

## Antioch through the Ages



**HIS 380 Topics in the Near and Middle East**

**Spring 2022**

ARC, IGS, Wider World

Mondays and Wednesdays

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Office Hours: virtually, by appointment

### **Description:**

Antioch was unique among the great cities of the classical world for its position at the crossroads between the Mediterranean Sea and the Asian continent and for being a new foundation of the Greek age that shrunk almost to insignificance in the modern era. It was mainly because of these characteristics that Princeton undertook a major archaeological excavation of Antioch in the 1930s. The records, photographs and drawings of the expedition and the majority of objects uncovered were shipped home to Princeton, where they remain today, but the discoveries of the excavation were never properly analyzed or published. The focus of this course will be on the luxury villas situated in the suburb of Daphne outside of Antioch whose interiors were paved some of the most beautiful mosaic floors found in the Roman and early Byzantine worlds. Students in this course will get exclusive access to the Antioch excavation archives and artifacts in Princeton collections and will read primary sources and scholarly studies, complemented by talks from distinguished experts on the history and culture of the city and on research techniques

for the study of site reports, ceramics, coins and mosaics. Each student will work on a research project related to Daphne, to be presented to the class and as a final paper. The course is open to undergraduates without prerequisites particularly those studying History, Archaeology, Art History, Classics, and Religious Studies. Special provisions will be made for graduate students wishing to take the course for credit.

### **Student Learning Outcomes:**

#### History and Archaeology Programs (HAP):

1. Provide an overview of the events and movements that shaped the city's fabric
2. Navigate a diverse body of archival textual and visual sources
3. Become acquainted with the intersection of politics and the built environment and the literature on urban transformation over time
4. Analyze the primary source data using archaeological methodology with a historical approach and produce a final argument – based research project

### **Requirements:**

There will be two 75 minute classes per week. Each class will consist of lecture and discussion of readings. Please read the assigned materials during the week assigned and come to classes prepared with questions and observations. Attendance is required, as lectures will frequently include material not covered in the assigned readings, for which you will also be responsible for on exams.

No prerequisite is required to take this course.

### **Readings:**

Readings for each week are given on the attached syllabus. Readings listed under the lecture mean you will have read those *in advance* for that lecture day. Weekly assignments consist of readings from selected works drawn from your texts and additional articles on e-reserve. ***Please come prepared and able to comment on the readings in class.*** In addition to the assigned readings, supplemental readings have been placed on reserve and will be useful for those wishing to explore subjects (particularly for papers) in detail.

Required text: (used and new copies available from bookstore)

De Giorgi, Andrea U. and A. Asa Eger, *Antioch: A History*. Routledge, 2021.

*\*you can also search for these books used online, if you wish*

Highly Recommended texts:

Andrea U. De Giorgi, *Ancient Antioch: From the Seleucid Era to the Islamic Conquest* (2016)

Elizabeth Jeffreys, et al., ed. and trans., *The Chronicle of John Malalas* (1986)

Lisa C. Nevett, *Domestic Space in Classical Antiquity* (2010)  
A. F. Norman, *Antioch as a Centre of Hellenic Culture as Observed by Libanius* (2000)  
Glanville Downey, *A History of Antioch in Syria* (1961)  
Doro Levi, *Antioch Mosaic Pavements* (1947)  
Christine Kondoleon, *Antioch: The Lost Ancient City* (2000)  
Lawrence Becker and Christine Kondoleon, *The Arts of Antioch: Art Historical and Scientific Approaches to Roman Mosaics* (2005)  
J. W. Hayes, *Late Roman Pottery* (1972)

### Antioch Archives website

<http://vrc.princeton.edu/researchphotographs/s/antioch/item-set#?cv=&c=&m=&s=&xywh=0%2C-142%2C1024%2C1024>

### Requirements:

Grading will be as follows: Attendance and class participation (30%), midterm exam (20%), interim oral presentations (10%), final research presentation and paper (40%)

Attendance is mandatory and I will take attendance at the beginning of each class. You may miss three classes during the semester, after which your class participation grade will be docked 3 points for each absence. If you miss more than six classes, **whether excused or unexcused**, I will drop your final grade by three points and /or reserve the right to drop you from the course. All assignments must be turned in on time; those turned in late will not receive credit. If you must miss an exam you must let me know in writing **before** the date and there will be a make-up exam, otherwise you will receive a zero.

