

SLATE OF CANDIDATES FOR ELECTION IN SUMMER 2011

PRESIDENT-ELECT

DENIS FEENEY

Giger Professor of Latin, Princeton University

Education: M.A. Auckland University 1977; D.Phil. Oxford University 1982

Academic Positions: Lecturer, Edinburgh University 1985-88; Assistant Professor, UW-Madison 1988-90; Professor of Latin, Bristol University 1990-92; Professor, UW-Madison 1992-96; Fellow, New College, Oxford University, 1996-2000; Giger Professor of Latin, Princeton University, 2000—(Chair, 2003—2009)

Special Awards and Honors: Harvard University Society of Fellows, 1982-84; UW-Madison WARF/Graduate School MidCareer Award, 1995; Sather Professor, UC-Berkeley, Spring 2004; ACLS Fellowship, 2009-2010; Guggenheim Fellowship, 2009-2010; Princeton University Howard T. Behrman Award for Distinguished Achievement in the Humanities (2011)

Main Publications: *The Gods in Epic: Poets and Critics of the Classical Tradition* (Oxford, 1991); *Literature and Religion at Rome: Cultures, Contexts, and Beliefs* (Cambridge, 1998); (co-edited with T. Woodman), *Traditions and Contexts in the Poetry of Horace* (Cambridge, 2002); *Caesar's Calendar: Ancient Time and the Beginnings of History* (California, 2007)

APA Services and Offices: Goodwin Committee (2007-2010)

Denis Feeney's Response:

Our discipline is in an interestingly split frame of mind at the moment. On the one hand, there is an atmosphere of alarm over threats to the Humanities in general, and a justified concern over the futures that await our young colleagues who are trying to join the profession out of graduate school. On the other hand, popular interest in the ancient world is higher than ever, with classically themed movies, plays and novels attracting large audiences; and many programs in North America continue to bring in healthy numbers of students and concentrators, with the rigorous appeal of the subject attracting many outstanding undergraduate and graduate students. Over the medium-term future, we have to acknowledge that our destiny is bound up with that of the other Humanities subjects, many of whom—especially modern languages—face difficulties considerably more severe than ours. No subject is an island these days, and it will be important to strengthen our links with our peer professional bodies so that the Humanities can speak with an increasingly united voice. We will need to make clear the crucial importance of the skills of the liberal arts in the dynamically evolving environment of the modern economy, where specifically targeted job skills become rapidly out of date, and where employers continue to value the flexibility and adaptability of employees who have been trained in independent enquiry, critical thinking, and articulate oral and written communication.

The APA's remarkable success in modernizing over the last decades should give us confidence that we can continue to make the case for the value of our discipline today. The Gateway Campaign recently passed the massive milestone of \$2 million in pledges received, with half a million remaining for us to reach the Campaign's goal and secure the final matching funds from the National Endowment for the Humanities. Nothing speaks more eloquently of the members' belief in their discipline and in their professional Association. The independence that the Campaign ensures will make it possible for Classics to continue to be a leader in the Humanities. In particular, we will be able to plan the supportive teaching and research networks that are going to be more and more

important in the future. And we will have a base for forward planning, as we tap in to the collective wisdom of the membership in order to imagine what our universities and our profession's career path are going to look like in the not too distant future.

SHEILA (Bridget) MURNAGHAN

Alfred Reginald Allen Memorial Professor of Greek, The University of Pennsylvania

Education: A.B. Harvard University, 1973; B.A. Cambridge University, 1975; Ph.D. University of North Carolina, Chapel Hill, 1980.

Academic Positions: Yale University, Lecturer to Associate Professor, 1979-1990; The University of Pennsylvania, Associate Professor to Professor (1990-present).

Honors and Awards: Umhoefer Prize for Achievement in Humanities, 2010; Alfred Reginald Allen Memorial Professor of Greek, Penn, 2001-present; Morse Fellowship, Yale, and Junior Fellowship, Center for Hellenic Studies, 1984-1985; Mellon Fellowship, Whitney Humanities Center, Yale, 1981-1982; Costas Lecturer, Brooklyn College, 2004; Bodnar Lecturer, Georgetown University, 2007.

Representative Publications: *Disguise and Recognition in the Odyssey* (Princeton: Princeton University Press, 1987; updated reprint Lexington Books, 2011); *Women and Slaves in Greco-Roman Culture: Differential Equations*, co-edited with Sandra R. Joshel (London: Routledge, 1998); "Choroi Achoroi: The Athenian Politics of Tragic Choral Identity," in David M. Carter, ed. *Why Athens? A Reappraisal of Tragic Politics* (Oxford: Oxford University Press, 2011); "H.D., Daughter of Helen: Mythology as Actuality," in Gregory A. Staley, ed. *American Women and Classical Myths* (Waco: Baylor University Press, 2008); Introductions to translations of Homer's *Iliad* and *Odyssey* by Stanley Lombardo (Hackett 1997, 2000).

APA Service and Offices: Member, Nominating Committee, 1992-1994; Member, Board of Directors, 1997-2001; Member, Committee on the Classical Tradition, 2006-2009; Member, Committee on Professional Matters, 2009- present; Chair, Task Force to Review the Program of the Annual Meeting, 2003-2004; Convener, Annual Meeting of Chairs of PhD-granting institutions, 2000-2007.

Sheila Murnaghan's Response:

Over the past several decades, the APA has reinvented itself as the meeting ground and institutional champion for a profession that does not take its position for granted. We must continue to develop in this direction, supporting and inspiring our members as they adapt to changing conditions, especially a less favorable job market and differently-configured academic settings. We need to keep building on our traditional role in placement, not only providing a fair and well-run placement service, but helping our job-seeking members to be as savvy and well-prepared as possible, identifying the fullest range of career paths for people with training in classics, and joining forces with all those who are fighting the erosion of working conditions throughout the humanities. These efforts are necessarily linked to the Association's identity as a setting in which all people with a serious interest in classical antiquity meet on an equal footing: our advocacy for the profession aims at assuring that our field of offers inviting prospects for all kinds of gifted students, and our attention to professional ethics reflects our concern for the equitable and inclusive treatment of our members at all stages of their careers.

One of the APA's most important roles is as a clearing-house for curricular strategies, technical innovations, and research tools. Shared information in these areas makes it much easier for our members to bring classical material to varied educational settings, and to conduct their own research effectively and under a range of conditions. This will certainly be an area of continuing activity,

especially with the growth of digital publication, which we have to address in both technical and institutional terms. And it is essential that we maintain our efforts in outreach, which not only strengthens our ties with natural allies outside the profession, but gives classicists the benefit of closer contact with the living classical tradition in contemporary art, literature, and theater.

In sum, it is essential that the APA keep up its good work in many areas at once. The Association's leadership needs to maintain efficient coordination among the divisions, so that no efforts are wasted; to bring the current capital campaign to a successful conclusion, so that needed resources are available; and to work closely with the staff, planning thoughtfully for eventual changes in personnel, especially in the position of executive director.

VICE PRESIDENT FOR OUTREACH

MARY-KAY GAMEL

Professor of Classics, Comparative Literature, and Theater Arts, University of California, Santa Cruz

Education: Smith College, A.B. (Classics) 1963; Harvard University, A. M. (Classics) 1964; University of California, Berkeley, Ph.D. (Comparative Literature), 1972.

Academic Positions: San Francisco State College, Instructor in Greek and Comparative Literature, 1964-65; Boston University, Assistant Professor of Classics, 1969-73; University of California, Santa Cruz, Assistant Professor of Classics and Comparative Literature, 1973-80; Associate Professor, 1980-1999; Associate Professor of Classics, Comparative Literature, and Theater Arts 1990-1999; Professor, 1999—. Flora Stone Mather Visiting Professor of Classics and Theater Arts, Case Western Reserve University, 2000-2001.

Honors and Awards: Rome Prize Fellow, American Academy in Rome, 1967-69; National Endowment for the Humanities grants 1976, 1988, 1999; University of California Intercampus Arts awards, 1998, 2000; APA Scholarly Outreach Award, 2009; University of California Humanities Research Institute grant 2011.

Representative Publications: Editor, special issue of *American Journal of Philology*, "Performing/Transforming Aristophanes' *Thesmophoriazousai*" (2002); "Sondheim Floats *Frogs*," *Aristophanes in Performance 421BC-AD 2007* (Oxford, 2007); "Revising 'Authenticity' in Staging Ancient Mediterranean Drama," *Theorizing Performance: Greek Drama, Cultural History and Critical Practice* (London, 2010); *Helen of Egypt* (a version of Euripides' *Helen*) staged at UCSC, 2008; *Orestes Terrorist* (a version of Euripides' *Orestes*) staged at UCSC, 2011.

APA Service: Co-Chair, Smaller Classics Departments Committee, 1974; Placement Committee, 1979-82; Steering Committee, Women's Classical Caucus, 1983-87; Committee on the Performance of Classical Texts, 1987-89, 1996-99 (Chair, 1997-99); Director, 1999-2002; Outreach Committee, 2003-2006; Nominating Committee, 2004-2007; Ancient and Modern Performance Committee, 2006-2009 (Chair, 2007-2009); Editorial Board, *Amphora*, 2004-present; Outreach Committee, 2009-2012.

Mary-Kay Gamel's response:

I consider Outreach one of the APA's most important activities, one that offers special opportunities at this challenging moment. My theatrical work brings me in contact with many people who are intrigued by ancient Mediterranean arts and cultures, but have little idea how to learn more about them. Theater is an especially effective way to spread the word, as projects such as Aquila Theatre's Ancient Greeks/Modern Lives and Bryan Doerries' Theater of War suggest. But we should explore all available media including radio, television, lecture series, book groups, and podcasts at all levels from

to local to international, and make more use of digital and online media including social networks. *Amphora*, the APA's established outreach journal of which I think we should be very proud, could reach a larger audience via online publication.

The reception of ancient Mediterranean texts, materials and cultures is a burgeoning area, and I would work to extend the range of APA Educational Papers and other resources to include materials useful to non-classicists in learning about and teaching classics, along the lines of the MLA's series on the teaching of ancient texts. We could draw on the vast range of members' expertise to share teaching strategies and materials, bibliographies, information about audio-visual materials, databases, and software.

The APA should work to help classicists develop stronger pedagogical and intellectual connections with colleagues and departments on their own campuses and at neighboring institutions, including secondary schools and community colleges. Existing lists of classicists with backgrounds in theatrical performance and music offer models for developing other such resources, and the interdisciplinary nature of classical studies provides many opportunities for connections. Digital technologies could help create better links with MLA and regional associations in all relevant fields. Not least, our annual meetings offer rich opportunities for outreach to the local communities that we have not yet figured out how to utilize; here the AIA might serve as a model.

