In Rome women dipped a spear into the blood of a killed gladiator and used it to part their hair in preparation for the marriage ceremony. The ritual was supposed to bestow magic and charismatic powers. At least one senatorial woman left her husband and children, and her very elegant life-style, in order to elope to Egypt with her gladiator-lover. According to the writer who reports on this famous scandal, the gladiator had a series of unsightly lesions on his face and in the middle of his nose a massive wart. It was not beauty that women fell in love with but the cold steel. In legal terms, however, gladiators in Roman society were regarded as the lowest of the lowest. They were
usually slaves, and when they were not slaves when they became gladiators they had to swear an oath that technically made them the equivalent of slaves. Gladiators were excluded from the most prestigious positions in society.

This paradox will be the key theme of this seminar, but we will also look into a number of other topics, such as recruitment, training, different types of gladiators, fan clubs, family life, emperors as gladiators.

<table>
<thead>
<tr>
<th>Lecture room:</th>
<th>Greek and Latin Reading Room (Memorial Library, 4th floor). In order to access the room you need a key. You need to pay a deposit of $10.00 on the third floor of Memorial Library.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>Wednesday 11:00 AM – 1:00 PM.</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Marc Kleijwegt, Humanities 5219; tel.: 263 2528; email: <a href="mailto:mkleijwegt@wisc.edu">mkleijwegt@wisc.edu</a></td>
</tr>
</tbody>
</table>

Required books:


Gladiators: bibliography

* = on reserve in Greek and Latin reading Room
** = can be downloaded through a link in Madcat.
*** = available as Xerox copy.


* Barton, Carlin A. The sorrows of the ancient Romans: the gladiator and the monster, Princeton 1993.


Carter, Michael James D. ‘Gladiatorial ranking and the SC de pretiis gladiatorum minuendis: (CIL II 6278 = ILS 5163)’, Phoenix 57 (2003), 83-114.


* Coleman, Kathleen M. ‘Euergetism in its place: where was the amphitheatre in Augustan Rome?’, Kathryn Lomas and Tim Cornell (eds.), *Bread and Circuses: Euergetism and municipal patronage in Roman Italy*, London and New York 2003, 61-89.


* Hornum, Michael B. *Nemesis, the Roman State and the games*, Leiden 1993.


Course Aims

This course is designed as an intensive reading, discussion, research, and writing experience for advanced undergraduates. Students are expected to read and comment on the secondary literature for each seminar. They should be prepared to discuss what they have read in seminar each week. This means that students should read carefully, taking extensive notes. Before each seminar, students are encouraged to review their notes and prepare a list of questions and discussion topics they wish to raise during the class meeting. Students are expected to find additional material by using reference works, bibliographies, and internet search tools.

Students are expected to write a polished original research paper for this course. The details of this assignment are discussed below. The student research paper will focus on a specific and narrowly defined topic, but it must also reflect on some of the larger themes raised in class readings and discussions. Students will consult individually with the instructor as they formulate their research topics, collect sources, draft their papers, and revise their work for final submission. The length of the research paper is between 15 and 20 pages.

Class Participation

Class discussions are a central part of this course. Students are expected to attend every seminar. Not attending meetings will only be allowed for serious medical, personal or other circumstances and should be reported to the instructor by email, preferably before the seminar is meeting. Students should complete all of the assigned reading before each seminar meeting, and arrive prepared for a detailed and critical discussion. Seminars are designed to exchange opinions on the reading, analyze important historical questions, and compare various viewpoints. The quality of each student’s class participation during the semester will comprise 5% of his/her grade.

Class Presentation

There are two types of class presentations: on the reading material and on the chosen research topic. The former will be evaluated as part of the participation by the individual student; the latter will be evaluated separately. Each student will give a presentation on a week’s assigned reading. The instructor will schedule these during the first meeting of the semester. In these short presentations students should offer a quick evaluation of the reading, along with 2 or 3 questions for discussion. These presentations are designed to kick-off an exchange of opinions. They are also intended to give each student some experience with presenting material before a group. The second type of presentation will take place in the final two weeks of the semester. Students will present their individual research topic to the group for ten minutes and will answer questions from the students for five minutes. This will comprise 20% of each student’s grade in total.

Primary and Secondary Source Bibliography
Each student should submit a list of primary and secondary sources in class on March 1. The primary sources are the original materials (inscriptions, literary texts, visual material) that will provide the foundation for the student’s research. The secondary sources are the historical interpretations (including those assigned in class) that are relevant for the student’s topic. Each paper must use primary materials to shed light on the secondary accounts. The bibliography will count for 5% of each student’s grade.

