



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/program/humanities-initiatives-colleges-and-universities>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Creating a Committee for Manuscript, Rare Book, and Archive Studies*

Institution: Princeton University

Project Director: Marina Rustow

Grant Program: Humanities Initiatives at Colleges and Universities

Project narrative | Princeton Committee on Manuscript, Rare Book and Archive Studies (MARBAS)

This is a proposal to launch and help sustain a Committee on Manuscript, Rare Book and Archive Studies (MARBAS) at Princeton University. MARBAS is the initiative of a group of faculty members and library staff to support and develop teaching and research on original objects from global cultures before 1600, including manuscripts, documents, early printed books, papyri, coins, inscriptions and archives. Our goals are to bring students into contact with premodern texts and objects, to facilitate study of the material traces of the past, to make specialized techniques (including digital methods) accessible to an expanded pool of instructors and non-specialists, to encourage comparison, and to put physical evidence at the center of the humanities. Our geographic span includes Europe, northern Africa and sub-Saharan and Asia; the classical languages we cover include Akkadian, Arabic, Aramaic, Avestan, Bactrian, Chinese, Coptic, Greek, Hebrew, Japanese, Judaeo-Arabic, Khotanese, Latin, Malay, Middle Persian, New Persian, Sanskrit, Sogdian, Syriac, and Ottoman Turkish. We will help make the techniques for teaching with objects widely accessible, develop and distribute tools for undergraduate and graduate teaching, and make these tools scalable and replicable with or without physical access to special collections, whether due to geography, resources or travel restrictions.

MARBAS's specific activities will encompass (1) building undergraduate and graduate curricula and producing and publicly sharing syllabi, modules, database resources, and videos; (2) running intensive training workshops for Princeton and non-Princeton participants; and (3) bringing students to archives, manuscript collections, rare book libraries and other repositories, physically and virtually. We are already running many such activities. By bringing them under a single rubric, we hope to make them greater than the sum of their parts, to attract broader attention to our vision for the humanities, to plan our activities in a more coordinated way, and to put in place a workflow and an ethos for distributing our teaching materials freely.

Intellectual rationale. Humanistic inquiry among North American undergraduates is ideas-based, with a

focus on critical thinking. Yet this model is premised on an overly mediated relationship to evidence. Most students read premodern texts in modern printed editions, severed from their original material form. An undergraduate can study the Chinese literary tradition without ever holding a manuscript on silk or bamboo, or Homer's epics without handling the Egyptian papyri that stabilized and disseminated their texts in the ancient world. As humanists, we aim to teach our students how to read well; but as researchers, we believe that reading means studying not just texts but the physical formats in which they circulated. By hiding the more "technical" sides of our research, we do our students a disservice. Philology is more than mere "slow reading" (Nietzsche) or "deep reading" (Sven Birkerts); it is also the encounter with handmade texts, with the work of the scribes and craftspeople who created them, and with the fingerprints of the scholars who read, copied and transmitted them. While digital natives are adept at thinking critically about texts, we cannot expect them to understand how cultural transmission and canon-formation work unless they have access to original textual artifacts. Just as scientists work with materials in laboratories, so must rigorously educated humanists handle the physical traces of the past, study them as evidence and incorporate them into their written arguments.

MARBAS aims, then, to confront multiple challenges in humanistic studies. Some of these challenges aren't new. The skills and methods we teach were codified in eighteenth-century Germany under the rubric of the "auxiliary sciences." They include diplomatics (the study of documents and institutions), paleography (the decipherment and interpretation of old writing), codicology (understanding books as material objects) and archeology (reconstructing human civilizations based on material remains). The codification of these methods predates the consolidation of disciplines; together with philology (the critical study of texts), they lie at the roots of the modern European university system. But the rigid conservatism and self-isolation of many specialists have made these techniques all but extinct in most quarters and infamously boring in the others. But there is nothing inherently boring about them, and they are even less boring when taught alongside digital methods. Nor is their history exclusively European: medieval China, India and the Islamic Middle East developed their own auxiliary sciences, though those histories of scholarship are

rarely taught. But how can we teach these techniques when many university students lack access to premodern objects—even as digitization has breathtakingly multiplied the opportunities for encountering objects in virtual form?