Successes of all kinds deserve publicity, and awards such as the Scholarly Outreach Award and the President's Award are excellent initiatives. Thanks to the APA's rigorous procedures, its awards have real value, and we might consider creating other awards for various kinds of service to the classics profession largely conceived.

In 1975 I was one of twelve academics interviewed by *People* magazine for a back-to-school article (imagine that happening now!) and was quoted as saying I felt I was a guardian of a great treasure. That was the wrong metaphor; the APA's fundraising campaign motto From Gatekeeper to Gateway gets it right. Sharing the wealth of our rich field as widely as possible will benefit all involved.

C. W. (Toph) MARSHALL

Associate Professor of Classics, University of British Columbia.

Education: B.A. (Hons.), McGill University, 1989; Ph.D., University of Edinburgh, 1993.

Academic Positions: Various sessional positions, 1993-1998; Memorial University of Newfoundland, Department of Classics: Assistant-Associate, 1998-2002; University of British Columbia, Department of Classical, Near Eastern, and Religious Studies: Assistant-Associate, 2002-present.

Special Awards and Honours: President's Award for Outstanding Research, Memorial University, 2001; Killam Faculty Research Fellowship, UBC, 2006; Ray and Pat Brown Award for Best Edited Collection, PCA/ACA, 2008; Paddison Lecturer in Greek, University of North Carolina at Chapel Hill, 2009; Webster Fellow, Institute of Classical Studies, 2011-12.

Representative Publications: *The Stagecraft and Performance of Roman Comedy* (Cambridge, 2006); "Casting the *Oresteia*," *Classical Journal* 98 (2003) 257-74; "Alcestis and the Ancient Rehearsal Process (P.Oxy. 4546)," *Arion* 11.3 (Winter 2004) 27-45; (ed., with Tiffany Potter) *The Wire: Urban Decay and American Television* (New York, 2009); (ed., with George Kovacs) *Classics and Comics* (Oxford, 2011).

APA Service and Offices: Performance of Classical Texts Committee (1993-96), Ancient and Modern Performance Committee (2001-04, Chair 2003-04), Committee on Outreach (2004-07), Committee on Research (2007-11), Outreach Prize Committee (2009-12, Chair 2011), Research Task Force and Review Committee on Performance Archives (Chair, 2010-11). Organizer or co-organizer of four APA Panels: “Introducing Theater in the Classical Classroom” (2002), “Classics and Contemporary Fiction” (2006), “Lucian and the Sounds of the Second Sophistic” (2007), “Classics and Comics” (2008).

C. W. Marshall's response:

The value of outreach for our discipline is self-evident in a time of continual budget crises and academic pressures. As departments are being asked to do more with less, and must address the conflicting pressures of wider accessibility and maintaining academic standards, many of us “do outreach” in one form or another. There isn’t one right way to do this, of course, and the Outreach Division of the APA needs to support and encourage both national projects and individual visits to high-school classrooms.

The current focus of the Outreach Division is directed towards performance (through the Committee on Ancient and Modern Performance, CAMP) and reception (through the Classical Tradition and Reception Committee), and both of these resonate well with me. There are, however, opportunities to work with other divisions of the APA, for example in supporting and promoting responsible outreach online. We must remain aware of our ongoing effectiveness at promoting the ancient world to ever broadening audiences, and consider ways to increase the effectiveness of endeavors such as *Amphora*.

As I know from my own research, the practical presentation of ancient theatre (and theatre inspired by antiquity) allows Classics to reach a non-specialist audience. Further, by seeking connections with both high- and low-culture contemporary media, our discipline can continue to speak meaningfully across the humanities, and beyond. Such interdisciplinary approaches need, however, to be grounded in the professional standards of both Classics and cognate disciplines, but when done well they can be a useful means of expanding our impact.

Outreach extends our opportunities for professional contact, allowing us to share academic interests meaningfully with a wider community. There is also a need for “in-reach,” however: equipping APA members better to go into their own communities, in new and exciting ways. Outreach activities at the annual meetings serve this function. The APA performances since 2002 (now under the auspices of CAMP) are one way we do this; but there can be others, and the academic panels sponsored by Outreach can point in new directions.

The V-P Outreach can encourage and support these activities, can facilitate connections within the membership and with the wider world, can work to articulate how such activities might be treated by promotions and tenure committees, and can work creatively with others to strengthen a broader understanding of and appreciation for Classics.

VICE PRESIDENT FOR PUBLICATIONS

MICHAEL GAGARIN

James R. Dougherty, Jr. Centennial Professor, Emeritus, The University of Texas

Education: BA Stanford, 1963. MA Harvard, 1965. PhD Yale, 1968.

Academic Positions: Yale University, Instructor to Assistant Professor 1968-73. University of Texas, Assistant Professor to Professor, 1973-2010. Emeritus, 2010- (Department Chair 1990-93, 2004-05)

Honors and Awards: Junior Fellow, Center for Hellenic Studies, 1972-73; ACLS Fellowship, 1980-81; NEH Fellowship, 1985-86 and 1997-98; Guggenheim Fellowship, 2002-03; NEH Collaborative Research Grant (\$100,000), 2006-07. CAMWS, President 1989-90, received an *Ovatio* 1995.

Five Representative Publications: *Speeches from Athenian Law* (Austin 2011). Editor in Chief, *Oxford Encyclopedia of Ancient Greece and Rome*. 7 vols. (OUP 2010). *Writing Greek Law* (Cambridge 2008). *Antiphon the Athenian: Oratory, Law and Justice in the Age of the Sophists* (Austin 2002). *Early Greek Law* (Berkeley 1986).

APA Service (selection): 1980-83 Committee on the Status of Women and Minorities. 1990-93 Director. 1991-95 Committee on Scholarships for Minorities (Chair). 1995-98 Nominating Committee. 1995-99 Director, Classics Advisory Service. 2001-3 President Elect, President, Past President.

Michael Gagarin's response:

The most fundamental factor affecting publication these days is the growth of electronic publication at the expense of print. The APA has recognized this and two years ago a special Task Force made a number of good recommendations. But progress in this area has been very slow, in part because every new undertaking is simply added to the many other programs and projects the Publications Division oversees. Many of these (like *TAPA*) should clearly continue, but others must be re-evaluated. The print monograph series is one example. The Task Force recommended that we explore “a new digitally-distributed monograph series,” a proposal I wholeheartedly endorse, but I suggest that at the same time we consider eliminating the print monograph series. Many excellent works have appeared in this series, but is it still needed? In any organization it is always easier to add a new project or program than it is to eliminate an established one, but we must seriously consider doing this with the print monographs.

To develop a new digital monograph series, we should first present a proposal to OUP-USA (as the Task Force recommended). OUP-USA has recently put considerable resources into on-line publishing, beginning with OBO (Oxford Bibliographies Online), in which Classics has a fundamental role, beginning with Dee Clayman as Editor-in-Chief. OUP-USA is developing many other on-line resources and would be a natural partner for a digital monograph series and perhaps other on-line ventures. But any new digital undertakings must be coupled with a hard look at our current print programs.

More fundamentally, I suggest it is time for the APA to re-examine its Divisional Structure with regard to publication and research. Obviously, the two are inextricably linked, and as I was reading through the materials on each Division’s web site and in their reports to the Board, I continually saw areas of overlap. One example, both Divisions are working on plans for the APA’s digital portal. Another, a Research Task Force recently recommended new efforts in translation of classical texts which explicitly involve both research and publication. I could go on. The time has come to seriously consider combining the two Divisions into one, so that work in these and other areas, especially areas of digital publication, can involve a single coordinated effort exploring both research and publication aspects of any venture.

SANDER M. GOLDBERG

Professor of Classics, UCLA

Education: B.A., University of Rochester; M.A., Ph.D., Indiana University

Academic Positions: Visiting Lecturer, UC Berkeley, 1980-81; Assistant Professor, CU-Boulder, 1981-85; Assistant to (full) Professor, UCLA, 1985-

Awards and Honors: Guggenheim Fellowship, 2010-11; NEH Fellowships, 2003-04, 1984-85; ACLS Fellowship, 1998-99; Mellon Post-doctoral Fellowship, Stanford University, 1978-80; Fulbright-Hays Fellowship to the United Kingdom, 1977-78; Woodrow Wilson Fellow, 1970; Eugene Kayden Prize for best CU faculty MS, 1984 (*Understanding Terence*); Ruth Solie Prize for best essay collection, American Musicological Society, 2008 (*Haydn and the Performance of Rhetoric*)

Publications: *The Making of Menander's Comedy* (California 1980), *Understanding Terence* (Princeton 1986), *Epic in Republican Rome* (Oxford 1995), *Constructing Literature in the Roman Republic* (Cambridge 2005), *Haydn and the Performance of Rhetoric*, ed. with Tom Beghin (Chicago 2007)

APA Service: Publications Committee. *ex officio*, Editor of *TAPA*, 1991-95; Editor for Textbooks and Classical Resources, 2010-

Sander M. Goldberg's response:

The Publications Division faces two significant challenges.

The first of these is preservation. Our primary activities, i.e. *TAPA* together with Monographs and Textbooks, consistently stand out for the quality of their content and of the editorial effort that fosters it. This increasingly valuable combination of talents—the worth of the APA ‘brand’—represents a major service to the profession. We must do all we can in conjunction with our Oxford and Johns Hopkins partners to preserve the integrity and secure the future of these traditional endeavors.

A second, complementary challenge springs from the need to innovate. However much the printed book continues to prove its worth—and I do not see it vanishing anytime soon—changes are coming to academic publishing, and if we do not prepare now to turn the forces for change to our advantage, we risk having alien notions of change eventually thrust upon us. Some movement in the right direction is already under way. The benefits of well-managed, incremental change are clear to see in *TAPA* as it expands its web-based presence without compromising its traditional values. We need to encourage a similar symbiosis in our two book series, not abandoning print but preparing to supplement it by offering our authors an array of digital options for those projects likely to benefit from them. We also need to realize the potential of our new Gateway to bring a greater variety of classical resources, those newly created and others newly revived, to the vast cyber community interested for whatever reasons in the Greco-Roman world. And finally, since this is no time to be proprietary, we need to encourage the digital initiatives of others through links, endorsements, services, and whatever else it takes to bring the highest quality work to the widest possible audience.

Behind these divisional tasks lies the all-encompassing challenge of keeping the APA relevant to the needs and aspirations of its members. Our leaders need to be good listeners, mindful of past lessons but always alert to current needs and coming challenges. As Classicists, we are unlikely to forget the past, but we must also remember that however great our obligation to that past, our still greater obligation is to the future.

