics club.

Phil Gallagher, President of The Olympians, Cornell College



University of Iowa Students Bring Homer to Life

On May 5, the University of Iowa chapter of Eta Sigma Phi held its second annual Homerathon, an all-day public reading of a Homeric epic – this year, Robert Fagles’ translation of the *Iliad*. We rose with the sun, staking out a spot in Iowa City’s downtown Pedestrian Mall at 6:30am. More than thirty Classics faculty, graduate and undergraduate students had signed up for 20-minute reading slots, and as the day wheeled overhead, readers and listeners came and went. Some passersby stopped for a minute out of curiosity, some sat to listen while they ate, some stayed longer; some looked askance at the reader and just kept on going. As darkness crept down, the wind got colder, and around 9pm we moved inside to finish the last three books in the classics library.

Throughout the day, we leaned in to hear of the rage of Achilles, smiled with Hector as he bade his son farewell, tensed at the clashing of bloody battles, laughed with the Argives at Ajax’ expense, and grieved with Priam over his son’s death. Near midnight, as the epic drew to a close, I reflected on the unmatched scope of human experience presented in the poem, and remembered again why I study the



University of Iowa Classics student reads from Homer’s *Iliad* on the ped mall in Iowa City

classics.

Kyle Ostvig, Class of 2013, University of Iowa

Meet Phil Venticinque, New Classical Studies Professor at Cornell College

Phil Venticinque is an Assistant Professor of Classics at Cornell College. He received his BA, MA, and PhD from the University of Chicago, and his dissertation focused on the social and economic history of the Roman and Late Roman world is titled: “Common Causes: Craftsmen, Merchants, and Guilds in the Economy and Society of Roman and Late Roman Egypt.”

I tend to refer to myself as a Classicist whose research and teaching focuses on the social, religious, economic, and cultural history of the Greek and Roman world. In particular, I focus on Ptolemaic, Roman and Late Roman Egypt and the relationship between the Classical and Near Eastern worlds. Originally, it was my experiences in Latin and Greek classes taught by gifted and talented teachers at Loyola Academy in Wilmette, IL that began to turn an interest in the ancient and classical world into a vocation. It was during my time

as an undergraduate at the University of Chicago that I began to explore the connections between Greece and Rome and the Near East. It was here that I began to study Coptic, which continued through graduate school.

The Program on the Ancient Mediterranean World at the University of Chicago fostered my interdisciplinary leanings. In my research, I combine Classics with Near Eastern Studies, Religious Studies, Byzantine Studies, and an interest in social and economic history, in an attempt to produce a multi-dimensional picture of life in antiquity. What has always appealed to me most about Classics is this versatility and the inherent interdisciplinary aspects of studying the Greek and Roman world – and this is something that I try to bring out and stress in my teaching, whether it’s an introductory language course, classical mythology, or a course focused on Roman and Byzantine Egypt.



Phil Venticinque, new Classical Studies Professor at Cornell College

A Successful Leadership Experience for Sharada Price

For the past two years, I have been a member of the CAMWS Graduate Student Issues Committee (GSIC) which puts together a panel proposal for CAMWS focusing on concerns specific to graduate students. As a group, the committee members, who are all graduate students themselves at varying stages of their programs, decide on a panel topic. Recent themes include publishing, balancing career with ‘real life,’ and dissertation writing. Sometimes we revise a panel from the past or sometimes a completely new idea presents itself. We also ask other graduate students at CAMWS to submit ideas of their own for panels or papers they would like to see.



University of Iowa graduate student Sharada Price

After choosing an overall topic, we brainstorm about what issues the individual papers in the panel could address and whom we could ask to write each paper. We generally start with a professor with whom we are already familiar, either because we have worked with that person or we know him/her by reputation. While still at the CAMWS meeting, we approach these classicists and solicit their help. It has been a very rewarding experience to be a part of a committee, working with professors from throughout the CAMWS territory, and getting hands on experience putting together a panel, organizing the participants,

and writing the proposal to send to CAMWS. GSIC members also attend the committee lunch at CAMWS which has been an excellent chance to talk to other committees and to see how the professionals handle issues and work through ideas.