We propose to confront all these challenges at once. Digitization has provided us with an opportunity to connect techniques of decipherment and material analysis holistically, and to make the past and its material traces relevant to a new generation. Moreover, COVID-19 has created a set of pedagogical challenges for those of us who teach with physical objects, and we have embraced them as opportunities to broaden our teaching: we now put digital objects front and center and send students kits to reproduce premodern technologies such as rag paper, iron gall ink and hand-carved stone objects. We hope to offer a model of what robust humanities programs can do in a future that is increasingly uncertain. Given the possibility of recurrent pandemic waves, we are developing pedagogies not just for students whom the pandemic has prevented from visiting nearby special collections, but also for those who attend schools hundreds of miles from the nearest Arabic manuscript or Roman coin.

Digitization has, paradoxically, triggered a material turn in the study of manuscripts and other texts. Birkerts' call for "deep reading" came as early as 1994, at the dawn of the digital age; like many, he worried that digitization would destroy books and reading as we knew them. But just as the motorcar and photography failed to make bicycles and painting obsolete (the analogies are Umberto Eco's), the codex as an information delivery system has survived predictions of its extinction. Digitization has, to the contrary, invited us to see books not as transparent vehicles for words but as unique objects with histories and social lives. Material texts have a new power to engage and fascinate our students. The technical details of texts must, then, be treated like any other type of historical or scientific evidence: observed, examined, interpreted and discussed—not reserved for specialists or assumed to hold self-evident meaning.

In sum, we are facing a set of pedagogical opportunities that we do not wish to squander. We propose to modernize the techniques for handling texts; to institutionalize the study of the material text as the foundation of a new humanities curriculum; and to disseminate this curriculum to engage new audiences. To do this, we would like to

leverage the unique concentration of expertise at Princeton to develop resources that we will make available to institutions around the globe. By experimenting with new approaches and distilling them in scalable and replicable forms, we hope to help the humanities evolve to meet the challenges of methodological stagnation, declining enrollments, and unequal distribution of resources.

Content and activities. At the core of our proposal is a humanities curriculum that focuses not on a constrained or siloed set of regions, periods and disciplinary approaches, but on encounters with the remains of a global past via a set of common methods.

Over the course of the grant period, we will develop a coordinated undergraduate curriculum of courses that incorporate physical and virtual visits to collections. We now offer more than 50 undergraduate courses that focus on textual artifacts and their material study and analysis (see Attachment 9). This teaching strength arose spontaneously over the past decade with very little discussion or coordination. Our curriculum discussions will begin at the start of the grant period; we will accelerate it by offering Princeton faculty summer course-design grants to develop new courses or overhaul old ones to incorporate objects and to create course modules that use special collections and digital tools. A requirement of the grant will be public distribution of the resulting syllabi or modules after feedback from the MARBAS steering committee and one iteration in the classroom. We will post the syllabi and modules on our website, as well as short videos created by undergraduates in these courses or conducting thesis projects on textual artifacts; the result will be a library of lightning presentations on which undergraduates anywhere can draw for inspiration and comparison. We will also curate and post a library of ideas for how to teach with static digital media, how to mobilize newly developed post-COVID solutions such as three-dimensional scanning and printing, and how to provide students with kits for recreating preindustrial technologies at home. We will consult with colleagues from the Princeton University Art Museum, the Center for Digital Humanities, the Geniza Lab, the Index of Medieval Art, the Library, the McGraw Center for Teaching and Learning and museums off-campus.

At the graduate level, our program will enable PhD students working with premodern texts and materials to

learn the history of the techniques they use and to explore other traditions by way of comparison. We plan to develop a MARBAS Flagship Seminar for graduate students in Year 1 and offer it in Years 2 and 3. This will be a regular co-taught, credit-bearing course on the genesis, history and practice of the auxiliary sciences across languages, geography and time. It will draw on core faculty from the eight existing working groups for which MARBAS will serve as an umbrella: Archival Silences; the Committee for the Study of Late Antiquity; Comparative Antiquity; Comparative Diplomatics; Early Modern History; Medieval Studies; the Rare Book Working Group; and Textuality, Materiality, and Reading Practices (see Attachment 9). Some of us have piloted similar, but chronologically and disciplinarily more narrow, seminars covering tool-sets for Arabic, Chinese, Hebrew, Latin, Persian and Syriac; our closest analogue is a PhD seminar convened by John Haldon and Helmut Reimitz in 2016–17 called “Methodologies for Medievalists (M4M),” with units on late antique and medieval European and Byzantine archeology and material culture; paleography and codicology; diplomatics, numismatics and sigillography; documents and law; and philology, textual criticism and text-editing. That seminar was non-credit-bearing, but nonetheless attracted 20 students. The broader remit of the MARBAS Flagship Seminar leads us to anticipate equally or even more robust enrollments. After two iterations, we will publish modules from the course on our website together with bibliographies of primary and secondary sources, an image library of research materials and video presentations by graduate students and faculty.