EDUCATION COMMITTEE

MARY C. ENGLISH

Associate Professor of Classics and General Humanities, Montclair State University

Education: Ph.D. Boston University, 1999; M.A. Boston University, 1995; B.A. College of the Holy Cross, 1994

Academic Positions: Associate Professor, Montclair State University, 2006-present; Assistant Professor, Montclair State University, 2000-2006; Visiting Assistant Professor, Marshall University, 1999-2000; Instructor, Louisiana State University, 1998-1999

Special Awards and Honors: APA Award for Excellence in Collegiate Teaching, 2007; Phoenix award for Significant Editorial Achievement, Council for the Editors of Learned Journals, 2006

Representative Publications: Editor, *The Classical Outlook* (2003-present); co-author with Georgia L. Irby-Massie, *A Little Latin Reader* (Oxford University Press, forthcoming November 2011); "Reconstructing Aristophanic Performance: Stage Properties in *Acharnians*," *Classical World* 100.3 (2007): 199-227; "A Modern Euripides," in Gerald C. Wood, ed., *Neil LaBute: A Casebook* (Routledge, 2006), 23-37; "Aristophanic Comedy and E.E. Cummings' *Him*," *Classical and Modern Literature* 24.2 (2004): 79-99.

APA Services and Offices: Committee on the Awards for Excellence in Teaching, 2010-2012; Outreach Committee, 2004-2007

Mary C. English's Response:

The last few years have brought budget cuts for education at all levels (K-12, college, and university). It is imperative that the APA works closely with the American Classical League and other regional and local classics organizations to publicize the relevancy and academic integrity of studying Greek, Latin, and Classical Humanities. Not only do we need to safeguard existing programs, but also we need to find new opportunities for growth in pre-collegiate institutions (especially at the elementary and middle-school levels) and in higher education (especially at the community college level).

This year, the APA and the ACL released new standards for Latin teacher preparation. We need to continue this work and help secure the necessary resources for those departments helping the newest members of our profession achieve state certification for teaching Latin. I would like to see the APA Education Committee develop a bibliography for Latin methodology courses and a list of universities offering such seminars.

I believe that I am uniquely qualified to serve on the Education Committee: I am a long-standing member of the executive board of the ACL; I have edited *The Classical Outlook* for the past eight years; I have graded AP Latin Exams for the past decade; and I work in a department with a Latin certification program and have taught the department's methodology course.

ARIANA TRAILL

Associate Professor of Classics, University of Illinois at Urbana-Champaign

Education: B.A. 1991, University of Toronto; Ph.D. 1997, Harvard University.

Academic Positions: University of Colorado at Boulder, Assistant Professor, 1997-2003; University of Illinois at Urbana-Champaign, Assistant Professor, 2003-2008, Associate Professor, 2008-present.

Special Awards and Honors: Loeb Classical Library Foundation Fellowship for AY 2010-11, University of Illinois Center for Teaching Excellence "List of Teachers Ranked as Excellent by their Students" (11 times).

Representative Publications: “Menander’s *Thais* and the Roman Poets,” *Phoenix*, vol. 55.3-4 (2001) 284-303; “Acroteleutium’s Sapphic Infatuation (*Miles* 1216-83),” *Classical Quarterly* 55.2 (2005) 518-33; *Women and the Comic Plot in Menander*, Cambridge University Press, 2008; “Building Ties between College and High School Latin Programs,” *Teaching Classical Languages*, spring 2010, 1.2; “*Adelphoe*,” in *A Companion to Terence*, eds., J. Thorburn and A. Augoustakis, Blackwell-Wiley (forthcoming).

APA Service and Offices: Organizer, “The Comedy of Menander in Its Social Context”, Three Year Colloquium at the APA Annual Meetings 2002-2004 and chair for the panel “Menander and the Hellenistic World” at the 2004 meeting in San Francisco.

Ariana Traill’s Response:

Education is an area crucial to the health of the profession: our future lies in reaching new generations of students. Fortunately, the quality of teaching in our field is one of our strengths and we want to continue to produce top notch teachers at every level. The Education Committee should maintain its efforts to integrate formal preparation in teaching as a central and valued component of all graduate programs, with the goal of ensuring that new language instructors all meet or exceed the ACL/APA *Standards for Latin Teacher Preparation*. We want to help new instructors meet the critical challenges of their first years of teaching and to encourage all instructors to maintain a lifelong commitment to professional development as teachers. To this end, the Education Committee should work to foster innovative and inclusive teaching methods, including methods that take advantage of new instructional technologies and that demonstrate the ongoing relevance of the field to 21st century students. We should continue to promote research into Classics pedagogy and to facilitate the exchange of knowledge and ideas across different levels within the field as well as across related disciplines, such as second language acquisition and modern language teaching.

We also want to encourage cooperation between college/university and K-12 programs and, in particular, active membership of APA members in the ACL and vice versa. We should support the work of the NCLG to promote the field and lend the APA’s voice to efforts to create new opportunities for employment, encouraging the creation of new programs and expansion of existing ones and lobbying against decisions to close or shrink Classics programs.

GOODWIN AWARD COMMITTEE

INEKE SLUITER

Professor of Greek, Leiden University

Education: B.A., M.A., PhD Vrije Universiteit Amsterdam, 1980, 1984, 1990 [all cum laude]

Academic Positions: Vrije Universiteit Amsterdam, Lecturer to Assistant Professor, 1988-1996; Radboud University Nijmegen, Lecturer, 1988; University of Groningen, Lecturer 1990-1991; Postdoc researcher Royal Dutch Academy of Arts and Sciences, 1991-1996; Associate Professor, University of Pennsylvania, 1998; Full Professor, Leiden University, 1999-now; Academic Director of OIKOS (National Research School in Classics, the Netherlands), 2000-2011.

Honors and Awards: Study Prize of the Praemium Erasmianum foundation (for dissertation), 1990; Prince Bernard Foundation Prize, 1993, Research Fellowship Royal Dutch Academy, 1991-1994; Senior Research Fellowship Royal Dutch Academy, 1994-1996; Junior Fellowship Harvard’s Center for Hellenic Studies, 1994-5; Senior Fulbright Grant, 1996-1997; Fellowship Institute for Advanced Study Princeton, 1996-1997; Leiden University Student Council Teaching Award, 2001; Elected

member of the Royal Holland Society of Arts and Sciences , 2001; € 500,000 grant for programmatic research from Netherlands Organization for Scientific Research 2004; Nellie Wallace Lecturer, Oxford University 2010; Spinoza Award (highest academic distinction in the Netherlands, € 2.5 million) from Netherlands Organization for Scientific Research (NWO), 2010.

Recent Publications: *Medieval Grammar and Rhetoric. Language Arts and Literary Theory, AD 300-1475* (co-edited with Rita Copeland), Oxford Univ. Press 2009; *Valuing Others in Classical Antiquity* (co-edited with Ralph Rosen), Leiden 2010; ‘Textual Therapy. On the Relationship between Medicine and Grammar in Galen’, in: H.F.J. Horstmanshoff et al. (eds.), *Hippocrates and Medical Education. Selected Papers Presented at the XIIIth International Hippocrates Colloquium, Universiteit Leiden, 24-26 August 2005*, Leiden: Brill 2010, 25-52; ‘Deliberation, free speech, and the marketplace of ideas’, in: T. van Haften, H. Jansen, J. de Jong, W. Koetsenruijter (eds.), *Bending Opinion. Essays on Persuasion in the Public Domain. (Rhetoric in Society)*. Leiden Univ. Press 2011, 25-47; ‘A Champion of Analogy: Herodian’s *On Lexical Singularity*’, in: Stephanos Matthaios, Franco Montanari, Antonio Rengakos (eds.), *Trends in Ancient Scholarship* (Trends in Classics— supplementary volume. Berlin-New-York: Walter de Gruyter), 2011, 295-315.

APA Service and Offices: Member, Research Committee, 2010-2014.

Other Service: Member (from 2007) and from Sept. 2009 Chair of the Board for the Humanities, Netherlands Organization of Research (NWO) (Gebiedsbestuur Geesteswetenschappen) [this is the national funding organization for academic research]; Member of the Standing Committee for the Humanities of the European Science Foundations (from October 2009); Co-chair of national committee for the future of highschool-level teaching of Classics (‘Verkenningcommissie Klassieke Talen’, from Nov. 2008); Member of the University Committee for Academic Budgets (commissie wetenschappelijke bestedingen), Leiden University Fund (2004 – now); Academic Director of the National Graduate School in Classics (OIKOS) (2000-2011).

Ineke Sluiter’s Response:

In spite of what the uninformed or unduly pessimistic may think, Classics is a flourishing field. Every year, scholars produce astonishingly original and well-conceived academic work, some of it designed for a small circle of specialists, some of it for the community of classical scholars as a whole, and some of it capable of speaking to the educated lay-person without becoming trivial to the academic world. We discuss such works among ourselves, and use them in our teaching. So why is it important in addition to those uses to single out the most excellent, in any of these groups, for special honor?

Bestowing prizes, as a special form of tribute, benefits not just the commended individual, but a whole field. It puts work on a pedestal, for colleagues and students to inspect and emulate, and thus sets and confirms a standard of academic excellence that we, as a self-identified community of scholars, can all aspire to. It also demonstrates to the outside world the value attached to outstanding scholarship, and explicitly states its criteria and virtues. For these reasons, although there are many more great books than prizes, it is still worthwhile to confer those special distinctions, and to do so as responsibly, honestly and generously as one can. That is what I intend to assist the APA in doing.

PETER T. STRUCK

Associate Professor of Classical Studies, University of Pennsylvania

Education: PhD, University of Chicago 1997; M.A., University of Chicago 1991; B.A. University of Michigan 1987.

Academic Positions: Associate Professor (2005-), Undergraduate Chair (2007-09), Assistant Professor (1999-2005), University of Pennsylvania; Visiting Associate Professor, Princeton University (Spring 2008); Assistant Professor, University of Missouri-Kansas City (1998-99); Senior Lecturer, Ohio State University (1997-98). Also at Penn, Director, Benjamin Franklin Scholars Program (2009 -); Post-Baccalaureate Program (2003-06); Undergraduate Program in Comparative Literature and Literary Theory (Spring 2005), graduate faculties of Religion and Comparative Literature.

Special Awards and Honors: Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford (2009-10); Goodwin Award, APA (2007); College of General Studies Distinguished Teaching Award, Penn (2006); Lindback Teaching Award, Penn (2004); Robert F. and Margaret S. Goheen Fellow, National Humanities Center (2002-2003); Andrew W. Mellon/ACLS Fellowship (2002-2003).

Main Publications: *Birth of the Symbol: Ancient Readers at the Limits of Their Texts* (Princeton: Princeton University Press, 2004); *Cambridge Companion to Allegory*, co-edited with Rita Copeland (Cambridge: Cambridge University Press, 2010); *Mantikê: Studies in Ancient Divination*, co-edited with Sarah Iles Johnston, *Religions in the Graeco-Roman World* (Leiden: Brill, 2005).