Oral Presentations will occur on several days (i.e. presenting a classical city, presenting a side to the debate over Classical/Medieval cities, the Middle Byzantine/Saljuq/Crusader history accounts). You will prepare a short, usually 5 minute, summary of the readings related to your specific topic and present them in class in discussion with other students. When necessary, plan to provide 1-3 visual images to illustrate your presentation.

Mid-Term Exam will take place just before Spring Break on the general history of Antioch derived from the first half of the class – lectures and readings.

Final Project will take place in the second half of the course. You will choose one excavation conducted by Princeton in the suburb of Daphne. Using textual and visual archives, including diaries, letters, plans, photos, coins, and objects, you will reconstruct what you can on the post-Byzantine (after the Islamic conquest) occupation of these spaces, a majority of them domestic. The last three weeks before the final week, you will spend class time working on your area in consultation with me on Mondays and Wednesdays present work-in-progress findings to the class and solicit feedback and learn how your area connects with everyone else's. The final project will include a 15 page written paper and presentation to be given in class and in the Honors Symposium as a class. This is part of a new on-going research project on republishing Daphne and you will be taking part, as researchers, in this project which will be published!

**Class Rules:**

Please do not come late to class as it disrupts the class for both your fellow classmates and for me. Cellular phones *must* be silenced or turned off in the classroom. If you disrupt class by talking on the phone or text messaging, you will be asked to leave. Laptops may *not* be used in the classroom. Please note that plagiarism (this includes copying internet text for papers), cheating, and other violations of academic integrity are serious offences and will not be tolerated in the class or anywhere else in the University.

The best way to contact me is by email. Please note that I will only check and respond to emails Monday through Friday during the work day; i.e. don't expect me to respond to an email at 2 am on a Saturday.

**Academic Integrity Policy:**

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. Make sure you read and understand the policy, which is available at: <http://academicintegrity.uncg.edu/complete/>

*If you have any questions about any aspect of this policy, including what constitutes plagiarism, please consult the professor.*

UNCG's Academic Integrity Policy defines plagiarism as "representing the words of another, as one's own in any academic exercise" (<http://academicintegrity.uncg.edu/complete/>). Plagiarism includes both 1) failure to cite sources for ideas and words you use; and 2) submitting all or parts of someone else's work as your own. Be sure to cite fully all material you use, whether you are paraphrasing or using a direct quote.

**COVID-19 INFORMATION (PLEASE READ)**

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- Wearing a face covering that covers both nose and mouth
- Observing social distance in the classroom
- Engaging in proper hand washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Should we return to a face to face format, we will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time. A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

### **COVID-19 Spartan Shield Video**

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>

### **Additional Requirements and Advice**

1. In case later consultation should prove necessary, students should keep copies of all graded assignments until the end of the semester (at least).
2. All course requirements must be completed to receive a grade for the class.
3. Consultation of websites not assigned on the syllabus: many students feel that they can obtain the “answer” (or even a good interpretation) concerning a historical problem by simply looking it up on the web. While the web has many uses, this is almost invariably a fatal strategy. Looking up someone else’s ideas is no substitute for your own analysis. Some observations from the instructor’s point of view: 1) use of a web-site without citing it is plagiarism, which, if detected, can result in serious academic penalties (see above); 2) instructors can often detect uncited use of a website when either the writing style of the student’s paper changes drastically, or when facts/ideas/dates/people not discussed in class or in any of the assigned readings appear in an assignment. Again, I don’t want to discourage you from gaining more perspectives by using the web. What I’m saying is that ultimately you are being evaluated on **your** analysis of the **assigned** readings, not on your ability to plug the ideas of some website into your essay.

