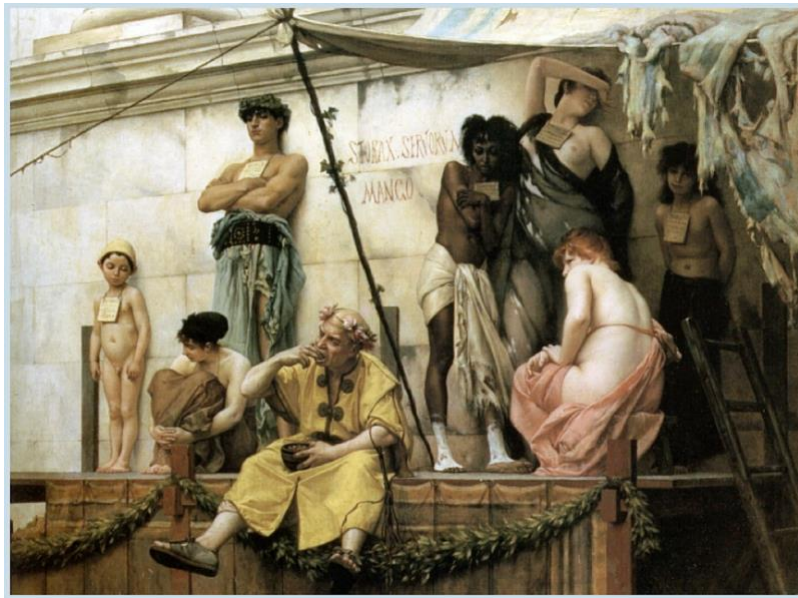


DEPARTMENT OF CLASSICAL STUDIES COURSE OUTLINE:
Classical Studies 3904G
SLAVERY AND SLAVE LAW IN ANCIENT GREECE AND ROME
WINTER 2025



INSTRUCTOR: Dr. K. Olson (kolson2@uwo.ca)

OFFICE: Lawson Hall 3227 (661-2111 x 84525)

OFFICE HOURS: in person, Mondays, 4:00-5:00 PM or by appointment

REQUIRED TEXTS:

1. Peter Hunt, *Ancient Greek and Roman Slavery* (Wiley-Blackwell, 2017) = **Hunt**
2. Thomas Wiedemann, *Greek and Roman Slavery* (Routledge, 1981). = **Wiedemann**
3. In addition, there are a variety of book chapters and journal articles I will ask you to read. These vary from week to week. See the 'course readings' button on the OWL site. These readings include some from the online *Cambridge World History of Slavery* (= **CWH**)

COURSE OBJECTIVES The object of this course is to explore various aspects of slavery in the law of ancient Greece and Rome, as well as in ancient society more generally. Among the topics studied will be: Greece and Rome as slave societies, the sources of slaves, the labor and services an enslaved person provided, modes of release from slavery, slavery as a social and economic class, resistance to and rebellion against slavery, problems of management and

control, and slavery and Christianity. We will focus closely on original sources on Greek and Roman slavery and the law, discuss the relationship between law and reality, and attempt to understand the ways in which the holding of enslaved persons affected values and attitudes in antiquity.

LEARNING OBJECTIVES:

On successful completion of this course students are expected to be able to:

- have acquired a knowledge of various kinds of slavery and slave law in antiquity
- address the possible symbolism and meaning of content/subject matter in accounts of ancient slavery within its specific and larger social/historical context
- to understand the important contribution legal evidence makes in examining and reconstructing the social history of ancient Greece and Rome
- read, comprehend, and sum up ancient literary sources in translation concerning ancient slavery

LEARNING OUTCOMES/TRANSFERABLE SKILLS:

Students completing this course are expected to have acquired:

- an understanding of the importance of historical perspective, and how social norms and customs and the construction of slavery and law is a product of time, events and context
- a developed understanding of the limits of primary evidence as actual historical fact
- strong writing, research, analytical, critical thinking, and problem-solving skills

GRADES:

- | | |
|--|-----|
| • Essay topic, annotated bibliography, first draft | 5% |
| • Essay | 25% |
| • One in-class exam** | 30% |
| • Final exam (scheduled by the Registrar) | 40% |

**Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to make up this work by a make-up exam.

IMPORTANT POLICIES:

Note from the Dean of Arts and Humanities

You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees.

These decisions cannot be appealed.

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at:

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

Accommodation Policies

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

You may not use a generative AI program in the preparation of your essay bibliography OR to create a final draft of your essay. You MAY use it to create a first draft of your essay.

Academic Counselling

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Accessible Education

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at http://academicsupport.uwo.ca/accessible_education/index.html if you have any questions regarding accommodations.