Peter Struck's Response:

The field of classics has been marked by methodological rigor and innovation since its modern inception. From creating the standards of philological inquiry in the 18th century, to adopting comparative and anthropological approaches in the 19th and early 20th centuries, to being the site of important advances in theories of myth and literature in the last century, the discipline traditionally has developed and vetted new approaches in the humanities. This doubtless has something to do with just how powerful and suggestive are the materials with which classicists work, but it is also at least partly due to our legacy as a discipline defined not by some particular slice of humanistic inquiry, but rather by a comprehensive examining of a certain domain of human time -- via philosophical, literary, archaeological, historical, and social scientific approaches. A permeability between these large areas of study lies at the heart of our discipline and gives us an advantage within current discussions about the future of the humanities.

I would see a work on the Goodwin Award Committee in this spirit, as a way of rewarding creative study that begins from hard-nosed critical scholarship. The lasting contributions to the humanities that are characteristic of our field emerge especially when our texts are turned to as sources rather than objects of theoretical analysis. The cultural spheres they allow us to step into, with features both familiar and strange, provide a unique vantage on the humanities and offer opportunities for us to contribute to and shape the broader intellectual conversation.

PROGRAM COMMITTEE

CHRISTOPHER A. FARAONE

The Frank Curtis Springer and Gertrude Melcher Springer Professor in the Humanities and in the College at the University of Chicago

Education: BA in English Literature (SUNY Binghamton); MA in Classics (CUNY Graduate Center); PhD in Classics (Stanford University).

Academic Positions: Assistant Professor of Classics at the Virginia Polytechnic Institute and State University (1988-91) and Assistant to Full Professor of Classics at the University of Chicago (1991-present)

Special Awards and Honors: NEH Summer Stipend (July-August 1989); ACLS Grant for Recent Recipients of the PhD (January-July 1990); Director, NEH Grant for "Masks of Dionysus" Conference (August 1990-February 1991); Junior Fellow, Center for Hellenic Studies (1991-92); NEH Fellowship for University Professors (1995-96); Guggenheim Fellowship (April -Dec. 1997); Senior Fellow, Franke Institute for the Humanities, University of Chicago (2002-2003); University of Chicago Award for Excellence in Graduate Teaching (2007-2008); Fellow, Institute for Advanced Study, Princeton (Autumn 2008); Scholar in Residence, Getty Research Center (Winter 2009); Loeb Foundation Grant (Spring 2009).

Five Representative Publications: Talismans and Trojan Horses: Guardian Statues in Ancient Greek Myth and Ritual (Oxford University Press, 1992); Ancient Greek Love Magic (Harvard University Press, 1999); The Stanzaic Architecture of Archaic Greek Elegy (Oxford University Press 2008); (co-edited with Laura McClure), Prostitutes and Courtesans in the Ancient World (Madison 2006); (co-edited with Fred Naiden), Ancient Victims, Modern Observers:: Reflections on Greek and Roman Animal Sacrifice (Cambridge, forthcoming 2011).

Past APA Service: Nominating Committee (Sept. 1995-1998) and Professional Matters Committee (Jan. 2001-2004)

Christopher A. Faraone's Response:

The main work to the program committee is straightforward: each year to choose the best proposals for panels and individual presentations and organize them into a coherent and interesting program. I would also like to explore ways in which the committee can encourage more senior scholars to give papers and organize panels on a regular basis.

VICTORIA WOHL

Professor of Classics, University of Toronto

Education: B.A. (Classics), Harvard College, 1988; M.St. (Classics), Oxford University, 1989; M.A. (Classics), University of California, Berkeley, 1990; Ph.D. (Classics), University of California, Berkeley, 1994

Academic Positions: University of Texas at San Antonio, Assistant Professor (1994-1996); Ohio State University, Lecturer (1996-97), Visiting Assistant Professor (1997-98), Assistant Professor (1998-2002), Associate Professor (2002-2006); Affiliated Faculty, Comparative Studies (2003-2006); University of Toronto, Associate Professor (2006-2009), Professor (2009-present)

Awards and Honors: Center for Hellenic Studies (1998-99); Institute for Advanced Study (2004-2005); Social Sciences and Humanities Research Council of Canada Research Grant (2008-11); Martin Classical Lecturer (2011)

Representative Publications: *Intimate Commerce: Exchange, Gender, and Subjectivity in Greek Tragedy* (Texas, 1998); *Love Among the Ruins: The Erotics of Democracy in Classical Athens* (Princeton, 2003); *Law's Cosmos: Juridical Discourse in Athenian Forensic Oratory* (Cambridge, 2010); "The Eros of Alcibiades." *Classical Antiquity* 18.2 (1999), 349-85; "A Tragic Case of Poisoning: Intention Between Tragedy and the Law." *TAPA* 140 (2010): 33-70.

APA Service: None

Victoria Wohl's Response:

With the humanities increasingly under attack it is more important than ever that we make a case for the contribution of the Classics. Apart from the intrinsic value of the material we study, we Classicists practice a uniquely diverse array of techniques for analyzing and interpreting that material. This methodological heterogeneity makes our discipline a model for the variety of critical thought the humanities teach. The Program Committee should continue to encourage scholarship that represents the full breadth of topics and approaches within Classics, but it can also offer a forum for scholars of different methodological stripes to engage in active and self-reflective dialogue. Panels that bring together historical and literary approaches, theoretical and empirical analysis, or diverse types of text or artifact (to name but a few possibilities) help generate conversation among the various sub-disciplines within our field and allow us to reflect creatively and critically on our own practice as Classicists, whatever our particular niche or method. The Program Committee could also foster such conversation by allowing more time for discussion and encouraging panel moderators to guide the discussion: instead of a series of fifteen-minute papers, panels could become seminars in which we learn from one another not only new facts and interpretations, but new critical approaches. As the most public face of the profession, the APA annual meeting provides an excellent opportunity for us both to showcase to others and to reap for ourselves the intellectual rewards of our discipline's exciting diversity.

PUBLICATIONS COMMITTEE

JAMES I. PORTER

Professor of Classics and Comparative Literature, University of California, Irvine

Education: University of California at Berkeley, Ph.D. 1986, MA, 1979, Department of Comparative Literature (Classics and German); Eberhard-Karls-Universität, Tübingen, 1980-81; Swarthmore College, BA, Honors, 1977.

Academic Positions: Assistant, Associate, and Full Professor of Greek, Latin, and Comparative Literature, The University of Michigan, Ann Arbor, 1986-2007; Visiting Professor in Classics, Princeton University, 2004 (Fall); Professor of Classics and Comparative Literature, University of California, Irvine, 2007- present.

Honors and Awards: DAAD, 1980-81 (Tübingen), *The Material Sublime: Towards a Reconstruction of Critical Discourse and Aesthetics in Classical Antiquity*, Council of Graduate Schools / UMI Distinguished Dissertation Award for Best Dissertation in the Humanities from 1986-88 (1988); NEH Fellowship for University Teachers, 1988-9 and 2005-6; NEH Texts and Translation Grant (Philodemus Translation Project) 1992; Stanford Humanities Center Fellowship, 1995-6; Alexander von Humboldt-Stiftung Fellowship, 1997-8 (Berlin); Benjamin Meaker Visiting Professorship, Bristol University, Spring 2004; Old Dominion Fellow in the Council of the Humanities, Princeton University, Fall 2004; Visiting Senior Scholar, Getty Research Institute, Spring, 2006; NEH Summer Seminar Director ("Homer's Readers, Ancient and Modern"), Summer 2008.

Main Publications: *The Origins of Aesthetic Thought in Ancient Greece: Matter, Sensation, and Experience*, Cambridge University Press, 2010; *Nietzsche and the Philology of the Future*, Stanford University Press, 2000; *The Invention of Dionysus: An Essay on The Birth of Tragedy*, Stanford University Press, 2000. Edited: *Classical Pasts: The Classical Traditions of Greece and Rome*, Princeton University Press, 2006; *Constructions of the Classical Body*, University of Michigan Press, 1999.

APA Service and Offices: Steering Committee, Colloquium on "Cultural Poetics", 1995-8; Committee on the Classical Tradition, 1996-99; Chair, 1999-2000; Committee on Research, 2005-9.

Other Relevant Service: Co-editor, Classical Presences book series, Oxford University Press, 2005-present.

James I. Porter's response:

Publication is the public face of our field, our outlet for research, and our way of making available our findings to the world. The APA oversees a variety of publications, most notably *TAPA*, APA Monographs, and Textbooks, each aimed at a different audience and designed for distinct purposes. In doing so, the APA is itself undertaking two distinct tasks: it is a stake-holder in a competitive and fast-changing publishing market, while it also seeks to uphold the highest possible standards of our discipline. Indeed, it sets these standards forth with every new publication it sponsors. How good a job are we doing? Is there a way to measure our success and to improve on it? These are questions I would be interested in raising as a member of the Publications Committee. It seems to me that the APA has a responsibility to help identify trends in classics for academic and commercial presses, and to help keep the professional bar raised as high as possible by projecting a model of what should count as acceptable and innovative scholarship. *TAPA* ought to be the flagship of classical studies in North America, attracting a healthy mix of senior and junior scholars the way it once did. The APA Monograph series should continue to provide an outlet for commercially risky but scholarly essential studies, but it should also strive to do more than this, as it on occasion has proven it can. And textbooks ought to be blazing paths in pedagogy for the next generation of scholars, by drawing on the best teachers and methods available today.

I have had a fair amount of experience with academic publishing in classics throughout my career, having co-designed and co-edited two successful book series (“The Body, In Theory,” UM Press, 1990-2004, and “Classical Presents,” OUP, 2005-present), and having vetted innumerable books for presses and articles for journals in the States and in Europe, not to mention my own personal experience with publishing books, articles, and reviews. I believe I have a good sense of some of the new directions in which classical studies are heading, and how the Publications Committee might be able to capitalize on these. Because of the great value we all put on publication in the profession, I can think of no committee I would rather serve on at this point.

ANDREW M. RIGGSBY

Professor of Classics and of Art and Art History, University of Texas at Austin

Education: Ph.D (Classics 1993), M.A. (Greek, 1988) University of California, Berkeley; A.B. (Classics:Greek and Latin, *summa cum laude*, 1987) Harvard.

Academic Positions: May 2006-present. University of Texas at Austin. Associate Professor to Professor of Classics and of Art and Art History. Aug. 1993–April 2006. University of Texas at Austin. Assistant (1993-2000) to Associate Professor of Classics.

Special Awards and Honors: National Endowment for the Humanities/Roger A. Hornsby Post-Doctoral Rome Prize, 2010-2011. Association of American Publishers, Professional/Scholarly Publishing Division Award for Excellence, Classics and Ancient History, 2006. Solmsen Fellow, Institute for Research in the Humanities, University of Wisconsin, Madison, 1997-98.

