

**IRIS**  
**THE NEWSLETTER OF THE LAMBDA CLASSICAL CAUCUS**  
**WINTER 2010**

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**LCC Graduate Student Paper  
Award 2010**

The first-ever LCC Graduate Student Paper Award was given to **Helene A. Coccagna** for her APA paper "Manipulating *mastoi*: The Female Breast in the Sympotic Setting." Congratulations!

**Rehak Award Winner 2010**

**H. Christian Blood**, of UC-Santa Cruz, was awarded the Lambda Classical Caucus' annual Paul Rehak Award for his article, "The Trouble with Icons: Recent Ideological Appropriations of Plato's Symposium." *Helios* 35.2 (2008): 197-222. The Rehak Award honors the best article or book chapter pertaining to the LCC mission published within the past three years.



H. Christian Blood  
Rehak Award Winner

**LCC/WCC Party 2010**

In conjunction with this year's LCC panel, "120 Years of Homosexuality," the theme for the LCC/WCC party was "The Gay '90s"!



Alison Futrell as Lily Langtry  
Winner of the First-Ever LCC Costume Prize

**Lambda Classical Caucus Officers**

***Co-Chairs***

Bryan Burns, [bburns@wellesley.edu](mailto:bburns@wellesley.edu)  
Kristina Milnor, [kmilnor@barnard.edu](mailto:kmilnor@barnard.edu) (*outgoing*)  
Deborah Kamen, [dkamen@uw.edu](mailto:dkamen@uw.edu) (*incoming*)

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Deborah Kamen, [dkamen@uw.edu](mailto:dkamen@uw.edu) (*outgoing*)  
Keely Lake, [klake@wayland.org](mailto:klake@wayland.org) (*incoming*)

## 2009 Winkler Prize Winners

The winner of the 2009 Winkler Prize was **Stephen Kidd**, a Ph.D. candidate in Classics at New York University, for his essay "Forging the 300: Muscles/Muscle-Armor in Ancient Greece/Today." Honorable mention was awarded to **Geoff Benson**, a Ph.D. candidate in Classics at the University of Chicago, for his essay "Archimedes' Cattle of the Sun and the Limits of Euhemerism."

The 2009 competition was judged by Tamara Chin, Jay Reed, and Victoria Wohl.

## Call for Papers: 2010 Winkler Prize

The John J. Winkler Memorial Trust invites all undergraduate and graduate students in North America (plus those currently unenrolled who have not as yet received a doctorate and who have never held a regular academic appointment) to enter the fifteenth competition for the John J. Winkler memorial prize. This year the Prize will be a cash award of \$1500, which may be split if more than one winner is chosen.

The Prize is intended to honor the memory of John J. ("Jack") Winkler, a classical scholar, teacher, and political activist for radical causes both within and outside the academy, who died of AIDS in 1990 at the age of 46. Jack believed that the profession as a whole discourages young scholars from exploring neglected or disreputable topics, and from applying unconventional or innovative methods to their scholarship. He wished to be remembered by means of an annual Prize that would encourage such efforts. In accordance with his wishes, the John J. Winkler Memorial trust awards a cash prize each year to the author of the best undergraduate or graduate essay in any risky or marginal field of classical studies. Topics include (but are not limited to) those that Jack himself explored: the ancient novel, the sex/gender systems of antiquity, the social meanings of Greek drama, and ancient Mediterranean culture and society. Approaches include (but are not limited to) those that Jack's own work exemplified:

feminism, anthropology, narratology, semiotics, cultural studies, ethnic studies, and lesbian/gay studies.

The winner of the 2010 Prize will be selected from among the contestants by a jury of four, as yet not named.

The deadline for submissions is **March 1, 2010**. Essays should not exceed the length of 30 pages, including notes but excluding bibliography and illustrations or figures. Text should be double-spaced; notes may be single-spaced. Electronic submission is **required**. Essays should be sent in .pdf format. Please include an email with your essay in which you provide the following information: your college/university, your department or program of study, whether you are a graduate or undergraduate, your email and regular mail addresses, a phone number where you can be reached in May of 2010, and the title of your work.