Learning Development and Success

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

NOTES TO STUDENTS:

1. Those who miss classes or parts of classes remain responsible for the material they have missed. I will not review the contents of lectures or repeat announcements for those who arrive late or miss classes. I post **very** basic powerpoints on OWL, but class attendance is still **essential** to understand the details of the lecture.
2. The final grade is calculated on the basis of your performance on the tests, the essay, and final examination **only**. **You cannot do an extra assignment to make up for a poor performance on a test or the final examination.** Nor can I re-weight grades unless I hear from your academic counsellor.
3. If a lecture and its readings appears on the syllabus, **that lecture and readings will appear on the midterm and final exam**, regardless of whether the lecture is given in-person, uploaded as a document to our OWL site, or recorded and uploaded to the OWL site.

ESSAYS AND EXAMS:

The in-class exam and the final exam are designed to test the students' visual memory, knowledge of textbook reading, and lectures. The essay (8 -10 pages/2400-3000 words) will be written on a topic of the students' own choosing (please consult me or see the list of essay topics on OWL) and is due anytime **FRIDAY MAR 28 – FRIDAY APR 4**. After Apr 4th, late essays will be penalized at the rate of **5%** per day.

You may not use a generative AI program in the preparation of your essay bibliography OR to create a final draft of your essay. You MAY use it to create a first draft of your essay.

****For exam and essay formats, please see our OWL site.**

****Please note the Wiedemann numbers are **passage numbers**, not page numbers**

UNIT ONE: SLAVERY IN GREEK LAW AND SOCIETY

Jan 6: Introduction; goals and themes of the course

Jan 8: Sources for Greek law; Athens as a slave society

Reading:

- Hunt 1-7, 17-29
- P. Cartledge, "Greek civilization and slavery," in *Classics in Progress*, ed. T. P. Wiseman (OUP 2002), pp. 247-262
- M. I. Finley, "The emergence of a slave society," in B. Shaw, ed. *Moses I. Finley: Ancient Slavery and Modern Ideology* (Markus Wiener Publishers, 1998), pp. 135-160
- Wiedemann #16, 80

Jan 10: Definitions and problems

Reading:

- B&V passages 1.1-1.10

Jan 13: Barbarians and 'natural slaves'

Reading:

- Hunt 191-7
- Wiedemann #2, #16

Jan 15: The slave system at Athens

Reading:

- Hunt 49-54, 59-61, 67-75

Jan 17 The Spartan helots and others

Reading: Wiedemann #15

Jan 20: Enslaved persons in classical Athens: numbers, origins, and economic functions

Reading:

- Hunt 31-40;
- Rihill ("Classical Athens," *CWH* online)
- P. Cartledge, "The political economy of Greek slavery," in P. Cartledge, E. Cohen and L. Foxhall. *Money, labour and Land: Approaches to the economies of ancient Greece* (Routledge 2002), pp. 156-66
- M. Jameson, "On Paul Cartledge, 'The political economy of Greek slavery,'" in P. Cartledge, E. Cohen and L. Foxhall. *Money, labour and Land: Approaches to the economies of ancient Greece* (Routledge 2002): pp. 167-74
- E. Wood, "Slavery and the peasant-citizen," in *Peasant-Citizen and Slave: The Foundations of Athenian Democracy* (Verso 1988): pp. 42-80
- Wiedemann # 85-87, 89-91, 97, 101-103, 140, 158-161, 211

Jan 22: Enslaved persons in classical Athens con't: treatment and manumission

Reading:

- Hunt 83-91, 123-128, 173-180
- Wiedemann #22-27, 57, 80, 134, 139, 206

Jan 24: Torture and protection

Reading:

- Gagarin, M. 1996. The torture of slaves in Athenian law. *Classical Philology* 91: 1-18.
- Wiedemann #74, 177, 181-83, 193

Jan 27: Resistance, flight, and revolt

Reading:

- McKeown ("Resistance among chattel slaves," *CWH* online)
- Hunt 91-92, 137-141, 155-161
- Wiedemann #184, 200, 222-223

Jan 29: Slavery and the Greek family/associated ideologies /sexual agency

Reading:

- M. Golden ("Slavery and the Greek family," *CWH* online)
- Hunt 99-111
- J. Porter, 2021. "The sexual agency of slaves in classical Athens," in D. Kamen and C. Marshall (eds) *Slavery and Sexuality in Classical Antiquity*. Univ. Of Wisconsin Press: 89-103.