Representative Publications: *Roman Law and the Legal World of the Romans* (Cambridge 2010); *Caesar in Gaul and Rome: War in Words* (Austin 2006); *Crime and Community in Ciceronian Rome* (Austin 1999); “Rhetoric,” in A. Barchiesi and W. Scheidel, *Oxford Handbook of Roman Studies*, (Oxford 2010); “Space,” in A. Feldherr, ed., *Cambridge Companion to Roman Historiography* (Cambridge 2009).

APA Service and Offices: APA committee on Ancient History 2003-7.

Andrew M. Riggsby's response: To the extent that much of the work of the Publications Committee is directed not only within the academy, but within the profession, it is perhaps affected by fewer changing circumstances than other parts of the APA's work. The range of types of publications supported by the Association is good, and quality control does not seem to be an issue. Beyond living up to this tradition, I see two potential areas of "opportunities and challenges." (1) There is perhaps room for one more type of publication in the APA's arsenal. Although technically eligible to be Monographs, there is no natural home for popularizing but soundly scholarly and adult-oriented books. I am thinking here of books of scope and style that would compete for pages in the NYT book review, book club selections, and national non-classics book awards. In principle such books might be of interest to commercial publishers, but they are often unwilling to take on projects without a pre-built audience. But for us, as languages and history in general have to re-justify their place in the educational system, it is increasingly important simply to be recognized as having a place in broader national conversations. Books of this sort would then be a more targeted complement to the Outreach Committee's excellent broader projects. (2) While it has long been obvious that digital information formats are with us to stay, it has perhaps only become clear more recently how unstable any particular one may be (consider, beyond the death of many physical formats, the apparent decline of the blog). For the foreseeable future, the Publications Committee will then need to exercise on-going vigilance not just for new opportunities (cf. the model of the new, digital-native titles in the ACLS humanities e-book collection), but to keep track of which ones are fading.

BOARD OF DIRECTORS

SARA FORSDYKE

Associate Professor of Classical Studies, University of Michigan

Education: A.B., Classics, Harvard University, 1990; M.A., Queen's University (Canada), 1991; M.A., Ph.D., Princeton University, 1997.

Academic Positions: University of Michigan, Visiting Assistant Professor, 1997-98; Assistant Professor, 1998-2006; Associate Professor 2006-Present

Honors and Awards: John Rich Fellowship, Institute for the Humanities, University of Michigan, 2005-6; Graduate Prize Fellow, Center for Human Values, Princeton University, 1995-6.

Main Publications: *Exile, Ostracism and Democracy: The Politics of Expulsion in Ancient Greece*. Princeton University Press, 2005; *Politics and Popular Culture in Ancient Greece*. (forthcoming 2012, Princeton University Press); "Street Theater and Popular Justice in Ancient Greece" *Past and Present* 201(2008) 3-50; "Revelry and Riot in Archaic Megara: Democratic Disorder or Ritual Reversal?" *Journal of Hellenic Studies* 125 (2005) 73-92; "From Aristocratic to Democratic Ideology and Back Again: The Thrasybulus Anecdote in Herodotus' *Histories* and Aristotle's *Politics*." *Classical Philology* 94 .4 (1999) 361-372.

APA Service: Committee on Ancient History, 2003-2004, 2007-2010.

Sara Forsdyke's Response:

As a relative newcomer to administration of the APA, I look forward to learning more about the issues facing our national organization. From my perspective, however, I think priority must be placed on ensuring the continued vitality of our profession. This means organizing campaigns in support of

threatened programs at schools, colleges and universities, including not just petitions and letters but also statistics and graphics illustrating the role of Classical Studies in the education of the citizenry at all levels. Ensuring the vitality of our profession also entails supporting teachers working in middle and high schools both by recognizing their achievements and by organizing panels and workshops that support connections between instructors working at different educational levels. Last but not least, action in defense of our profession means providing contexts for communication and networking so that scholars working at colleges and universities can interact and convey the results of their scholarship to as wide an audience as possible. If the advent of new technologies (e.g., Skype) means that the Annual Meeting is no longer the primary venue for job interviews, then this could be an opportunity to reinvigorate the meetings by making scholarship the primary focus. One important campaign that must underlie all these efforts, of course, is ensuring the financial health of the APA. If elected, I would work hard to rethink the financial operations of the organization, and seek to develop new funding sources.

ROBERT MORSTEIN-MARX

Professor of Classics, University of California, Santa Barbara

Education: PhD University of California, Berkeley, 1987; BA (First Class Honours) University of Oxford (Wadham College), 1983; BA University of Colorado, 1981.

Academic Positions: Professor of Classics, with affiliated status in History and Religious Studies, University of California, Santa Barbara, 2003- (Chair, 2004-09); Associate Professor, UCSB, 1994-2003; Assistant Professor of Classics, UCSB, 1992-94; Assistant Professor of Classics, University of Toronto, 1989-92; Lecturer in Classical and Oriental Studies, Brandeis Univ., 1988-89; Visiting Lecturer in History, Smith College, 1987-88.

Honors and Awards: American Council of Learned Societies Fellowship, 2011-12; UC Regents' Humanities Faculty Fellowship, 1997; American Council of Learned Societies Fellowship, 1994-95; Fulbright Scholarship (Greece), 1985-86; Rhodes Scholarship, 1981-83.

Representative Publications: "Political Graffiti in the Late Roman Republic: 'Hidden Transcripts' and 'Common Knowledge,'" in C. Kuhn (ed.), *Politische Kommunikation und Öffentliche Meinung in der Antiken Welt* (forthcoming); "Dignitas and res publica: Caesar and Republican legitimacy," in K.-J. Hölkeskamp (ed.), *Eine politische Kultur (in) der Krise? Die "letzte Generation" der römischen Republik* (Oldenbourg 2010), 115-40; *A Companion to the Roman Republic* (co-edited, with N. S. Rosenstein) (Blackwell, 2006); *Mass Oratory and Political Power in the Late Roman Republic* (Cambridge UP, 2004); *Hegemony to Empire: The Development of the Roman Imperium in the East, 148-62 B.C.* (UC Press, 1995).

APA services and offices: No prior APA service.

Robert Morstein-Marx' Response:

I teach, and for five years served as Chair, at a large public university where only a small proportion of incoming freshmen are even aware of the possibility of majoring in Classics. This experience impressed upon me the overwhelming importance of recruitment to our discipline. Professional Classicists often deplore the apparent indifference of some university administrators, legislators, or the general public toward a subject that we hold so dear. Yet talk to a freshman, or to a 6th-grade class, or their parents, and you will find that (thanks in part to Percy Jackson, Harry Potter, etc.) interest in the classical world is by no means at an ebb. If we lament the relatively small number of our majors or enrollments and feel the hot breath of the administration on our necks, the best response is surely to do

a more effective job of proselytizing. In a large sense this is the key to the survival of our discipline, which so often feels marginalized at the level of the university.

What can be done at the level of our organization? Some simple pragmatic steps could pay off handsomely over time. Since recruitment to a major is effected today largely by electronic means, an APA-funded, professionally produced set of web-pages that sets out the value of the major in terms that prospective majors and their parents can readily understand would be great boon for departments whose overstretched I.T. budgets leave little room for such an investment. We should consider a program of “APA Lectures” broadly on the model of those sponsored by the AIA. In this way and in others as well, our organization should do more to support teachers of Classics and the ancient world in the schools. We need to increase the number of college freshmen who arrive *already* aware that there is such a major as Classics, and that it is not just a viable but an attractive option.

I am sensitive to other issues within our profession, such as the need to broaden the cultural base of our discipline in a time of enormous demographic change, to continue progress toward gender parity (better statistics would be helpful here), and to make use of the electronic revolution to support the publication of valuable, but less marketable, scholarship. Fundamentally, however, the broader health of the discipline is my greatest concern in connection with this office, since that is what sustains everything else.

CHARLES F. PAZDERNIK

Associate Professor and Chair, Department of Classics, Grand Valley State University

Education: Cornell University, B.A. 1990; University of Oxford, M.Phil. in Byzantine Studies 1992; Princeton University, Ph.D. 1997.

Academic Positions: New York University School of Law, Samuel I. Golieb Fellow in Legal History, 1997-98; Emory University, Mellon Postdoctoral Fellow in Ancient Law, 1998-2000; Trinity School, New York, Latin Instructor, 2000-01; Grand Valley State University, Assistant Professor of Classics, 2001-05, Associate Professor, 2005-present (Chair, 2008-present).

Honors and Awards: Phi Beta Kappa, 1990; Merrill Presidential Scholar (Cornell), 1990; Telluride Scholar, Shuffery Scholar (Lincoln College, Oxford), 1990; Seeger Fellowship (Princeton), 1992; Pew Teaching Excellence Award (Grand Valley State University), 2005; Junior Fellow, Center for Hellenic Studies, 2005-06.

Recent Publications: “How then is it not better to prefer quiet, than the dangers of conflict?": The imperial court as the site of shifting cultural frontiers,” in *Shifting Cultural Frontiers in Late Antiquity*, ed. David Brakke, Deborah Deliyannis, and Edward Watts (Ashgate Publishing, forthcoming); “Paying attention to the man behind the curtain: Disclosing and withholding the imperial presence in Justinianic Constantinople,” in *Bodies and Boundaries in Graeco-Roman Antiquity*, ed. Thorsten Fögen and Mireille Lee (De Gruyter, 2009) 63-85; “The trembling of Cain’: Religious power and institutional culture in Justinianic oath-making,” in *The Power of Religion in Late Antiquity*, ed. Andrew Cain and Noel Lenski (Ashgate Publishing, 2009) 143-154; “Xenophon’s *Hellenica* in Procopius’ *Wars*: Pharnabazus and Belisarius,” *GRBS* 46 (2006) 175-206; “Justinianic ideology and the power of the past,” in *The Cambridge Companion to the Age of Justinian*, ed. Michael Maas (Cambridge, 2005) 185-212.

Professional Service: CAMWS Program Committee, 2011-12; host committee for the 107th Annual Meeting of CAMWS, 2011; consortium representative, Teagle Assessment Project, 2008-present; appointed member, Provost’s Task Force on Shared Governance, Grand Valley State University,

2010-11; appointed member, College of Liberal Arts and Sciences Strategic Plan Revision Task Force, Grand Valley State University, 2010; elected member, Executive Committee of the University Academic Senate, Grand Valley State University, 2009-present.

Charles F. Pazdernik's response:

The lingering effects of the economic downturn are presenting policymakers and administrators with a false dichotomy between responding to the needs of the marketplace and supporting the values of liberal education. Classicists at every level must rise to the challenge of making a hard-headed and pragmatic case for the value that we're adding to the lives of our students.

The Department of Classics at Grand Valley State University, a Carnegie classification "Master's Large" public institution in west Michigan, was founded in 2000 with three tenure-line faculty members and has since grown to seven. We've achieved this success by demonstrating superior outcomes for students; presenting ourselves effectively to colleagues, students and their parents, and other stakeholders; occupying institutional niches and pursuing interdisciplinary collaborations; and engaging in aggressive outreach and effective partnerships in the community.

