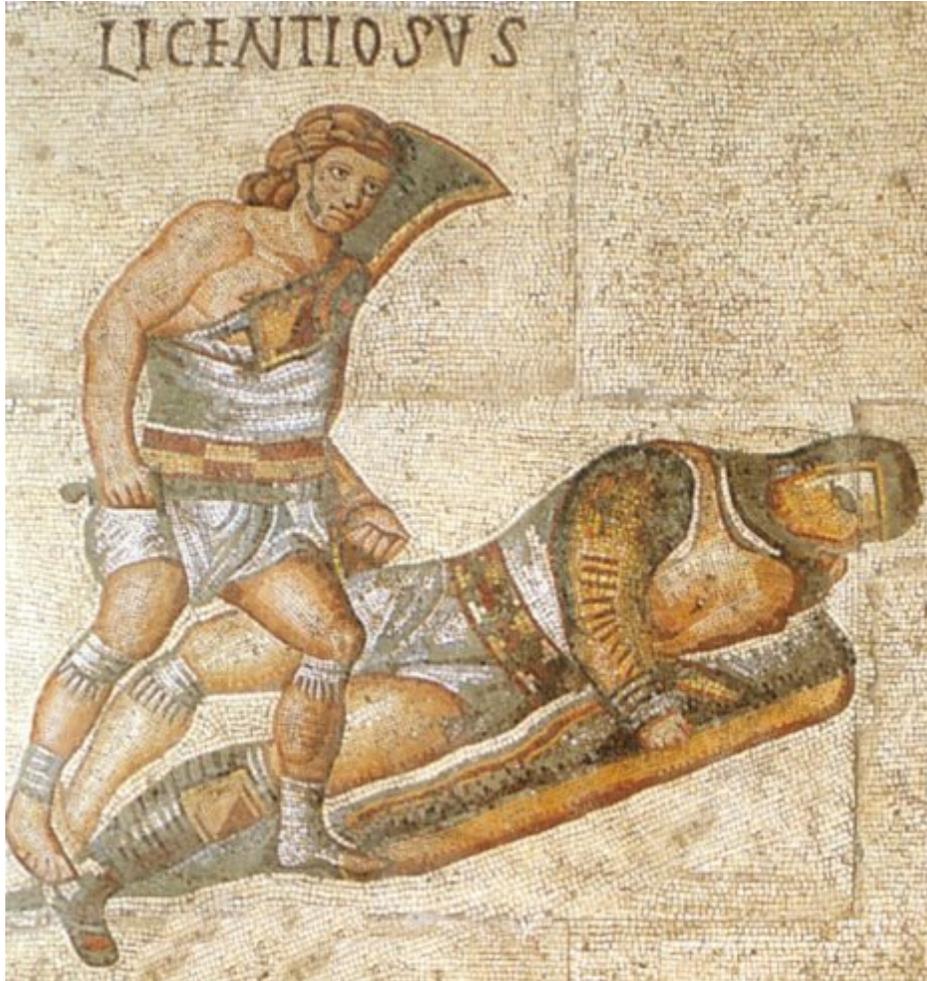


## Gladiators in Rome and the western provinces of the Roman Empire



**Advanced Seminar 600.**

**Spring semester 2006.**

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, 4<sup>th</sup> 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:

Eckart Köhne and Cornelia Ewigleben (eds.), *Gladiators and Caesars: The Power of Spectacle in Ancient Rome*, trans. Ralph Jackson, University of California Press, Berkeley 2000. ISBN 0520227980. \$29.95.

Thomas Wiedemann, *Emperors and Gladiators*, Routledge, New York 1992. ISBN 0415121647. \$36.95.

## Gladiators: bibliography

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

\* Auguet, Roland. *Cruelty and civilization: the Roman games*, London 1994.

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

\*\* Bateman, N. C. W. 'The London amphitheatre: excavations 1987-1996', *Britannia* 28 (1997), 51-85.

Bingham, Sandra Jean. 'Security at the games in the early imperial period', *Echos du monde classique* 18 (1999), 369-379.

Bomgardner, David L. 'A new era for amphitheatre studies', *Journal of Roman Archaeology* 6 (1993), 375-390.

\* Bomgardner, David Lee. *The story of the Roman amphitheatre*, London 2000.

Bradley K. R. 'The significance of the *spectacula* in Suetonius' Caesares', *Rivista Storica dell'Antichità* 11 (1981), 129-137.

\* Brown Shelby. 'Death as decoration: scenes from the arena on Roman domestic mosaics', Amy Richlin (ed.), *Pornography and Representation in Greece and Rome*, Oxford 1991, 180-211.