Our panel at the Oklahoma City meeting was called “Beyond Studying and Teaching: Becoming a Professional Classicist.” We had five papers which addressed important aspects of being a “professional classicist” that go beyond the typical graduate student skills gained from classroom experience. The first paper, given by Professor John Miller (University of Virginia), focused on what it means to become a “citizen” within a Classics department. He talked about professional behavior and duties

outside research and teaching, essentially defining what it means to be a good colleague. Professor Tom Sienkewicz (Monmouth College) gave the second paper, which reminded us that our students come to Classics from a variety of avenues with a variety of goals which may differ greatly from our own. His gave us ways to encourage our students to become or remain Classics majors even if they do not wish to follow our own chosen path. The third paper, written by Professor Carin Green (University of Iowa) focused on a possible path of research which most Classics graduate students may not have ever considered—second language acquisition. An increasingly popular topic in the modern languages, SLA research affects how Greek and Latin textbooks are written and how the classes are expected by administrators to be taught, but Classics has none of its own research to support the value of learning Greek and Latin. Our fourth speaker, Professor Eleanor Leach (Indiana University), discussed how one goes about finding, applying for, and getting grants. Professor Leach was speaking from personal experience both in making applications and advising applicants. The fifth paper, written by Ellen Bauerle (University of Michigan) who is on the publishing side of academia, offered advice about a variety of writing including both research works like books and articles and also service-oriented items like referee’s reports for journals. As the panels have in the past, “Becoming a Professional Classicist” sparked many conversations and discussions afterward and allowed graduate students to ask questions and interact with more advanced members of our profession.

At the past three CAMWS meetings, GSIC has also offered a pre-conference workshop called “Disce ut Doceas: Preparing to be a TA in Latin.” Originally, members of GSIC organized this workshop for the annual American Classical League institutes but because more graduate students attend CAMWS, we began offering the workshop there as well. Many Classics graduate students find themselves responsible for teaching Latin without having any real pedagogical training or previous experience outside of having taken Latin themselves. This workshop is designed to teach those students about teaching and to give them an opportunity to discuss their concerns and fears in an informal setting with

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Special Exhibit on the Dead Sea Scrolls Now at the Science Museum of Minnesota

The Dead Sea Scrolls are widely considered one of the greatest archaeological discoveries of our time. A priceless collection of 2,000-year-old documents that shed light onto a little-known period in religious history, the scrolls are some of the oldest surviving written documents in human history. Containing original texts from the Bible as well as writings that tell us about the laws and society of Jewish culture, the scrolls were discovered in a cave along the northwestern shore of the Dead Sea in 1947. Since then, they have prompted rigorous scholarly debate as to who their authors

may have been, and they've given us a rare glimpse into what life was like around the time of Christ.

The special exhibit, *Dead Sea Scrolls: Words that Changed the World*, can now be seen at the Science Museum of Minnesota. Don't miss your chance to experience this moving, engaging exhibition at the Science Museum of Minnesota—one you'll always remember. And as a part of every visit, it will also be possible to see the *newest* handwritten Bible—*The Saint John's Bible*—on display in the final gallery, and learn about a tradition that continues to the present day. Open

through October 24, 2010.

Visit the Science Museum of Minnesota at <http://www.smm.org/scrolls/>.



Many Dead Sea Scrolls were found in the caves near Qumran on the NW bank of the Dead Sea

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experienced Latin TAs. We cover many basic issues including classroom management, how to go over homework in an efficient and effective way, and how to introduce new concepts to students. All of the workshops that I have helped run have been a lot of fun. I find that in discussing teaching with other teachers and students, I always learn so much, too.

Through the Graduate Student Issues Committee, I have been able to meet many interesting graduate students and Classics professionals. It has been a great opportunity to learn about CAMWS and committees in general. I highly recommend that gradu-

ate students attending CAMWS go to the GSIC panel and if they have any ideas for new panels or papers to check out our page on the CAMWS website (<http://www.camws.org/gsic/index.html>) or contact Karen Acton (klacton@umich.edu), the new acting committee chair.

Sharada Price, University of Iowa

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Exploring our past in order to
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Email: jgruber-miller@cornellcollege.edu

Fax: 319-895-4473

Phone: 319-895-4326

Mt. Vernon, IA 52314

600 First St W

Cornell College

Classical and Modern Languages

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**AMICI, Classical
Association of Iowa**

AMICI was founded in 1988 as a non-profit organization to promote the study of Latin and the ancient world in Iowa schools, colleges, and communities. The name of the organization is the Latin word *amici*, which means “friends,” and comes from the Latin root for “love.” AMICI sponsors a bi-annual newsletter *Amicitia*, an annual Translation Contest, and a speakers’ bureau. If you are looking for a Latin teacher, are looking for a speaker, or want to know more about Latin or the ancient world, contact one of our officers:

- Cindy Smith, college consul (563-588-7953; csmith@loras.edu)
- Amanda Woodruff, high school consul (515-226-2600; woodruffa@wdmcs.org)
- John Gruber-Miller, secretary-treasurer (319-895-4326; jgruber-miller@cornellcollege.edu)