### **Lecture and Reading Schedule:**

## **I. THE RISE AND ESTABLISHMENT OF THE ISLAMIC STATE (7-10<sup>th</sup> CENTURY)**

### **Week 1: Introduction**

Jan 10. Class Organization, Syllabus, the Geographical Setting and Pre-History of Antioch and its plain

Jan 12. The Classical City, part 1. Introduction

#### *Secondary Sources*

Charles Gates, *Ancient Cities*, Second Edition. Introduction, pp. 1-10; Chapters 23 and 24 and 25- pp. 371-426 [available as e-book, library catalog]

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## Week 2:

Jan 17. NO CLASS, MARTIN LUTHER KING JR. DAY

Jan 19. The Classical City, part 2. Varieties of Evidence

De Giorgi and Eger, Introduction, p. 1-14

<https://www.doaks.org/research/byzantine/podcast/episode-8-antioch-a-history>

**Oral Presentation:** Select one of these cities and research it and come to class and present on what makes it a classical city – its institutions, monuments, etc. Send 1-3 images to me to support your talk. Each presentation should be no more than 5 minutes. Examples: Apamea, Constantinople, Jerusalem, Scythopolis/Bet Shean, Corinth, Damascus, Caesarea Maritima, Jarash, Amman/Philadelphia

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## Week 3:

Jan 24. The Medieval City – Debating Urban Decline or Transformation

*Secondary Sources*

All:

Kennedy, H. “From *Polis* to *Madina*: Urban Change in Late Antique and Early Islamic Syria,” *Past and Present* 106 (1985): 3-27. [24 pages] [canvas modules]

Select One Letter to Read and Debate:

A. Abu-Lughod, J. “The Islamic City – Historic Myth, Islamic Essence, and Contemporary Relevance,” *IJMES* 19.2 (1987): 155-76. [21 pages] [canvas modules]

AND

Jayyusi, S. et al. *The City in the Islamic World*, Introduction, i-xx; and Kennedy, *Inherited Cities*, 93-113 [40 pages]

B. Avni, Gideon, Ch. 2 “From *Polis* to *Madina*” Revisited. *Byzantine – Islamic Transition in Palestine*. 2014. Pp. 40-106. [66 pages] [available as e-book, library catalog]

C. Foss, C. “Syria in Transition AD 550-750,” *Dumbarton Oaks Papers* 1997 189-269. [80 pages], focus on cities and Antioch, many pages are just images. [canvas modules]

Jan 26. The Princeton Antioch Excavations

*Secondary Sources*

Stahl, Alan. Ch. 1 for 17-O volume (forthcoming) [canvas modules]

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## Week 4: Classical Antioch

Jan 31. Hellenistic Antioch

*Primary Source*

Malalas? Something Else?

*Secondary Source*

De Giorgi and Eger, Chapter 1, pp. 15-68

Feb 2. Antioch in the Period of the Roman Republic

*Primary Source*

Malalas, Cassius Dio, something else?

*Secondary Source*

De Giorgi and Eger, Chapter 2, pp. 69-126.

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**Week 5: Late Antique Antioch**

Feb 7. Antioch in the Late Roman Period

*Primary Source*

Libanius, Oration 11, In Praise of Antioch. Translated by G. Downey. *Proceedings of the American Philosophical Society* 103.5 (1959), 652-686 [35 pages] [canvas modules]

*Secondary Source*

De Giorgi and Eger, Chapter 3, pp. 127-189.

Feb 9. Antioch in the Byzantine Period

*Primary Source*

Malalas, Jeffries trans. Books 13-18, pp. 172-307 (DIVIDED AMONG CLASS). Only read parts of the narrative that describe the city and skip the rest. [canvas modules]

*Secondary Source*

De Giorgi and Eger, Chapter 4, pp. 190-234.



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## **Week 6: Medieval Antioch**

Feb 14. Antioch in the Early Islamic Period

*Primary Source*

Islamic Sources on Antioch during the Early Islamic Period [canvas module]

*Secondary Source*

De Giorgi and Eger, Chapter 5, pp. 235-276.

Feb 16. Antioch in the Middle Byzantine, Saljuq, and Crusader Periods

*Primary Source*

Islamic Sources on Antioch during the Middle Byzantine to Crusader Periods [canvas module]

Anonymous codex of Antioch, W. Stinespring, trans. [canvas module]

Seige of Antioch, Crusader eye-witness accounts, Internet History Sourcebook

<https://sourcebooks.fordham.edu/source/cde-antioch.asp>

*Secondary Source*

De Giorgi and Eger, READ Chapters 6, 7 **OR** 7, 8, pp. 277-407

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## **Week 7: Islamic Antioch**

Feb 21. Mamluk Antioch

*Primary Source:*

The Waqf of the Mosque of Sultan Hasan, al-Gudaihi and Eger, trans. [canvas module]

*Secondary Source:*

De Giorgi and Eger, Ch. 9, pp. 406-429

Feb 23. Ottoman and Modern Antioch

*Primary Source:*

Evliya Çelebi's account of Antioch (group), Kempner, trans. Appendix 2, 515-524 in De Giorgi and Eger.