Many of the challenges facing higher education, to which institutions like Grand Valley State are particularly exposed, have confronted me as a department chair since 2008 and an elected member of the executive committee of the academic senate at my institution since 2009. These include the defunding of public universities, increasingly vocal skepticism about the value of a college degree, and reaction against the cost of tuition and the privileges of the professoriate. As professionals committed to the success of our students, my colleagues and I grapple with the disconnect between incentivizing so-called "high impact practices," which always and in many ways have been embraced and embodied in our discipline but are costly in terms of human capital, and the pursuit of bottom-line efficiency in a time of flat or diminishing resources.

Building and growing undergraduate and pre-college programs in Classics in the face of these challenges is key to the health and the future of the discipline. We need to insist upon the importance of Classics as the source and origin of the liberal arts and its relevance at the heart of liberal education while substantiating our commitment to inclusion and equity with respect to the material that we teach and the individuals whose lives we touch.

The APA has a critical role to play in areas such as shaping policy on outcomes assessment in the humanities, articulating curriculum standards and general education objectives, driving a constructive dialogue about academic quality and accountability, and enhancing the perceived value of Classics as an area of study and as a credential that equips students to differentiate themselves as they pursue increasingly competitive opportunities in a wide range of endeavors.

ALEX PURVES

Associate Professor of Classics, University of California, Los Angeles

Education: BA (1993), University of Nottingham, English and Classical Studies; MA (1995): University of Nottingham, Classical Studies; MA (1999): Classical Studies, University of Pennsylvania; PhD (2002): Classical Studies, University of Pennsylvania.

Academic Positions: 2002-2010: Assistant Professor, Department of Classics, UCLA; 2010-present: Associate Professor, Department of Classics, UCLA.

Special Awards and Honors: NEH Summer Stipend (2005); 2005-2006: Junior Fellow, Center for Hellenic Studies (2005-2006); ACLS Fellow (2005-2006).

Main Publications: “Homer and the Art of Overtaking,” *AJP* 132.4, 2011 (Forthcoming); *Space and Time in Ancient Greek Narrative*, Cambridge University Press, 2010; “Wind and Time in Homeric Epic,” *TAPA* 140.2, 323-50, 2010; “The Plot Unravels: Darius’ Numbered Days in Scythia (Herodotus 4.98),” *Helios*, 33.1, 1-26, 2006, “Falling into Time in Homer’s *Iliad*,” *CA* 25.1, 2006, 179-209.

APA Service and Offices: Lionel Pearson Fellowship Committee (2006-2009); Committee on the Status of Women and Minority Groups (2011-present).

Alex Purves’ response:

One of the most critical issues currently facing our profession is the scarcity of jobs for new PhDs. This is relevant to the long-term health and survival of our discipline and also invites practical questions, such as how we can make it worthwhile and financially possible for young scholars to continue to attend the Annual Meeting even as the number of interviews taking place has gone down; what role the APA should play in overseeing the increasingly popular Skype interview; or how we can continue to shape the annual meeting in order to provide the best forums for substantive intellectual exchange between all levels of the profession. I have just finished a three-year term as undergraduate adviser and am also closely involved with teaching and mentoring graduate students in my department. I have also served on the APA Lionel Pearson Fellowship Committee. These experiences all prompt me to consider how best to serve the younger members of our profession, and how best to encourage or advise those who are considering a career in Classics. I feel this particularly acutely, since I received my PhD only ten years ago but at a time when jobs were more plentiful and the academy enjoyed greater resources. If elected to the Board of Directors, I would do my best to advocate for and represent our field so that it continues to grow and adapt to new challenges.

MATTHEW ROLLER

Professor of Classics, Johns Hopkins University

Education: B.A., Stanford University, 1988 (with distinction); M.A., University of California at Berkeley, 1990; Ph.D., University of California at Berkeley, 1994

Academic Positions: Johns Hopkins University, Department of Classics: Assistant Professor, 1994–2000; Associate Professor, 2000–2004; Professor, 2004–present (department chair 2004-2011)

Awards and Honors: Forschungsstipendium, Alexander von Humboldt Foundation, funding a year of research in the Institut für Altertumskunde–Alte Geschichte, University of Cologne, 2007–2008. American Council of Learned Societies Junior Fellowship, 2000–2001. Solmsen Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison, 2000–2001

Publications: “Demolished houses, monumentality, and memory in Roman culture.” *Classical Antiquity* 29 (2010) 117-180. “Culture-Based Approaches.” In A. Barchiesi and W. Scheidel, eds., *Oxford Handbook of Roman Studies* (Oxford: Oxford University Press, 2010) 234-49. *Dining posture in ancient Rome: bodies, values, and status*. Princeton University Press, 2006. “Exemplarity in Roman culture: the cases of Horatius Cocles and Cloelia.” *Classical Philology* 99 (2004) 1–56. *Constructing Autocracy: Aristocrats and Emperors in Julio-Claudian Rome*. Princeton University Press, 2001.

Previous APA Service: AIA/APA Joint Committee on Placement, 2008-2011.

Matthew Roller’s Response:

Everyone recognizes that the current environment for Classics is challenging. Under continuing budgetary pressure, university administrators are reallocating resources to sustain what they regard as essential operations, with Humanities programs sometimes suffering disproportionately. And in secondary schools, similar pressures make it all too easy for administrators to decide, say, to discontinue a Latin program when its long-serving teacher retires. Without overdoing the rhetoric of crisis, the need is very great for vigilance, vigorous advocacy, and making common cause with related disciplines.

In seven years of chairing a small Classics department, I have learned well the difficulty of making an audible case for Classics, and of procuring the resources required to mount successful programs. In this period, thanks to hard lobbying and toiling with colleagues in other departments, we modestly increased our faculty headcount and launched two successful interdepartmental programs—a BA in Archaeology between Classics and Near Eastern Studies, and a PhD in Classical Art and Archaeology between Classics and History of Art—to the benefit of all. I hope that the experience I've gained in advocating for our discipline and in collaborating with neighboring disciplines would equip me to serve the APA similarly.

The APA plays an important advocacy and watchdog role within our field. Key ongoing initiatives include bringing the Gateway Campaign to a successful conclusion, and continuing to expand and diversify our outreach efforts. These initiatives are critical for strengthening the APA's voice as an advocate for Classics in the public square and in educational institutions, and they require the Directors' concerted attention. My service on the Placement Committee, however, persuades me that the APA could also do more to nurture our profession at the secondary level. The (still) substantial footprint we have in high schools, mostly via Latin programs, confers an incalculable benefit: a pipeline of eager, knowledgeable students into college and university classrooms, and from there into the world as classically-educated citizens, or into graduate programs to become the secondary and post-secondary faculty of the future. Maintaining and expanding this pipeline is in the strongest interest of all concerned. The APA has recently been deepening its engagement with the American Classical League, and at the last two annual meetings has conducted panels on careers for PhDs in secondary education. If elected, I would to work to accelerate the bridge-building, and enhance the communication and cooperation, between the secondary and post-secondary levels of our profession.

NOMINATING COMMITTEE

ANTONY AUGOUSTAKIS

Associate Professor of Classics, University of Illinois at Urbana-Champaign

Education: University of Crete, BA in Classical Philology 1994, *summa cum laude*; Brown University, PhD in Classics 2001

Academic Positions: 2011-present: Associate Professor of Classics, University of Illinois at Urbana-Champaign; 2001-2011: Assistant to Associate Professor of Classics, Baylor University

Special Honors and Awards: Visiting Fellow and Scholar in Classics, Corpus Christi College, Oxford (2008); Baylor University Arts and Humanities Faculty Development Grant (2008); Baylor University Outstanding Faculty Nominee (2006, 2004); Baylor University Nominee for Adviser of the Year (2005-2006)

Main Publications: *Statius Thebaid Book 8: Text, Translation and Commentary* (Oxford, projected for 2013); *Blackwell Companion to Terence* (forthcoming, 2012); *Motherhood and the Other*:

Fashioning Female Power in Flavian Epic (Oxford, 2010); *Brill's Companion to Silius Italicus* (Leiden, 2010); *Plautus' Mercator* (Bryn Mawr, 2009)

APA Service and Offices: Editorial Board of *Amphora* (2010-2013); Secretary-Treasurer, *Women's Classical Caucus* (2009-2012); APA Coffin Traveling Fellowship Committee (2007-2010), Chair (2009-2010); APA Minority Scholarship Committee (2004-2007)

Antony Augoustakis' response:

The recruitment and careful selection of our colleagues in the profession who will hold key positions within the organization and will help it continue its vital role in the discipline of Classics is the area in which I hope to assist, if elected on the committee. Our profession has in the past few years and continues to face serious challenges, such as the severe restrictions to Classics curricula under the crippling effects of the global economic crisis on higher education, and especially the Humanities. I strongly believe that we have always stood the test of time, proving our continuing relevance under varied social and historical circumstances in the past two centuries. I have served on APA committees for the past eight years and I trust that I am well equipped to handle the task of serving on the Nominating committee with fairness and open-mindedness.

DONALD J. MASTRONARDE

Professor of Classics, University of California, Berkeley.

Education: Amherst College, B.A. in Classical Languages 1969; Oxford University (Wadham College) Honours B.A. in Literae Humaniores 1971; University of Toronto, Ph.D. in Classical Studies 1974

Academic Positions: Acting Assistant Professor, Assistant Professor, Associate Professor, Professor, University of California, Berkeley (1973-); Melpomene Distinguished Professor of Classical Languages and Literatures (2001-); Acting Department Chair (1986-1987, 2007-2008), Department Chair (1993- 2000); Director, Center for the Tebtunis Papyri (2001-); Visiting Professor, Harvard University (Spring 2006)

Awards and Honors: ACLS Fellowships 1978, 1996; Guggenheim Fellowship 1984; NEH Fellowship 2001; Loeb Classical Library Foundation Fellowship 2009; Charles J. Goodwin Award of Merit 1997 (for *Euripides. Phoenissae*, Cambridge 1994)

Main Publications: *Contact and Discontinuity: some conventions of speech and action on the Greek tragic stage* (Berkeley 1979); *Euripides. Phoenissae* [Teubneriana] (Leipzig 1988); *Euripides. Phoenissae* [Cambridge Classical Texts and Commentaries, 29] (Cambridge 1994); *Euripides. Medea* [Cambridge Greek and Latin Classics] Cambridge 2002; *The Art of Euripides: Dramatic Technique and Social Context*, Cambridge 2010.