The Prize is intended to encourage new work rather than to recognize scholarship that has already proven itself in more traditional venues. Essays submitted for the prize should not, therefore, be previously published or accepted for publication. Exceptions to this rule may be made in the case of the publication of conference proceedings, at the discretion of the prize administrator. The Trust reserves the right not to confer the Prize in any year in which the essays submitted to the competition are judged insufficiently prizeworthy.

Contestants may send their essays and address any inquiries to: Kirk Ormand, **kirk.ormand@oberlin.edu**

The John J. Winkler Memorial Trust was established as an independent, charitable foundation on June 1, 1990. Its purpose is to honor Jack Winkler's memory and to promote both his scholarly and his political ideals. Inquiries about the Prize, tax-deductible gifts to the Trust, and general correspondence may be addressed to: Kirk Ormand, John J. Winkler Memorial Trust, Dept. of Classics, Oberlin College, Oberlin, OH 44074.

## 2010 APA/AIA LLC Roundtable

The second LCC roundtable, co-organized by **Alexander Perkins** (UC Irvine) and **Konstantinos P. Nikoloutsos** (Berea College), was titled “Explaining ‘Otherness’: Ancient (Homo)sexuality in the Classroom.”

A major issue that participants discussed is the familiarization of students with same-sex practices in classical antiquity in a way that is faithful to ancient sources, respectful to the institution’s ethical principles or mission, and intellectually challenging at the same time. Participants established that at some institutions, especially those in the Midwest, students come from more conservative communities and therefore feel uncomfortable when they discuss the issue of homosexuality. By contrast, at some institutions on the East or West Coast the variety of sexualities and gender expressions in the classroom facilitates this discussion. While some students may be biased against homosexuality, others rely on a partial, often distorted knowledge of ancient sexual ethics to justify their own sexual choices. To deal with such diverse audiences, we agreed that we need to use vocabulary that on the one hand describes same-sex practices in classical antiquity accurately and on the other hand can help us draw a line between ancient and modern homoerotic lifestyles. We also agreed that, although certain terms (e.g., pederasty) may still carry negative connotations, using ancient terminology in the classroom is more appropriate because we can thus clear up certain misconceptions about ancient homosexuality and problematize its uncritical inscription in modern debates, such as that about gay marriages. The employment of proper terminology will increase awareness and tolerance, since it will show students that homosexuality is a category (or variety) within a broader sexual spectrum.

As a participant confirmed, talking about ancient homoerotic practices, even in classes that are not devoted in their entirety to gender and sexuality in classical antiquity, can help bring two groups of students together: those who are politically active on campus and those who are still in the closet. Following this

observation, participants exchanged ideas about the texts they use to generate a discussion on ancient homosexuality. The list of secondary sources we ask our students to read is more or less standardized and includes the works of Boswell, Dover, and Foucault and the important corrections that classicists, such as Davidson, Richlin, Skinner, and Williams, *inter alios*, have offered. The list of primary sources varies and includes as diverse genres as epic, tragedy, comedy, philosophy, bucolic poetry, elegy, satire, and biography. Some of these texts are chosen because they help us correct certain misconceptions about same-sex practices in antiquity (e.g., the relation between Achilles and Patroclus or that between Alexander and Hephaestion); others because they link homosexuality with education (e.g., *Phaedrus*) or power (e.g., Juvenal’s *Satires*). Finally, participants admitted that, although students are willing to talk about sexual same-sex relations in classical antiquity, they consider eunuchs and hermaphrodites to be taboo subjects.

(compiled by KPN and AP)

## New *Iris* Editor

The LCC steering committee happily welcomes **Keely Lake**, teacher of Latin and Greek at the Wayland Academy in Wisconsin, as the new Editor of *Iris*! If you have any news to contribute, or have recently written a book and would like to see it mentioned or reviewed in *Iris*, please email Keely at [klake@wayland.org](mailto:klake@wayland.org)

## New LCC Co-Chair

I (**Deb Kamen**) have now stepped into Kristina Milnor’s shoes as co-chair of the LCC. On behalf of the Caucus, I thank Kristina for all of her hard work and enthusiasm!

## LCC/WCC Party Pix!

More photos of the 2010 LCC/WCC party (“The Gay ‘90s”) will be posted shortly on the LCC website: <http://www.lambdacc.org/>