

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number CLASSIC 98T
 Course Title The Lives of Slaves in the Ancient Roman World
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

Students will use literary texts, as well as historical documents and other artifacts to investigate the nature of Roman slavery, its relationship with other aspects of Roman culture (citizenship, family, gender roles, etc.), and its place in a larger history of slavery and slaves.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Grace Gillies (Teaching Fellow, Instructor) // Amy Richlin (Instructor of Record)

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

	2013-2014	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2014-2015	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2015-2016	Fall	_____	Winter	_____	Spring	<u>X</u>
		Enrollment	_____	Enrollment	_____	Enrollment	<u>15</u>

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

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| <input type="checkbox"/> General Knowledge | Readings and discussion include introductions to theories and methodologies for how to read slaves in ancient texts, and examples of their application. |
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| <input type="checkbox"/> Integrative Learning | Each week focuses on a different kind of text and approach to recovering the lives of slaves. These must be compared and used together in order to get a better sense of the experiences of slaves. |
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| <input type="checkbox"/> Ethical Implications | The study of slavery in Classics is fraught. Students will be asked to consider why this is, and what it reveals about the differing theories on what the study of history should be. |
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| <input type="checkbox"/> Cultural Diversity | As part of the pan-Mediterranean slave trade, Roman slavery encompassed people from a number of cultures. Roman concepts of race, gender, and sexuality are also different from our own, and will be frequent discussion topics. |
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| <input type="checkbox"/> Critical Thinking | The seminar is discussion-based, and focuses almost entirely on the critical reading of primary and secondary sources. |
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| <input type="checkbox"/> Rhetorical Effectiveness | Assignments of presentations and papers will emphasize rhetorical effectiveness. Students will have the chance to judge other examples of arguments in discussion of secondary readings. |
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| <input type="checkbox"/> Problem-solving | Slaves' perspectives are represented only rarely or indirectly in the evidence that we have. The primary goal of this course is to find ways to approach this problem, and solve it as much as possible. |
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| <input type="checkbox"/> Library & Information Literacy | Students will conduct their own research project through a series of smaller assignments, which include meetings with the instructor and frequent feedback. |
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(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

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|---|----------|---------|
| 1. Lecture: | _____ | (hours) |
| 2. Discussion Section: | 3 | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|----------|---------|
| 1. General Review & Preparation: | 1 | (hours) |
| 2. Reading | 5 | (hours) |
| 3. Group Projects: | _____ | (hours) |
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | _____ | (hours) |
| 6. Written Assignments: | 4 | (hours) |
| 7. Research Activity: | 2 | (hours) |

(B) TOTAL Out-of-class time per week **12** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

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The Lives of Slaves in the Roman World
 Room, Day/Time

Slavery was an essential and ubiquitous part of ancient Roman society, and understanding the ways in which the system of slavery functioned are essential to understanding the global history of slavery. Rather than focusing solely on the system of slavery, however, this course will emphasize slaves' perspectives. These can be difficult to find in the written record, but there is both evidence that is often passed over in studies of the ancient world, and ways to read against dominant texts for the perspectives of slaves. In this course, we will discuss the different kinds of evidence that can be used to reconstruct slaves' lived experiences.

Students will (1) discuss Rome as a slave society; (2) historically and culturally contextualize ancient sources on slavery in the Roman world; (3) confront the difficulties in recovering slave subjectivity in ancient sources concerning slaves and slavery; (4) practice critical reading and active engagement with the text; to form unique perspectives on these texts and share them productively in group discussions; (5) be aware of the ways in which our personal and cultural contexts affect the way we learn about slavery in the ancient world; and (6) master the techniques of academic research and formal writing in a research paper.

Required Texts:

- Apuleius, trans. E. J. Kenney. *The Golden Ass*.
- Petronius, trans. P. G. Walsh. *The Satyricon*.
- Plautus, trans. Amy Richlin. *Rome and the Mysterious Orient: Three Plays by Plautus, translated with introduction and notes*.
- Shaw, Brent. *Spartacus and the Slave Wars: A Brief History with Documents*.

All other readings will be available as PDFs on the website.

Grading Breakdown:

Class Activities: 35%

Class Participation: 15%

Reading Presentation: 10%

Short Paper: 10%

Research Project: 65%

Close reading assignment (Week 3): 5%

Meeting to discuss your final project (Weeks 3-4): 5%

One page project overview (Week 5): 5%

Annotated Bibliography (Week 6): 5%

Draft (Week 8): 10%

Presentation (Week 10): 10%

Final paper (Finals Week): 25%

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Class Participation

Come to class with the readings in hand, and prepared to discuss them: their main points, sites of overlap and disagreement, their terminology, methodology, and evidence. What are the strengths and weaknesses of their arguments? Mark important parts of the text as you come across them, and be able to refer to them in class. If there are parts of either the primary or secondary sources that you confused you, come to class prepared to ask about them as well.