APA Service: referee for TAPA; member of local committee for 1990 Annual Meeting in San Francisco; support person and developer for APA GreekKeys (2001-); monographs editor and member, APA Committee on Publications (2001-2006); chair, APA/AIA Task Force on Electronic Publication (2006-2007); member, APA Board of Directors (2007-2010)

Donald J. Mastronarde's response:

The APA is a multi-faceted organization that serves a number of essential functions that cannot be served by anyone else: providing a framework for recruitment and placement; articulation and protection of professional ethics; providing advice and support for threatened departments; providing a national voice and a mechanism for consultation and cooperation with other academic societies;

organizing the varied intellectual interchanges embodied in the annual meeting and its program; and organizing or supporting research and outreach projects. There are two requirements for the continued effectiveness of the APA in such activities. First, it must have a secure financial base to support the core functions and, one may hope, some resources to contemplate new initiatives. The Campaign for Classics has been working on that goal. Second, it must continue to identify and recruit the best possible committee members and officers, the volunteers who carry out so much of the work of the association. The Nominating Committee has the responsibility of making the strongest possible effort to engage the full range of APA members in this work: younger and older, female and male, from small college to large university, from coast to coast and north to south, and representative of the amazing variety of subdisciplines and approaches that make up our field. If elected, I would look forward to striving for such diversity.

RUTH SCODEL

D. R. Shackleton Bailey Collegiate Professor of Greek and Latin, University of Michigan

Education: AB UC Berkeley, 1973; PhD, Harvard, 1978

Academic Positions: Assistant Professor of the Classics, Harvard University, 1978-83; Associate Professor/Professor of Greek and Latin, The University of Michigan, 1983-present; Director, LSA Honors Program, The University of Michigan, 1991-97; D. R. Shackleton Bailey Collegiate Professor of Greek and Latin, 2005-

Special Awards and Honors: A. von Humboldt-Stiftung Fellow, 1993; Gildersleeve Prize, 1998; John D'Arms Award for Graduate Mentoring, 2010

Main Publications: *The Trojan Trilogy of Euripides* (Vandenhoeck und Ruprecht, 1980); *Sophocles* (Twayne World Authors, 1984); *Lysias 1 and 3* (Bryn Mawr Commentaries, 1986); *Credible Impossibilities: Conventions and Strategies of Verisimilitude in Homer and Greek Tragedy* (Beiträge zur Altertumswissenschaft 122), 1999; *Listening to Homer* (University of Michigan Press 2002.); (with Anja Bettenworth), *Whither Quo Vadis?* (Wiley-Blackwell, 2008); *Epic Facework* (Classical Press of Wales, 2008); *Greek Tragedy: an Introduction for Students* (Cambridge 2010).

APA Service Monograph committee 1982-85, Editor of TAPA 1986-1991, Vice-President for Publications, 1996-99; Committee on the Goodwin Award of Merit, 2002-4, Vice-President Elect/President/Immediate Past President 2006-8; Chair, Committee on Archiving, 2010-2011

Ruth Scodel's response:

The nominating committee has the tricky task of identifying members who represent the diversity of the association (e.g. different regions, kinds of institution, scholarly approaches, ages, genders), who have the particular skills needed for all the different kinds of work the association does, and who will be willing to serve. The association needs to cultivate future leadership, and it needs both new ideas and practical wisdom. Members of the nominating committee should have experience with as many people in as many contexts as possible, so that they can consider, for example, whether potential candidates can run meetings efficiently, whether they are likely to offer different and useful perspectives, and whether they reliably meet deadlines.

When I served on this committee as immediate past president, I was impressed with the knowledge and thoughtfulness with which it worked. If its procedures are still the same, though, I think they could be modestly improved. As chair at Michigan, I have realized that I like to create efficient but fair bureaucratic procedures, even though this habit confirms my depressing suspicion that I am irredeemably bourgeois.

NANCY WORMAN

Professor of Classics and Comparative Literature, Barnard College

Education: Barnard College, 1983-87, BA Ancient Studies 1987; Princeton University, 1988-94, MA 1991, Ph.D. Classics 1994.

Academic Positions: Assistant, Associate, and Full Professor of Classics and Comparative Literature, Barnard College (1996-present); Yale University, Instructor in Classics (1995-1996); Rutgers University, Instructor in Classics (1994-1995).

Special Awards and Honors: Mellon Translation Across the Disciplines Grant (2010); Mellon-SIRT Grant, Wellesley-Barnard collaboration with Kate Gilhuly (2008-2009); Loeb Foundation Fellowship, Harvard University (2007-2008); Fellowship, The Center for Hellenic Studies, Washington, DC (spring 2003); Gladys Brooks award for excellence in teaching, Barnard College (2001); National Endowment for the Humanities Dissertation Fellowship (1993-1994).

Main Publications: *Greek Landscape with Figures: Stylistic Metaphors and Ancient Literary Criticism*, Cambridge University Press (forthcoming); "What Is 'Greek Sex' For?," in *New Essays in Ancient Sexuality*, ed. R. Blondell and K. Ormand (forthcoming, Ohio State University Press); *Abusive Mouths in Classical Athens*, Cambridge University Press (2008); *The Cast of Character: Style in Greek Literature*, University of Texas Press (2002); "Infection in the Sentence: The Discourse of Disease in Sophocles' *Philoctetes*," *Arethusa* 33.1 (2000): 1-36.

APA Service: Committee on the Status of Women and Minority Groups (2010-2013).

Nancy Worman's response:

I find it difficult to answer the question set by the APA from the prospect of a potential member of the Nominating Committee, but I will say a few very general and likely too high-minded things about the larger field, which come in part from ideas I have been formulating recently as a central organizer of a Humanities Initiative at Barnard. This role has caused me to think a lot, with colleagues from other disciplines, about what we teachers and researchers in the Humanities are doing and why it matters. My colleagues and I have felt the urge to push back against the merely pragmatic, and rather defensive, responses to such questions (e.g., a degree in Classics will get you into law school) and to look for alternative models, some of which are, nicely enough for us classicists, familiar from the ancient world—for instance, that exposure to the Humanities will make you a better citizen, or that intellectual exploration is simply valuable for its own sake. From the latter perspective engagement with ideas in the humanities does everything and nothing; like Ruskin's hike up the mountain or Cavafy's Ithaca, the journey strains and puzzles but without it we get nowhere that matters. To say this is not merely to encourage a romantic retreat from politically engaged critiques of the history of ideas, nor does it disdain the cultural-political gains that a broad exposure to humanities affords citizens of a democracy. Rather, such provocations open out on questions about how our society assigns value, how it articulates specific values, and what activities it determines to be central to the pursuit of both.

I take it that the Nominating Committee ought to have, in its capacity as the meta-committee of the APA, such large questions in mind. As a potential meta-committee member I would aim to seek out classicists for APA committees who remain committed to the larger intellectual questions facing Classics as a discipline, both those specific to Classics and those that dovetail with larger Humanities emphases.

PROFESSIONAL MATTERS COMMITTEE

LILLIAN DOHERTY

Professor and Chair of Classics, University of Maryland, College Park

Education: B.A. Saint Mary's College, 1974; M.A., Ph.D. University of Chicago (Committee on Social Thought), 1977, 1982.

Academic Positions: George Mason University, Lecturer, 1983-85; Howard University, Visiting Lecturer, 1986; University of Maryland, Visiting Lecturer to full Professor, 1984-85 and 1987-present; Chair of Classics as of July 1, 2011.

Honors and Awards: Danforth Graduate Fellowship, 1974-79; visiting professorships at Université de Paris I, January 2010, and Hyderabad University, Andhra Pradesh, India, January 2011.

Representative Publications: *Siren Songs: Gender, Audiences, and Narrators in the Odyssey* (Michigan, 1995); *Gender and the Interpretation of Classical Myth* (Duckworth, 2001); "Putting the Women Back into the Hesiodic *Catalogue of Women*," in *Laughing with Medusa*, ed. Miriam Leonard and Vanda Zajko (Oxford, 2006); "Nausicaa and Tyro: Idylls of Courtship in the Phaiakian Episode of the *Odyssey* and the Hesiodic *Catalogue of Women*," *Phoenix* 62 (2008) 63-76; editor, *Oxford Readings in Classical Studies: Homer's Odyssey* (Oxford, 2009).

APA Service and Offices: Member, Women's Classical Caucus Steering Committee, 1993-96; Co-Chair, 1995; WCC Membership Officer, 1996-2009; Coordinator of WCC Mentoring Initiative, 1998-present. Member, Education Committee, 2004-08; member, subcommittee on Awards for Excellence in Precollegiate Teaching, 2006-07, 2007-08; Chair, 2005. Member, Coffin Fellowship Committee, 2007; Chair, 2008.

Other Service: Associate Editor for Greek, *American Journal of Philology*, 2009-present; Faculty Advisor, Chapter Zeta Nu of Eta Sigma Phi, 2003-present; member, Winkler Prize Committee, 2002; member, Rehak Prize Committee, 2005.

Lillian Doherty's Response:

Given the serious threats to the humanities on many fronts today, we might be tempted to give a back seat to professional matters such as equity in hiring or data collection on the demographics of the profession. But I believe that such matters are vital, indeed central, to our future. In order to survive as a profession, we must insist on replacing tenure-track faculty who retire with tenure-track hires rather than with adjuncts. We must persuade administrations to refresh our ranks with the highly qualified young people who are expanding the horizons of our research and teaching to include multidisciplinary perspectives, ethnic and gender diversity, and electronic fora for the exchange of ideas. Rather than retreat from this progressive agenda, we need to embrace it more fully. We don't know what the university of the future will look like, but we can be sure that the U.S. population will become increasingly diverse. We will survive as a discipline by embracing difference—in research, in teaching styles, in leadership—and demonstrating that it is essential to academic excellence.

The Committee on Professional Matters is the arm of the APA that deals most directly with issues of diversity and equity, as well as with the defense of beleaguered programs. Its established activities are important and should be continued, but some of them need to be reinvigorated or extended. We must update our data on the status of women and minority groups in the profession (the most recent posted on the APA website are for 2000-2004). We should revisit and update, with more specific suggestions, the general advice of the Classics Advisory Service on how to defend threatened classics programs. Finally, it is essential to develop new strategies for opposing the ongoing exploitation of

contingent faculty and to persuade our colleagues across the country to join us in improving their status.

BARBARA K. GOLD

Edward North Professor of Classics and Humanities Coordinator, Hamilton College

Academic Positions: University of California, Irvine, Lecturer to Acting Assistant Professor, 1971-75; University of Richmond, Assistant Professor, 1976-77; University of Virginia, Assistant Professor, 1977-78; University of Texas, Assistant Professor of Classics and Comparative Literature, 1978-86; Santa Clara University, Assistant to Associate Professor of Classics, 1986-89; Hamilton College, Associate Professor to Professor of Classics, 1989-present, Leonard C. Ferguson Professor of Classics, 1994-97; Associate Dean of Faculty, 1997-2001; Edward North Professor of Classics and Humanities Coordinator, 2008-present

Education: B.A. University of Michigan, 1966; M.A., Ph.D. University of North Carolina, Chapel Hill, 1975.

