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.

**Lecture room:** 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.

**Time:** Wednesday 11:00 AM-1:00 PM.

**Instructor:** Marc Kleijwegt, Humanities 5219; tel.: 263 2528; email: mkleijwegt@wisc.edu

**Required books:**


Gladiators: bibliography

* = on reserve in Greek and Latin reading Room
** = can be downloaded through JSTOR.
*** = 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.


Cyrino, Monica *Big Screen Rome*, Malden 2005.


* 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 who major in History. 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.

Please note that your research should be based on primary sources (in translation) and secondary printed works only. Internet sources such as Wikipedia etc. can not be deemed scholarly resources and are therefore unacceptable for the paper. Of course, you may use the internet as a search tool, but in your essay you should always refer to the printed primary sources and secondary literature.

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 10% of his/her grade.

Weekly assignments

Starting with week 5 students will hand in two-page answers to the questions that are set for that week's reading. These assignments will comprise 20% of each student's final grade.

Essay Presentations
In the final two weeks of the course each student will give a ten-minute presentation on the topic they have chosen for their research paper. This will comprise 10% of each student’s final grade.

**Research Paper Proposal**

On **March 12** students should submit a 2 page research paper proposal and an outline of topics in class. The research paper proposal should include the following:

A statement of the main research question; A statement of the hypotheses and arguments that the student will make in the paper; An explanation of how these hypotheses and arguments revise existing interpretations; 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 proposal will count for 10% of each student’s grade.

**Draft of the Research Paper**

On **April 16** 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 9**. 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 40% of each student’s grade.
### Grading

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<tr>
<td>Class Participation</td>
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<tr>
<td>Weekly assignments</td>
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<tr>
<td>Essay Presentation</td>
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<td>Research Paper Proposal</td>
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<td>Draft of the Research Paper</td>
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<tr>
<td>Final Version of the Research Paper</td>
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### IMPORTANT DATES:

- **RESEARCH PROPOSAL:** 3/12
- **SUBMISSION OF DRAFT:** 4/16
- **SUBMISSION OF PAPER:** 5/9
Teaching Program

Week 1: 1/23/2008

**Gladiators and Roman Society**

Week 2: 1/30/2008

**Research Theme: Gladiators in Literature**

Week 3: 2/6/2008

**Research Theme: Gladiators in Other Types of Evidence**

Week 4: 2/13/2008

**Research theme: Historical Problems**

Week 5: 2/20/2008

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

Questions: What is the evidence for the origins of the gladiatorial games and how should that evidence be evaluated? How important is it to know the origins of the games?

Readings:


Week 6: 2/27/2008
Discussion theme: Constructing the Amphitheater

Questions: In what locations did the Romans stage gladiatorial fights from the third century to the first century BC? What are the reasons that it took the Romans so long to build a permanent stone amphitheater?

Readings:


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.


Week 7: 3/5/2008

Discussion theme: Types of Gladiators

Questions: What types of gladiators did the Romans know? How would you be able to recognize them?

Readings:


Week 8: 3/12/2008

Submission of research paper proposal.
Week 9: 3/26/2008

Meet with instructor individually to discuss research paper.

Discussion theme: Gladiators between Dishonor and Appeal

Questions: What were the reasons that gladiators were considered to be social outcasts, and by whom were they regarded as such? What are the reasons for their popularity?

Readings:


Week 10: 4/2/2008

Discussion theme: Executions as Entertainment

Questions: How are we to interpret the executions taking place in the arena? Do you think they were supposed to be educational or entertaining? Keep in mind the format in which they were staged.

Readings:


Discussion theme: Gladiators and Identity

Questions: What relevant information is provided on gladiators by the evidence from a Roman funerary context? What possible weaknesses do you detect in the use of this type of evidence in order to reconstruct the status of gladiators?

Readings:

Valerie M. Hope, ‘Negotiating Identity and Status: The Gladiators of Roman Nimes’,


Week 11: 4/9/2008

**Discussion theme: Spectators**

Questions: What is the effect of the spectacles in the arena on the spectators, and how do the spectators use the opportunity of being in a large enclosed room? How did that change Roman society?

Readings:


Week 12: 4/16/2008

**Discussion theme: The End of the Gladiatorial Games**

Questions: What type of evidence do we have for the abolition of the gladiatorial games? What were the reasons for ending them?

Reading:


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

**Discussion theme: Gladiators in Hollywood**

Questions: How would you evaluate the Ridley Scott movie Gladiator? Does the film
need to be historically accurate?

Readings:


Monica Cyrino, Big Screen Rome, Malden 2005, 207-57.

Week 14: 4/30/2008

Presentations.

Week 15: 5/7/2008

Presentations.

5/9: Submission of final paper.