Cagniard, Pierre F. 'The philosopher and the gladiator', *Classical World* 93 (1999-2000), 607-618.

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

Clavel-Lévêque, Monique *L'empire en jeux: espace symbolique et pratique sociale dans le monde romain*, Paris 1984.

\* Coarelli, Filippo (ed.), *The Colosseum*, Malibu 2001.

\*\* Coleman K. M. 'Fatal charades: Roman executions staged as mythological enactments', *Journal of Roman Studies* 80 (1990), 44-73.

\*\* Coleman, Kathleen M. 'Launching into history: aquatic displays in the Early Empire', *Journal of Roman Studies* 83 (1993), 48-74.

\*\* Coleman, Kathleen M. 'Missio at Halicarnassus', *Harvard Studies in Classical Philology* 100 (2000), 487-500.

\* 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.

Coulston, J. C. N. 'Gladiators and soldiers: personnel and equipment in *ludus* and *castra*', *Journal of Roman Military Equipment Studies* 9 (1998), 1-17.

DeVoe Richard Franklin. *The Christians and the games. The relationship between Christianity and the Roman games from the first through the fifth centuries, A.D.* Texas Techn. Univ. Lubbock, 1987.

\* Edmondson, J. C. 'Dynamic arenas: gladiatorial presentations in the city of Rome and the construction of Roman society during the early empire', W. J. Slater (ed.), *Roman Theater and Society*, Ann Arbor 1996, 69-113.

\* Edwards, Catharine. 'Unspeakable professions: public performance and prostitution in ancient Rome', Judith Hallett and Marilyn B. Skinner (eds.), *Roman Sexualities*, Princeton 1997, 66-95.

Fora, Maurizio. *I munera gladiatoria in Italia: considerazioni sulla loro documentazione epigrafica*, Naples 1996.

Franklin, James L. 'Cn. Alleius Nigidius Maius and the amphitheatre: *munera* and a distinguished career at ancient Pompeii', *Historia* 46 (1997), 434-447.

Frei-Stolba, Regula. 'Le donne e l'arena', *Labeo* 46 (2000), 282-289.

\* Futrell, Alison. *Blood in the arena: the spectacle of Roman power*, Austin 1997.

\* Grant M. *Gladiators*, London 1967.

\*\* Gunderson, Eric T. 'The ideology of the arena', *Classical Antiquity* 15 (1996), 113-151.

\* Hope, Valerie M. 'Negotiating Identity and Status: The Gladiators of Roman Nimes', Joan Berry and Ray Laurence (eds.), *Cultural Identity in the Roman Empire*, London and New York 1998, 179-195.

\* Hope, Valerie 'Fighting for identity: the funerary commemoration of Italian gladiators', Alison Cooley (ed.), *The Epigraphic Landscape*, London 2000, 93-113.

\* Hopkins, Keith 'Murderous Games', Keith Hopkins, *Death and Renewal*, Cambridge 1983, 1-31.

Hopkins, Keith and Mary Beard, *The Colosseum*, Cambridge, Mass. 2005.

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

\* Jacobelli, Luciana *Gladiators at Pompeii*, Los Angeles 2003.

\*\* Levick, Barbara 'The *Senatus Consultum* from Larinum, *Journal of Roman Studies* 73 (1983), 97-115.

Mader, Gottfried 'Blocked eyes and ears: the eloquent gestures at Augustine, Conf. VI, 8, 13', *Antiquité Classique* 69 (2000), 217-220.

\*\*\* Mouratidis, John. 'On the origin of the gladiatorial games', *Nikephoros* 9 (1996), 111-134.

\* Pearson J. *Arena: The story of the Colosseum*, New York 1973.

\* Plass, Paul C. *The game of death in ancient Rome: arena sport and political suicide*, Madison 1995.

Regina, Adriano La (ed.), *Sangue e arena*, Milan 2001.

Sassi, Maria Grazia Mosci *Il linguaggio gladiatorio*, Bologna 1992.

Schäfer, Dorothea. 'Frauen in der Arena', Heinz Bellen and Heinz Heinen (eds.), *Fünfzig Jahre Forschungen zur antiken Sklaverei*, Stuttgart 2001, 243-268.

\*\*\* Scobie Alex. 'Spectator security and comfort at gladiatorial games', *Nikephoros* 1 (1988), 191-243.

Toner, J. P. *Leisure and Ancient Rome*, Cambridge 1995.

Veyne, Paul. 'Païens et chrétiens devant la gladiature', *Melanges de l'école française de Rome* 111 (1999), 883-917.

Vesley, Mark 'Gladiatorial Training for Girls in the *collegia iuvenum* of the Roman Empire', *Echos du monde classique/Classical Views* 17 (1998), 85-93.

