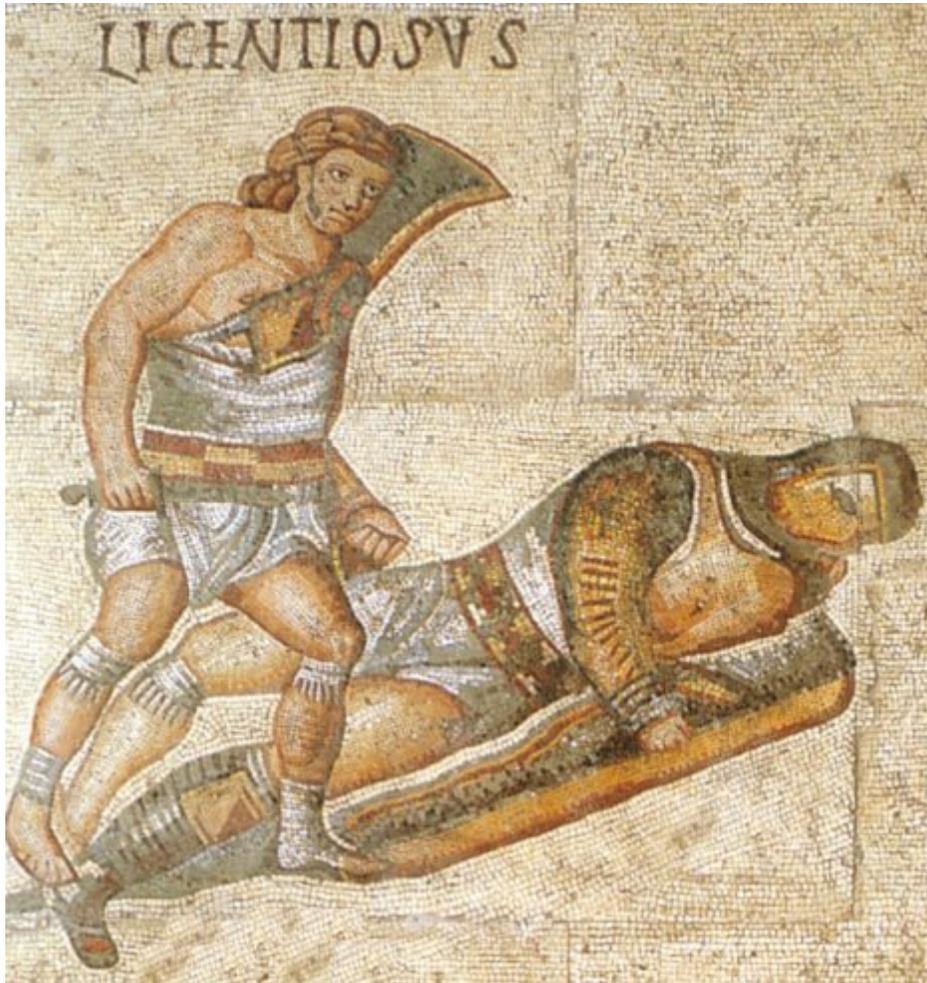


Gladiators in Rome and the western provinces of the Roman Empire



Advanced Seminar 600.

Spring semester 2008.

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:

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 JSTOR.

*** = available as Xerox copy.

** Africa, Thomas W. 'Urban Violence in Ancient Rome', *Journal of Interdisciplinary History* 2 (1971), 3-21.

* 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 (available on reserve in Chazen Art Museum Library).

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.

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

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.

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.

* Kyle, Donald G. *Spectacles of Death in Ancient Rome*, London and New York 1998.

** 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.

* Meijer, Fik *The Gladiators: History's Most Deadly Sport*, New York 2005.

*** 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'ecole francaise 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.

Welch, Katherine *The Roman Amphitheatre: From its Origins to the Colosseum*, New York and Cambridge 2007 (available on reserve in Chazen Art Museum Library).

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 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	
Class Participation	10%
Weekly assignments	20%
Essay Presentation	10%
Research Paper Proposal	10%
Draft of the Research Paper	10%
Final Version of the Research Paper	40%

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:

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

Katherine Welch, *The Roman Amphitheatre: From its Origins to the Colosseum*, New York and Cambridge 2007, 11-18.

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 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:

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

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.

Katherine Welch, *The Roman Amphitheatre: From its Origins to the Colosseum*, New York and Cambridge 2007, 30-72.

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:

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

Fik Meijer, *The Gladiators: History's Most Deadly Sport*, New York 2005, 86-96.

Week 8: 3/12/2008

Submission of research paper proposal.

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:

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 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:

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

Donald Kyle, *Spectacles of Death in Ancient Rome*, New York and London 1998, 79-91.

Thomas Wiedemann, *Emperors and Gladiators*, New York 1992, 28-30; 102-127.

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

Week 10: 4/2/2008

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',

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: 4/9/2008

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:

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.

Thomas W. Africa, 'Urban Violence in Ancient Rome', *Journal of Interdisciplinary History* 2 (1971), 3-21.

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:

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

Week 13: 4/23/2008

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:

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

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.