COMPANION TO THE WORLDS OF ROMAN WOMEN

This website is a portal to unadapted Latin passages about and ancient artifacts relating to Roman women. Companion is designed to be used independently or together with The Worlds of Roman Women, an intermediate-level Latin anthology (Focus 2005). Both introduce readers to a wide variety of texts from the early Roman Republic to the late Empire through themed essays, illustrations and generous glosses.

COMPANION HOMEPAGE is the gateway to the site's complementary teaching and learning components:

http://www2.cnr.edu/home/araia/companion.htm

INSTRUCTIONAL RESOURCES for the study of Roman women: this portion of the site consists of an introduction to the site for new users, an annotated bibliography of print and linked Internet publications, course syllabi, lessons, classroom activities, and a compilation of online translation aids and resources for research. The concluding entry profiles Companion contributors and their submissions.

WORLDS OF ROMAN WOMEN is subdivided into ten categories, each containing a thematic image and a brief introduction to the experiences of women in that World as well as links to relevant Latin text-commentaries and images of women and artifacts. Each unadapted Latin passage is introduced by an image and essay that sets the context for the reading. Latin expressions which would challenge an intermediate-level reader are hyperlinked to glosses containing lexical, rhetorical, poetic and syntactic information that open in a pop-up window above the text. The Worlds page also offers access to three helpful lists: TextMap, which conveniently displays hyperlinks to all Latin passages on the site, arranged according to the Worlds in which they appear and ordered and labeled according to their level of difficulty; two alphabetical lists of names that appear in the WRW anthology or on the site, one of Latin authors and one of ancient women.
ENGAGING WITH THE SITE:

- Browse **Instructional Resources** to adopt or adapt: **Syllabi** for curricular models in Latin or translation; **Lessons** for units to supplement a course; **Activities** for imaginative exercises.
- Pair **Companion** as a course text with *The Worlds of Roman Women*, other print texts, or use it alone. Assign passages for homework or read them at sight with your students during class. Offer extra-credit opportunities to students who progress at a faster rate or are at a more advanced level, instructing them to prepare a passage for presentation to the class or write a report.
- Browse the **TextMap** at the bottom of the **Worlds** page. Introduce your students to new authors (Macrobius, Gellius) and materials (coins, inscriptions). Customize your course readings by sequencing them according to context (Worlds), level of difficulty (see **TextMap**), time period (Republic, Flavian). Or categorize the readings by genre (history, love poetry, satire) or by illustration of stereotype role (*matrona*, *meretrix*) or social class (*serva*, *liberta*, *generosa*).
- Create your own sourcebook of text-commentaries and images or download and print the two excellent models in **Lessons**: D. Connor's "*Ovid, Metamorphoses*" and "*Petronius' Matron of Ephesus*" by E. DeHoratiis.
- Identify passages which your students can read with greater comprehension within a context. Visits to online ancient site reconstructions such as **VRoma**, **Digital Roman Forum**, **Pompeii Project**, **Ostia Antica** can illuminate texts that invoke physical place, for example the flirtation in Ovid's *Amores* 3.2 (Circus Maximus), the opulent monument for Aurelia Nais (Emporium at the Tiber), the transgressive behavior of Hortensia and Tullia Minor (Roman Forum), the sarcophagus dedication of Metilia Acte (Ostia), the lively *caupona* fresco of Salvius (Pompeii), the shock of *Gladiatrices* (amphitheater).
- Design an activity which enables students to research and simulate the lives of ancient women through performance or writing, identifying their chosen or assigned persona by age, class, and relationships and setting her in a specific physical, social and temporal environment. Examples may be found on other sites or in source texts: letters (Vindolanda site), epitaphs (Euodia’s inscription), poetry (Calenus’ Sulpicia), family histories (Agrippina Minor's lost memoirs), or personal journals of real or fictional Roman women.
- Develop independent or group projects that require students to consult works in **Companion's Bibliography**, examine individual **World** image lists, and visit Internet sites in **Resources** to research a topic on gender (e.g. comparing comic stereotypes to categories of historic Roman women; collecting and interpreting iconic representations of Imperial women on coins and statues) or on Latin language and literature (analyzing a monument for its textual and artistic representations; composing a text-commentary -- instructions for this project can be found in **Activities**).

### An Invitation to Collaboration

*Companion* is a free online resource for study, Latin translation and research about ancient Roman women, the product of a community of scholars and advanced Latin students. We encourage teachers of Latin at all levels to join us in using, enlarging and improving the site. Collaboration includes but is not limited to creating text-commentaries, lessons, class activities; submitting images, links, bibliographic entries relevant to Roman women; critiquing site materials for accuracy and completeness; assessing through classroom use *Companion's* contribution to improved skills in Latin reading and comprehension.

To inquire further or submit materials and suggestions, contact:

**Ann R. Raia** araia@cnr.edu  
**Judith Lynn Sebesta** jsebesta@usd.edu

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