Ville, G. *La gladiature en Occident des origins à la mort de Domitien*, Paris and Rome 1981.

\*\* Walters, Jonathan 'Making a spectacle: deviant men, invective, and pleasure', *Arethusa* 31 (1998), 355-367.

Welch, Katherine. 'The Roman arena in late-Republican Italy: a new interpretation', *Journal of Roman Archaeology* 7 (1994), 59-80.

Winkler, Martin (ed.), *Gladiator: Film and History*, Malden, MA, 2004.

\*\*\* Wistrand, Magnus, 'Violence and Entertainment in Seneca the Younger', *Eranos* 88 (1990), 31-46.

\* Wistrand Magnus. *Entertainment and violence in ancient Rome: the attitudes of Roman writers of the first century A. D.*, Göteborg 1992.

## **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**

Class Participation	5%
Primary and Secondary Source Bibliography	5%
Class Presentation	20%
Research Paper Proposal and Topic Outline	10%
Draft of the Research Paper	10%
Final Version of the Research Paper	50%

### **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:

Eckart Köhne and Cornelia Ewigleben (eds.), *Gladiators and Caesars: The Power of Spectacle in Ancient Rome*, Berkeley 2000, 31-74.

Week 3: 2/1/2006

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

Reading:

John Mouratidis, 'On the origin of the gladiatorial games', *Nikephoros* 9 (1996), 111-134.

Thomas Wiedemann, *Emperors and Gladiators*, New York 1992, 30-34.

Eckart Köhne and Cornelia Ewigleben (eds.), *Gladiators and Caesars: The Power of Spectacle in Ancient Rome*, Berkeley 2000, 11-2.

Week 4: 2/8/2006

**Discussion theme: Constructing the Amphitheater**

Reading:

Thomas Wiedemann, *Emperors and Gladiators*, New York 1992, 18-23.

N. C. W. Bateman, 'The London amphitheatre: excavations 1987-1996', *Britannia* 28

(1997), 51-85.

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 5: 2/15/2006

**Research Theme: Gladiators in Literature**

Week 6: 2/22/2006

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

Week 7: 3/1/2006

**Submission of bibliography.**

**Discussion theme: Executions as Entertainment**

Reading:

K. M. Coleman, 'Fatal charades: Roman executions staged as mythological enactments', *Journal of Roman Studies* 80 (1990), 44-73.

Thomas Wiedemann, *Emperors and Gladiators*, New York 1992, 68-92.

Week 8: 3/8/2006

**Submission of research paper proposal.**

**Discussion theme: Other forms of Spectacle**

Reading:

Jonathan Walters, 'Making a spectacle: deviant men, invective, and pleasure', *Arethusa* 31 (1998), 355-367.

Kathleen M. Coleman, 'Launching into history: aquatic displays in the Early Empire', *Journal of Roman Studies* 83 (1993), 48-74.

Week 9: 3/22/2006

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

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

Reading:

Keith Hopkins, *Death and Renewal*, Cambridge 1983, 20-27.

Thomas Wiedemann, *Emperors and Gladiators*, New York 1992, 28-30.

Eckart Köhne and Cornelia Ewigleben (eds.), *Gladiators and Caesars: The Power of Spectacle in Ancient Rome*, Berkeley 2000, 125-140.

Week 10: 3/29/2006

**Discussion theme: Gladiators and Identity**

Reading:

Valerie M. Hope, 'Negotiating Identity and Status: The Gladiators of Roman Nimes', Joan Berry and Ray Laurence (eds.), *Cultural Identity in the Roman Empire*, London and New York 1998, 179-195.

Valerie M. Hope, 'Fighting for identity: the funerary commemoration of Italian gladiators', Alison Cooley (ed.), *The Epigraphic Landscape*, London 2000, 93-113.

Week 11: 4/5/2006

**Discussion theme: Spectators**

Reading:

Scobie Alex. 'Spectator security and comfort at gladiatorial games', *Nikephoros* 1 (1988), 191-243.

Magnus Wistrand, 'Violence and Entertainment in Seneca the Younger', *Eranos* 88 (1990), 31-46.

Week 12: 4/12/2006

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

Reading:

Thomas Wiedemann, *Emperors and Gladiators*, New York 1992, 128-165.

Week 13: 4/19/2006

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

**Discussion theme: Gladiators in Hollywood**

Reading:

Martin M. Winkler, 'Gladiator and the Traditions of Historical Cinema', Martin Winkler (ed.), *Gladiator: Film and History*, Malden, MA, 2004, 16-31.

Week 14: 4/26/2006

Presentations.

Week 15: 5/3/2006

Presentations.

**Submission of final paper.**