**Research Paper Proposal and Topic Outline**

On March 8 students should submit a 2 page research paper proposal and an outline of topics in class. The research paper proposal should include the following:

1. A statement of the main research question;
2. A statement of the hypotheses and arguments that the student will make in the paper;
3. An explanation of how these hypotheses and arguments revise existing interpretations;
4. An explanation of the strengths and shortcomings in the available sources.

The research paper proposals should reflect careful and polished writing. Proofread your proposals before submission! Avoid passive voice, clichés, and awkward phrases. Check your grammar carefully. Make sure that each paragraph has a topic sentence. Each sentence should contribute to the point of the paragraph where it is situated.

Students should also include a general outline of the topics they plan to cover in their papers. The topic outline should provide a sense of how the paper will be organized, and how the student will employ his/her sources. The research paper and topic outline will count for 10% of each student’s grade.

**Draft of the Research Paper**

On April 19 each student should submit a completed 5-10 page draft of his/her research paper in class. These drafts should not be “rough.” They should include polished prose, careful argumentation, clear organization, a creative introduction, a thoughtful conclusion, completed footnotes, and a full bibliography.

Proofread your papers before submission! Avoid passive voice, clichés, and awkward phrases. Check your grammar carefully. Make sure that each paragraph has a topic sentence. Each sentence should contribute to the point of the paragraph where it is situated.

I will read the draft papers carefully for style and substance. I will offer extensive written and oral comments for students to use in the final version of their papers. The draft research paper will account for 10% of each student’s grade.

**Final Version of the Research Paper**
The required length of the research paper is between 15 and 20 pages. Students must submit the final version of their research papers to the instructor’s office by 4:00 PM on Friday, May 5. Late papers will not be accepted. Students should try to implement as many of the revisions suggested on the draft paper as possible. The final papers should also reflect additional proofreading for clarity, style, and overall presentation. The final paper will account for 50% of each student’s grade.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td>Primary and Secondary Source Bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper Proposal and Topic Outline</td>
<td>10%</td>
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<tr>
<td>Draft of the Research Paper</td>
<td>10%</td>
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<tr>
<td>Final Version of the Research Paper</td>
<td>50%</td>
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</table>

**IMPORTANT DATES:**

- **SUBMISSION OF BIBLIOGRAPHY:** 3/1
- **RESEARCH PROPOSAL:** 3/8
- **SUBMISSION OF DRAFT:** 4/19
- **SUBMISSION OF PAPER:** 5/5
Teaching Program

Week 1: 1/18/2006

**Discussion theme: Gladiators and Roman Society.**

Week 2: 1/25/2006

**Discussion theme: Reading Gladiators: Texts and Images.**

Reading:


Week 3: 2/1/2006

**Discussion theme: The Origins of Gladiatorial Games**

Reading:


Week 4: 2/8/2006

**Discussion theme: Constructing the Amphitheater**

Reading:


Kathleen M. Coleman, ‘Euergetism in its place: where was the amphitheatre in Augustan Rome?’, Kathryn Lomas and Tim Cornell (eds.), *Bread and Circuses: Euergetism and municipal patronage in Roman Italy*, London and New York 2003, 61-89.

<table>
<thead>
<tr>
<th>Week 5: 2/15/2006</th>
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<tr>
<td><strong>Research Theme: Gladiators in Literature</strong></td>
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<tr>
<th>Week 6: 2/22/2006</th>
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<tr>
<td><strong>Research Theme: Gladiators in Other Types of Evidence</strong></td>
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<tr>
<th>Week 7: 3/1/2006</th>
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<tbody>
<tr>
<td><strong>Submission of bibliography.</strong></td>
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**Discussion theme: Executions as Entertainment**

**Reading:**


<table>
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<tr>
<th>Week 8: 3/8/2006</th>
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<tbody>
<tr>
<td><strong>Submission of research paper proposal.</strong></td>
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</table>

**Discussion theme: Other forms of Spectacle**
Reading:


Week 9: 3/22/2006

**Meet with instructor individually to discuss research paper.**

**Discussion theme: Gladiators between Dishonor and Appeal**

Reading:


Week 10: 3/29/2006

**Discussion theme: Gladiators and Identity**

Reading:


Week 11: 4/5/2006
## Discussion theme: Spectators

Reading:


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### Week 12: 4/12/2006

## Discussion theme: The End of the Gladiatorial Games

Reading:


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### Week 13: 4/19/2006

**Draft of research paper due in class.**

## Discussion theme: Gladiators in Hollywood

Reading:


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### Week 14: 4/26/2006

Presentations.

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### Week 15: 5/3/2006

Presentations.

**Submission of final paper.**