Traveler's Accounts to Antioch (individual) [FIND AND CHOOSE ONE USING ONES MENTIONED De Giorgi and Eger Ch. 11 or find your own. Most will be on archive.org digitized. Use keyword searches for the part when the traveler reaches Antioch]

*Secondary Source:*

De Giorgi and Eger, Ch. 10 and 11, 430-508

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## **Week 8. The Daphne Publication Project**

Feb 28. Mid-Term Exam

March 2. The Daphne Publication Project, Introduction and Assignment of Areas

Online Meeting with Andrea U. De Giorgi

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**Week 9: SPRING BREAK – NO CLASS** (March 7-11)

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## **II. The Daphne Publication Project**

### **Week 10: Daphne's Villas and their Finds**

March 14. Daphne – Villas, Mosaics, Sculpture

Online Meeting with Julia Gearhart, curator of The Antioch Excavation Archives, on the documentary sources, at Princeton University

*Primary Sources*

Sector Report, Excavation Diary for your Area

*Secondary Source*

Richard Stillwell, "Houses of Antioch," *Dumbarton Oaks Papers* 15 (1961), 45-57

March 16. Daphne – Coins, Objects, and Pottery

Online Meeting with Alan Stahl, curator of the Antioch coins at the Firestone Library, Princeton University

*Primary Sources*

Object Cards and Coins for your Areas

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**Week 11: Individual Work**

March 21. Individual Work – Publication Volumes and Exhibitions

March 23. Interim Presentations and Feedback

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**Week 12: Daphne's Mosaics and Exhibiting Daphne**

March 28. Daphne – Mosaics

Online Meeting with Jennifer Stager, Johns Hopkins University

*Secondary Sources*

<http://antiochrecoveryproject.org/>

Doro Levi, *Antioch Mosaic Pavements*

March 30. Antioch Museum Exhibitions

Online Meeting with Jennifer Kingsley, Johns Hopkins University

*Secondary Sources*

Kondoleon, *Antioch Lost City*

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**Week 13: Individual Work**

April 4. Individual Work – Field Notebooks

April 6. Interim Presentations and Feedback

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**Week 14: Individual Work**

April 11. Individual Work – Photos and Plans and Correspondence

April 13. Interim Presentations

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**Week 15: Individual Work**

April 18. Individual Work – Object Cards and Coins

Work with Prof Eger

April 20. Interim Presentations and Feedback

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**Week 16. Student Presentations**

April 25. Formal Student Presentations I

April 27. Formal Student Presentations II

**Final Papers Due**

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Annual Undergraduate Honors Symposium

## Final Project Topics

### Sectors of Daphne

1. 13-B
2. 13/14-K/L
3. 16-N
4. 17/18-H/J
5. 20-N Theater 1934-35
6. 21/22-H – mosaic of Narcissus, Autumn 1937
7. 22-R
8. 23/24-M/N (House of the Boat of Psyche, Nymphaeum)\* 1935, 1936
9. 23-O (Mosaic)\*
10. 24-P (Ge and Seasons)\* 1935
11. 24-S (Amazonomachy)\*
12. 25-L (Geometric Mosaic II)\*
13. 25/26-M/N (House of Menander, Red Pavement, Street)\* 1936, 1939
14. 26-K/L (Constantinian Villa, Xresis, Triumph of Dionysus)\* 1935
15. 26-O/P (Man of Letters, Ninus)\* 1936
16. 27-H (House)\*
17. 26/27-O (Buffet Supper, Beribboned Parrots), Ganymede)\* 1937-38
18. 27-P (Worcester Hunt)\* 1935
19. 28-O (Birds-Rinceau and Beribboned Lion)\* (part of Buffet Supper)?
20. 28/29-N/O (geometric and masks)
21. 29-N (Phoenix)\* (part of Buffet Supper)?
22. 35-U (House 2)\*
23. 53-J/K (Church Daphne Road Dig) 1932
24. House of the Ram's Head
25. Villa of Rashid Bey Adali 1936
26. Yakto Complex 1932-33