UNIT TWO: SLAVERY IN ROMAN LAW AND SOCIETY

Jan 31: Sources for Roman law

Reading:

- Hunt 9-15

Feb 3: The origins of large-scale slavery; numbers; sources of enslaved persons

Reading:

- Hunt 40-48, 54-59, 61-65
- Wiedemann #82, 92, 93 (numbers), 126, 141, 235, 124, 175 (*vernae*); 4, 69, 107 (piracy), 110 (kidnapping), 113, 114, 117, 118, 119 (captives); 98, 108 (trade)

Feb 5: Numbers and sources of enslaved persons con't

Feb 7: Dress, food, and shelter I

Reading:

- K. R. Bradley, "Quality of life," in *Slavery and Society at Rome* (Cambridge Univ. Press, 1994): pp. 81-106
- Wiedemann #65 (dress of slaves)

Feb 10: IN-CLASS MIDTERM**

**Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to make up this work by a make-up exam.

Feb 12 (**essay topics due): Dress, food, and shelter II

Feb 14: The enslaved person as thing

Reading: Wiedemann #1, 4, 5, 8

FEB 17-21: READING WEEK. NO CLASSES.

Feb 24: The law of delict/slave crime

Reading:

- A. Watson, "The slave as man: non-commercial relations," in *Roman Slave Law* (Johns Hopkins 1987): pp. 67-89

Feb 26: The law of delict/slave crime con't

Feb 28: Sales of enslaved persons

Reading: Wiedemann #13, 14, 50, 98-100, 104, 105, 108, 150, 194

Mar 3: Commercial relations; occupations; the slave economy

Reading:

- A. Watson, "The slave as man: contracts and the *peculium*," in *Roman Slave Law* (Johns Hopkins 1987): pp. 90-101
- Hunt 75-82, 92-98

Mar 5: (**annotated bibliographies due): Acquisitions through enslaved persons

Reading:

- A. Watson, "The master's acquisitions through slaves," in *Roman Slave Law* (Johns Hopkins 1987): pp. 102-114

Mar 7: System of rewards

Reading: Wiedemann #201-204, 208

Mar 10: System of punishments

Reading: Wiedemann, #185, 187, 190, 191 (mill workers), 192 (mine workers), 196, 197, 198, 199, 201-202 (treatment of slaves and their occupations by Cato), 203-204 (abandoning sick slaves) 208 (Cicero on behaving justly to a slave)

Mar 12: Ordinary slave resistance I**Reading:**

- K. R. Bradley (“Resisting slavery at Rome,” *CWH* online)
- Hunt 141-144, 145-154
- Wiedemann #209 (Larcus Macedo), 210 (slave sorcerer), 212, 213 (fugitivism), 216, 218 (fugitivism) 219-221 (slave collars), 226 (slave appeals)
-

Mar 14: Ordinary slave resistance II**Mar 17:** Resisting slavery: the Sicilian slave wars**Reading:**

- Hunt 161-172
- Wiedemann #229, 230

Mar 19: Resisting slavery: Spartacus**Reading:**

- K. R. Bradley, “The slave war of Spartacus,” in *Slavery and Rebellion in the Roman World, 140 B.C.-70 B.C.* (Indiana University Press, 1989): pp. 83-101
- K. R. Bradley, “The maintenance of rebellion,” in *Slavery and Rebellion in the Roman World, 140 B.C.-70 B.C.* (Indiana University Press, 1989): pp. 102-126
- Wiedemann #231-234

Mar 21: Dangerous or disloyal slaves; slave loyalty and good deeds**Reading:**

- K. R. Bradley, “Loyalty and obedience,” in *Slaves and Masters in the Roman Empire: A Study in Social Control* (Latomus 1984): pp. 21-45
- Hunt 181-190
- Wiedemann #39 (barred from a family tomb), 76 (an arsonist), 83 (slave theft), 155 (slave who destroys property); #59 (slave desertions during civil war), 68 (slave who has entered the Senate), 69 (conditions under which a slave receives freedom), 77 (slave betrays master), 239 (Seneca on slaves’ good deeds), 243 (good qualities of a slave)

Mar 24 The *SC Silanianum*

Reading: Wiedemann #180 (*SC Silanianum*)

Mar 26: Family and sexuality I**Reading:**

- J. Edmondson (“Slavery and the Roman family,” *CWH* online)
- Hunt 111-116
- S. Levin-Richardson. 2021. “Sex and slavery in the Pompeiian household: a survey. In D. Kamen and C. Marshall (eds) *Slavery and Sexuality in Classical Antiquity*. Univ. of Wisconsin Press: 188-210.

Mar 28 (**essay due from this date to Frid Apr 4): Family and sexuality II

Mar 31: Manumission and citizenship/re-enslavement I

Reading:

- Hunt 117-122, 128-135
- Wiedemann #5, 28-50

Apr 2: Manumission and citizenship/ re-enslavement II

Apr 4: Christians and Stoics

Reading:

- Glancy ("Slavery and the rise of Christianity," *CWH* online);
- Wiedemann #236, 238, #195 (Christian owners having sex with *ancillae*);
- Hunt 197-208