Honors and Awards: NDEA Fellowship, 1967-68; Mellon Fellowship (Duke University), 1978 (declined), 1979; University Research Institute Fellowships and Grants (University of Texas) 1979-1984; Thomas Terry Award (Santa Clara University) 1988-89; NEH Summer Stipend, 1992; Best Single Issue of a Journal for *American Journal of Philology* 124.3.

Recent Publications: *Roman Dining*, co-edited with John Donahue (Johns Hopkins University Press 2005); "How Women (Re)Act in Roman Love Poetry: Inhuman She-Wolves and Unhelpful Mothers in Propertius' Elegies," *Helios* 33 (2006) 165-87; "The Natural and Unnatural Silence of Women in Propertius' Elegies," *Antichthon* 41 (2007) 54-72 and *Oxford Readings in Propertius*, ed. E. Greene and T. Welch (forthcoming); *Perpetua, A Martyr's Tale* (forthcoming 2012, Oxford University Press); *Blackwell Companion to Roman Love Elegy*, editor (forthcoming 2012, Wiley-Blackwell); "The Corpus of Juvenal's Poetry," in *A Companion to Persius and Juvenal*, ed. S. Braund and J. Osgood (forthcoming, Wiley-Blackwell)

APA Service and Offices: Vice President for Outreach, 2004-8; Member, Placement Committee, 1979-83; Member, Committee on the Status of Women and Minority Groups, 1983-85, 1991-98, Chair, 1997-98; Member, Women's Classical Caucus, Steering Committee, 1990-93, Co-Chair 1991-92; Founder and Chair, Classics Chairs of Liberal Arts Colleges (annual meeting at APA), 2003-present;; Member, TLL Fellowship Committee, 2010-13

Other Service: Editor, *American Journal of Philology*, 2000-08; President, Classical Association of the Atlantic States, 2002-3; Faculty Advisory Committee, Teagle Foundation Multi-Year Assessment Grant on "Assessing Undergraduate Outcomes within Disciplinary Contexts: A Longitudinal Study of Critical Thinking and Post-Formal Reasoning," 2006-13

Barbara K. Gold's response:

The stated mission of the APA Professional Matters division is to oversee the social, ethical, and professional contexts of the discipline of Classics; its goal is "the promotion of equity in all aspects of the profession." This is a tall order, one which no single person or committee can carry out. Ensuring inclusivity, setting fair conditions for all, providing humane and decent treatment for those members of our profession who are the most vulnerable (graduate students, adjunct professors, non tenure-track and untenured professors), creating full access to our profession for anyone who is interested; changing the demographics of Classics faculty and students - - every one of us should think about how to achieve these goals. The Professional Matters Committee can and should highlight these

concerns, making the profession aware of issues that arise (while maintaining the necessary confidentiality) and encouraging change to occur.

The Professional Matters Committee works alongside the Placement Committee, the Committee on the Status of Women and Minority Groups, and the Classics Advisory Service to ensure that job-seekers are treated fairly and given accurate and prompt information by those who are hiring; that there is support for those in our profession who are working in less traditional areas of scholarship or who represent less traditional demographics; that departments under fire receive support and advice. Most importantly the Professional Matters Committee must answer each complaint and try to resolve on a case-by-case basis charges of unethical behavior whether in regards to hiring, working conditions, personnel actions, discrimination, or scholarship and publication. The PMC must seek to maintain the highest standards in and for our profession.

It would be hubristic to think that any one of us can set standards of behavior for everyone in the profession, but we can hope that a group of people who have thought about the problems facing us today and who perhaps have experienced some of these problems themselves can be sensitive to the moral and ethical issues brought before them and come up with some acceptable solutions. The longer I remain in our profession, the more deeply committed I become to seeing that we act in the most humane and ethical way possible, and that we give as much help as possible to those who suffer from the unethical behavior of others.

THOMAS HABINEK

Professor and Chair, Department of Classics, University of Southern California; Chair, Advisory Council on the Humanities, USC Dana and David Dornsife College of Letters, Arts, and Sciences

Education: A.B. Princeton University 1975; M.A., Ph.D. Harvard University 1981

Academic Positions: Assistant Professor of Classics, UCLA 1981-84; Assistant Professor of Classics to Professor of Classics and Rhetoric, University of California Berkeley 1984-92; Professor of Classics, University of Southern California 1992-present; Chair, Department of Classics, University of Southern California 1993-96; 2002- present; Chair, Advisory Council on the Humanities, USC 2010-present.

Select Awards and Honors: Whiting Dissertation Fellowship, Harvard 1980; American Council of Learned Societies Fellowship for Recent Recipients of the Ph.D. 1983; National Endowment for the Humanities Summer Stipend 1983; Senior Fellow Townsend Center for the Humanities, Berkeley 1990; American Council of Learned Societies Senior Fellowship 2000; USC Associates' Award for Excellence in Teaching (USC's highest teaching award) 2000; Association of American Publishers Distinguished Achievement Award for Best Book in Classics or Ancient History 2005.

Representative Publications: *The Colometry of Latin Prose* (University of California 1985); *The Politics of Latin Literature* (Princeton 1998); *The World of Roman Song* (Johns Hopkins 2005); "Ancient Art vs. Modern Aesthetics," *Arethusa* 43 (2010) 215-230; "Tentacular Mind: Stoicism, Neuroscience, and the Configurations of Physical Reality," in B. Stafford, ed. *Bridging the Gap between Neuroscience and the Humanities* (Chicago 2011).

APA Service and Offices: Committee on Placement 1981; Nominating Committee 1991-93; frequent referee for TAPA and APA monographs.

Thomas Habinek's response:

Cultural reproduction will happen whether we like it or not. The current daunting struggle is over who will conduct it and what forms it will take. If we are truly convinced that Classics--and the humanities more broadly--ought to play an important role in the formation of the next generation of human subjects, then we must act upon that conviction by adhering to the highest standards of professional and intellectual conduct; teaching broadly; and conducting research that speaks to the good of humanity, however indirectly, rather than to our own self-aggrandizement. In general I have found that classicists are more committed to the highest goals of humanistic education than are some of our professional counterparts, which is why I am happy to be a part of our profession and to stand for office in the APA.

The Committee on Professional Matters must be both responsive and proactive: responsive in dealing with instances of misconduct or unfairness that come to our attention; and proactive in continuing to assert the value of our departments and programs under difficult circumstances. One action we might consider is a regular session on "best practices" at the annual meeting: what positive strategies have been used to increase enrollment, add positions, secure research support and the like? We might be surprised at what we can learn from one another: for example, my own department has long taught a course (in fulfillment of USC's multiculturalism requirement) on the genealogy of concepts of human difference from antiquity through the present, which attracts at least two hundred students each offering. Are there other success stories from which we can all benefit? We must also work closely with the most junior and vulnerable members of our profession to develop a clear and honest assessment of the social and ethical dimensions of our work. We cannot assume that "classics" has a fixed identity we are struggling to promulgate or defend. Rather, we must be open to the numerous and varied contexts in which knowledge of antiquity can be put to good use. Here again we might think in terms of a session, or even a publication, in which classicists of various sorts reflect candidly on the reasons they have chosen their course of study and the disappointments and rewards associated therewith. As any development officer will tell you, taking stock of yourself is a prerequisite for obtaining support from others.

ROBERT LAMBERTON

Professor of Classics, Washington University in St. Louis

Education: Harvard College, 1960-64: B.A. magna cum laude, 1964; Yale University, 1964-68: MPhil, 1970; PhD, 1979.

Academic Positions: Washington University (Professor of Classics and Comparative Literature, 1999-cont., Chair of Classics, 2000-2006) (Associate Professor of Classics and Comparative Literature, 1994-1999); Princeton University (Assistant Professor of Classics, 1986-1994); The American School of Classical Studies (Athens) (Whitehead Professor, 1990-91); Columbia University (Senior Mellon Fellow in the Humanities and Senior Lecturer in the Department of Classics, 1984-86); Cornell University (Visiting Assistant Professor of Classics, 1983-84); Mount Allison University (Head of the Department of Classics, 1981-83; Assistant Professor of Classics, 1979-83; Lecturer in Classics, 1975-79). Acadia University (Lecturer in Classics, 1973-74; Lecturer in French, 1971-72).

Fellowships and Awards: 1999-2000: Fellow, Institute for Advanced Studies, Hebrew University in Jerusalem and Fellow, Albright Institute, Jerusalem; 1984-86: Senior Mellon Fellowship, Society of Fellows in the Humanities, Columbia University; 1982-83: Junior Fellowship, The Center for Hellenic Studies; 1978-79: Doctoral Fellowship, Canada Council for the Arts.

Select Publications: *Homer the Theologian, Neoplatonist Allegorical Reading and the Growth of the Epic Tradition* (Berkeley and London, 1986); *Hesiod* (New Haven, 1988); *Plutarch* (New Haven, 2001); with J. J. Keaney: *Plutarch, Essay on the Life and Poetry of Homer* (Atlanta, 1996); ed. With J.

J. Keaney: *Homer's Ancient Readers* (Princeton, 1992).

APA Service: Program Committee 1996-1999, Nominating Committee 2003-2006.

Robert Lamberton's response:

The APA serves its membership and the classics profession in two distinct ways: by maintaining a high level of professionalism and by remaining constantly open to new possibilities for enhancing the roles of the languages and cultural accomplishments of Greece and Rome in academic curricula.

The Professional Matters Committee is the heart of the Professional Matters Division, whose humbling duty it is to oversee "the social, ethical, and professional contexts of the discipline of Classics." It is clear in many universities (and certainly in my own) that the nearly uncontested victory of a business model of administration has, in recent years, seriously weakened academic freedom and reduced faculty to the status of employees of the corporation. I have watched chairs in my own department accept administration decrees that non-tenure-track faculty teach loads far in excess of the norm for tenured and tenure-track faculty. This is an example of the sort of abuse of power in the workplace that makes me very mad, and it goes hand in hand with a general contempt on the part of administrators for professionalism in the faculty. The Professional Matters Committee and the other committees of the Professional Matters Division have in the past raised the consciousness of the profession to such abuses. It would be an honor to join in that effort.

I very much enjoyed the opportunity of serving on the APA Program Committee and Nominating Committee. And it could be said that my own peripatetic career (serving on the faculties of six universities in the past forty years – large and small, pretentious and modest) is a qualification of a sort. It has also been my privilege to chair two very different classics departments, one tiny and holding on for dear life, and the other entering on a period of growth. My time on both of the APA committees on which I have served has contributed substantially to my understanding of the Association and of our profession as a whole. I have seen this profession from a lot of perspectives and it would be a privilege to bring those perspectives to the Professional Matters Committee.