**CLST 360E: UnRoman Romans: Bandits, exiles, sex workers, witches, and other outsiders in the Roman empire**

*Not everyone could be an ideal Roman. Not everyone wanted to be an ideal Roman . This course will look at those who couldn’t – or wouldn’t – fit into the traditional mould from bandits to political exiles to witches and beyond, piecing together an alternative picture of Roman society from the perspective of its outsiders.*

Instructor: Siobhán McElduff

Email: [siobhan.mcelduff@ubc.ca](mailto:siobhan.mcelduff@ubc.ca)

Office: Buchanan C210

Tuesday, Thursday 2-3.30, Hennings 304

Office hours: Tuesday 11.30-12.30; Thursday 12-1

Content warning: The material we will be reading and discussing in this class deals with a number of difficult topics from racism to sexual violence to all the awful things you can imagine people doing to other people who are even slightly different to them. Unfortunately, it’s also impossible to avoid this material and do any justice to the topics we need to talk about. If at any point you have concerns about any particular lecture or assigned reading, please do come and talk to me in advance. I will try and warn of anything particularly disturbing before it is assigned as reading as much as possible.

**Required texts:**

Kennedy et al. 2013. *Race and Ethnicity in the Classical World: An Anthology of Primary Sources in Translation.* Hackett Publishing Company. Readings from this are listed as *Race and Ethnicity,* followed by page numbers and reading numbers (some readings start halfway down a page, so be careful to start at the right place)

We will also be reading a number of other ancient sources which will be posted on the blog for the course both in individual sections and as a reader. These are listed as ‘Course reader’ below.

**Class Schedule**

You will notice this class schedule does not list specific topics after the midterm; this is because after then we will focus on topics that we determine we are interested in exploring as s group, as I have reluctantly realized we cannot cover everything.

Class 1, Thursday, January 3rd: Introduction: Introduction to course and expectations; our assignments, the reader and other important information

Class 2, Tuesday, January 8: How power worked in Rome. Stigma in Roman society: language, terminology, and structure

Reading: Course reader: start reading ‘Dress, posture, and self-presentation’

Class 3: Thursday, January 10: Crisis points in ancient Rome and why they matter

Reading: Course reader: keep reading ‘Dress, posture, and self-presentation’

Class 4: Tuesday, January 15: The ideal Roman man and woman: clothing, behaviour, walking, talking and more

Reading: Course reader: by this point you should have finished reading ‘Dress, posture, and self-presentation’; you may also want to read the readings in the section on sexuality which talk about dress and bearing. (I will be referring to some of these in class.)

Class 5: Thursday, January 17: Becoming unRoman: exiles and others

Reading: Course reader: ‘Exiles and self-exiles’

*Race and Ethnicity;* Ovid in Tomis page 334-335 (reading 12);

Class 6: Tuesday January 22: Bandits and pirates: societies, structures, and members

Reading: Course reader: ‘Bandits and Pirates’

**Assignment I due**

Class 7, Thursday January 24: The Roman view of the world; limits and extent of Roman knowledge

Reading: *Race and Ethnicity,* pages 44-52 (readings 7-14: Roman theories of environment and race); pages 89-95, 96-101, 103-109 (readings 5-11, 13, 17: the extent of Roman knowledge of the world); pages 294-297(reading 5 & 6; China): pages 265-271 (reading 2-5; Arabia)

Class 8: Tuesday, January 29: Being unRoman in Rome: immigrant groups

Reading ‘Immigrants in Rome’

Race and Ethnicity page 31 (reading 11); reading 14 page 101

Class 8: Thursday, January 31: Being unRoman in Rome: immigrant groups

Reading *Race and Ethnicity:* Jewish immigrants in Rome (page 251-252, page 256-258 (reading 9-10; 13-17); Judea and the Jewish people: page 243-50, 252-6, 258-260 (reading 1-8, 11-12, 18-19)

Class 9: Tuesday, February 5: UnRoman religions in Rome: Cybele, the Galli, Isis, and other Eastern religions

Reading: Course reader: ‘New Religions in Rome’

Class 10: Thursday, February 7: Entertainers I: the stage and private entertainment

Course reader: ‘Entertainers I: the stage and private entertainment’

Class 11: Tuesday, February 12: Entertainers II: athletes: charioteers, gladiators, and others

Course reader: Entertainers II: athletes: charioteers, gladiators, and others

Class 12: February 14: **Midterm**

**February 18-22 Midterm break**

Class 13: Tuesday, February 26:

**Assignment II due**

Class 14: Thursday, February 28:

Class 15: Tuesday, March 5:

Class 16: Thursday, March 7:

Class 17: Tuesday, March 12:

Class 18: Thursday, March 14:

Class 19: Tuesday, March 19:

Class 20: Thursday, March 21

Class 21: Tuesday, March 26

Class 22: Thursday, March 28

Class 23: Tuesday, April 2

Class 24: Thursday, April 4: **Last day of classes. Assignment III is due.**

Grades and assignments:

Assignment I: 10%

Assignment II: 20%

Assignment III: 30%

Midterm: 20%

Class participation: 10%

Glossary term(s): 5%

Bibliographical recommendation(s): 5%

**Assignments:** I discovered when planning this course that while there is an increasing amount of scholarly discussions of this material, the same is not true for primary – ancient material - from the societies and peoples we will be talking about. So I went ahead and ordered one useful collection on race and ethnicity. and then gathered, as best as I could, primary sources on a range of topics. But it is not satisfactory, as you will see from working with it. So our aim in this class is to work on assignments that will help us – as a class – create a much better selection of sources and introductory material that will be made available publicly not just to UBC students but to students elsewhere, through OpenCampus BC.

What you create will become part of an open textbook that will be published as an open education resource, and submitted to the BC Ministry of Education for peer review and inclusion in their collection. This means your assignment for this class, if accepted and forwarded with the collection will count as a publication on your CV.

The three main assignments and the midterm are meant to work together towards your final project. It doesn’t mean that you completely locked into what you originally decide to do, but your choice of topic, group, theme, period, etc. should be probably carefully considered, and not randomly chosen at whim, as moving entirely from one topic to another will give you extra work.

**Assignment I:** Select the group or theme you want to talk about. In your own words describe that group, theme, etc., and say what you think connects them as group. Then talk about what **you** want to achieve and why it would be useful for other students. More details on assignment sheet available online. I will write a response to your project laying out further steps for assignment II; if you wish to you may open it to peer review for comments from other students. **500 words. Due date**

**Assignment II 20%:** Draft/outline of your project. This will lay out more formally what you will be doing and include a sample of the material that you will be contributing to the sourcebook. 800-1000 words.

**Assignment III 30%:** This will be your contribution to the reader. The structure and length of this will be variable depending on the project. Although this will have been sketched out after assignment I, it will be finalized after Assignment II.

**Glossary Item(s) 5%:** 75-100 words. Add a glossary item(s) from your research to the reader. This could be anything from a miniature biography for a historical figure or writer or explanation of a term like ‘aedile’ or ‘Salian priests’. Do not use Wikipedia. It’s generally rather terrible for this sort of material and you’re much better using your own work and the *Oxford Classical Dictionary* (which is also online!) than it.

**Bibliographic recommendation(s) 5%:** Recommend an article(s) or book for other students. This should be about 100-150 words, describe very briefly the relevant content, and discuss what in particular about it is useful, and explain what level of and types knowledge it requires of the reader.