Every student is expected to contribute. This means not just speaking but sharing your understanding of the readings for the day and engaging with your peers in discussion. If there is a reason you feel it is particularly difficult for you to contribute in class, please talk to me and we will find another way for you to participate. I will also be focusing on your improvement over time, rather than expecting you to do it perfectly from the beginning.

This seminar has a small student cap and meets only once a week. Attendance is essential, and only a serious emergency will excuse a student from class. More than two missed classes will result in a failure of the course.

Close Reading Assignment

This will be a short (**2-3 page**) analysis of a passage from one of the plays we read in the first two weeks of class. It is meant to be a first practice in close reading of a primary source, which will make up a large part of your final project. We will do and discuss close readings in class, and again, I am not expecting you to do them perfectly from the beginning. The important thing is to use the feedback from this assignment to shape your discussions and larger project later in the quarter.

Reading Presentation with Short Paper

In the first week of class, you will sign up to do two presentations, about **5-7 minutes**, on the secondary readings from the syllabus. One or two students will do a presentation each week. A presentation on the reading should include not only the author's argument and evidence, but also your reading of this source: your analysis of the argument's strengths and weakness, how the reading relates to the themes of the course, to other secondary readings we've done, and how it could be applied to the primary sources we've read for that session. The presentation should be followed by questions for the class for discussion. This presentation should be accompanied by a short paper, approximately **4 pages**, that applies this reading to one of the primary sources for the day. The presentation and paper will be graded separately.

The Final Paper

The final paper should be **15-17 pages** and will be based on analysis of both primary and secondary sources. The course is only ten weeks, so you should be thinking about your topic from the beginning. I have arranged for individual meetings to discuss your topic early on in the course, but would be happy to discuss it with you before that. There are several other stages to writing the paper, including an annotated bibliography, and a **draft (8-10 pages)**. In the final week, you will give your paper as a presentation, with a handout and bibliography, before you hand in your final draft during finals week.

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Academic Integrity

All assignments must conform to UCLA's academic integrity policy. Violations will be reported to the Dean of Students for investigation. If you are having trouble with an assignment, please talk to me!

Readings should be completed for the week they are listed.

Schedule:

Week 1 Introduction: defining slavery in the ancient world

Introduction to the course, syllabus, and your peers; discussion of final project and assignment of presentations. Why does the study of slavery matter? How does our personal and cultural background influence us as scholars of slavery?

- duBois, Page. "Introduction." In *Slaves and Other Objects*.
- Finley, M. I. *Ancient Slavery and Modern Ideology*. [excerpts]

Week 2 Sources, Sale, and Treatment of Slaves: Law

Laws concerning sale, treatment, and manumission of slaves.

- Bradley, Keith. "The Slave Family." In *Slaves and Masters in the Roman Empire: A Study in Social Control*.
- Patterson, Orlando. "Authority, Alienation, and Social Death." In *Slavery and Social Death*.

Week 3 Slavery and Theater [CLOSE READING ASSIGNMENT DUE]

Plautus, trans. Amy Richlin. *Persa*.

- Marshall, C. W. "Sex Slaves in New Comedy."
- McCarthy, Kathleen. "The Crowded House." In *Slaves, Masters, and the Art of Authority in Plautine Comedy*.
- Richlin, Amy. "Talking to Slaves in the Plautine Audience."

Week 4 Slave Revolts and Runaways

Diodorus Siculus on the Slave Revolts, via Brent Shaw. *Spartacus and the Slave Wars*.

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- Morton, Peter. "Eunus the Cowardly King."
- Urbainczyk, Theresa. "Sympathy for the Slaves: Diodorus Siculus." In *Slave Revolts in Antiquity*.
- Forsdyke, Sara. "Slaves Tell Tales: The Culture of Subordinate Groups in Ancient Greece." In *Slaves Tell Tales: And Other Episodes in the Politics of Popular Culture in Ancient Greece*.

Week 5 **Invective: Horace, Juvenal, Martial, graffiti [PROJECT OVERVIEW DUE]**

Horace *Satires* 1.6; Juvenal *Satires* 1, 2, 3, 6; selected epigrams from Martial; select graffiti.

- Levin-Richardson, Sarah. "Fututa sum hic: female subjectivity and agency in Pompeiian sexual graffiti."
- Shumate, Nancy. "Them and Us: Constructing Romanness in the Satires of Juvenal." In *Nation, Empire, Decline: Studies in Rhetorical Continuity from the Romans to the Modern Era*.

Week 6 **The Archaeology of Slavery [ANNOTATED BIBLIOGRAPHY DUE]**

- Clarke, John. "Who's Laughing? Modern Scholars and Ancient Viewers in Class Conflict." In *Looking at Laughter*.
- Joshel, Sandra and Laurel Peterson. "Introduction" & "Slaves in the City Streets." In *The Material Life of Roman Slaves*.
- Thompson, F. Hugh. "Slaves in Corn- and Weaving Mills and their use in Lifting Devices." In *The Archaeology of Greek and Roman Slavery*.

Week 7 **Slavery and the Novel: Apuleius**

Apuleius, *The Golden Ass*. Selections from books 6-10.

- Bradley, Keith. "Animalizing the Slave: The Truth in Fiction." In *Apuleius and Antonine Rome: Historical Essays*.

Week 8 **Slavery and the Novel II: Petronius [DRAFT DUE]**

Excerpts from the *Satyricon*: Dinner of Trimalchio.

No secondary reading for today, so you will have more time to work on your draft.

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Week 9 **The Archaeology of Freedmen**

Imagery and inscriptions from tombs of freedmen.

- Mouritsen, Henrik. "Being a Roman freedman: the identity and experiences of former slaves." In *The Freedman in the Roman World*.
- Peterson, Laurel. "Memory Making in the Funerary Realm: The Tomb of the Baker in Rome." In *The Freedman in Roman Art and Art History*.

You will receive your draft comments back today.

Week 10 **Final Presentations**

No readings for today, as you will be presenting. We will be doing teacher evaluations at the end of this class.

Reading List

- Apuleius, trans. E. J. Kenney. *The Golden Ass*.
- Bradley, Keith. "Animalizing the Slave: The Truth in Fiction." In *Apuleius and Antonine Rome: Historical Essays*.
- Bradley, Keith. "The Slave Family." In *Slaves and Masters in the Roman Empire: A Study in Social Control*.
- Clarke, John. "Who's Laughing? Modern Scholars and Ancient Viewers in Class Conflict." In *Looking at Laughter*.
- duBois, Page. "Introduction." In *Slaves and Other Objects*.
- Finley, M. I. *Ancient Slavery and Modern Ideology*.
- Forsdyke, Sara. "Slaves Tell Tales: The Culture of Subordinate Groups in Ancient Greece." In *Slaves Tell Tales: And Other Episodes in the Politics of Popular Culture in Ancient Greece*.
- Horace *Satires* 1.6.
- Joshel, Sandra and Laurel Peterson. "Introduction" & "Slaves in the City Streets." In *The Material Life of Roman Slaves*.
- Juvenal *Satires* 1, 2, 3, 6 Marshall, C. W. "Sex Slaves in New Comedy."
- Levin-Richardson, Sarah. "*Fututa sum hic*: female subjectivity and agency in Pompeian sexual graffiti."
- Selected epigrams from Martial
- McCarthy, Kathleen. "The Crowded House." In *Slaves, Masters, and the Art of Authority in Plautine Comedy*.
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- Patterson, Orlando. "Authority, Alienation, and Social Death." In *Slavery and Social Death*.

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- Petronius, trans. P. G. Walsh. *The Satyricon*.
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- Richlin, Amy. "Talking to Slaves in the Plautine Audience."
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- Urbainczyk, Theresa. "Sympathy for the Slaves: Diodorus Siculus." In *Slave Revolts in Antiquity*.



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New Course Proposal

Classics 98T

The Lives of Slaves in the Ancient Roman World

Course Number Classics 98T

Title The Lives of Slaves in the Ancient Roman World

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Course Description Slavery was an essential and ubiquitous part of ancient Roman society, but slaves' perspectives are hard to recover. In this class we will analyze the sources and methods for recovering the lived experiences of slaves from the Roman world.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Gillies_syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor AMy Richlin is the faculty mentor for this course

Grading Structure 35% class activities; 65% research project

Effective Date Spring 2016

Discontinue Date Summer 1 2016

<u>Instructor</u>	Name	Title
	Grace Gillies	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Classics

<u>Contact</u>	Name	E-mail
	MICHELLE CHEN	mchen@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: FEC Chair or Designee - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Pending Action

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 6/26/2015 2:32:19 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, chair of the CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 6/26/2015 10:21:37 AM

Comments: Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 206-7045