We will also draw on our existing repertoire of intensive week-long summer and winter-session courses for graduate students and early career researchers. These are designed to fill gaps in the offerings of most institutions, so scholars from anywhere can apply. Previous workshops were on Arabian archeology and epigraphy with Christian Robin (CNRS Paris) and Arabic papyrology with Petra Sijpesteijn (University of Leiden). During the grant period, these seminars will focus on the potential of digital technology to transform the auxiliary sciences. The first seminar, planned for January 2022, is on the multispectral imaging techniques enabling scholars to read palimpsests, specifically the barely visible undertexts of dozens of manuscripts at the Monastery of Saint Catherine in Sinai. It will

be taught by a team of manuscript specialists and imaging experts, including Claudia Rapp (University of Vienna) and Michael Phelps (Early Manuscript Electronic Library). The second seminar, planned for January 2023, will be on Handwritten Text Recognition (HTR), the equivalent of Optical Character Recognition for manuscripts. This technology is well-developed for Latin, Hebrew, and Syriac, and is rapidly evolving for Arabic. HTR integrates traditional text transcription with digital imaging; rather than making paleographers obsolete by automating their jobs, it is helping us detect subtleties and patterns we perceive when we read manuscripts but can't always articulate to students. HTR has been quietly revolutionizing paleographic technique and manuscript studies, but is not yet covered in most curricula. We hope that a side-benefit of helping publicize and develop research at the intersection of computer vision and manuscript studies will be to bring STEM-accessible content to humanities courses and humanities applications to STEM courses.

Other training workshops for graduate students and early career researchers will take place offsite, and be geared toward creating long-term institutional partnerships, on the reasoning that only by working together across borders will we succeed in changing the humanities. Our hope is to build supportive international cohorts of researchers and students who put objects at the center of their work, who know and trust each other enough to take intellectual risks, and who will continue to share their research and teaching long after these seminars end. We have been building enduring partnerships with eight institutions via four ongoing courses: (1) a month-long seminar on early modern libraries in Rome, organized with Notre Dame and Stanford (summer 2021 or 2022); (2) a week-long intensive archive training at the only continuously existing late antique library in Europe, the Biblioteca Capitolare in Verona (annually in September); (3) bi-annual workshops at Renmin University in Beijing for 40 PhD students from around the world; (4) a week-long graduate exchange seminar with Princeton, the Free University of Berlin and the universities of Mainz, Oxford, and Vienna. Two of these partnerships have as their focus hands-on work with archival, archeological and library materials; we will add these elements to the Berlin-Mainz-Oxford-Princeton-Vienna partnership, which will now include three days each at the papyrus collections in Vienna (December 2020) and Berlin

(June 2022), in Princeton special collections (June 2021), and at the collection of ancient and medieval artifacts and materials lab of the Römisch Germanisches Zentralmuseum in Mainz (June 2023). We will share the highlights of these seminars with the public via our short videos, and link the videos where appropriate to our partner website Middle Ages for Educators. We will also create seminars that are exportable for virtual classrooms. Due to COVID-19 travel restrictions, the Verona seminar in September 2020 will take place via Zoom. This is an opportunity to test and refine the virtual format for archival training. We will then bring it to the manuscript collections of two late antique and early medieval libraries that are not always easy to reach in person: the Abbey of St. Gall in Switzerland and the Monastery of St. Catherine in Egypt. At a later stage, we hope to extend this format to other libraries, such as the Dombibliothek in Köln.

Our other seminars are designed to build links between special collections and faculty research and teaching. The Cambridge University Library has been particularly successful at integrating university faculty into research on special collections. We will learn from Cambridge via a week-long medieval Hebrew- and Arabic-script document workshop on the Cairo Geniza and Michaelides collections (October 2021). We will then develop a similar model at Princeton by inviting a MARBAS senior visiting fellow to campus for one week to conduct research in Princeton's special collections, to offer a lecture and a seminar, and to guest-teach in undergraduate classes. Princeton's collections are prodigious, including the Scheide Library of early European print; the largest collection of Islamic Manuscripts in North America; a thousand papyri in Hieratic, Demotic, Greek, Coptic and Arabic; a small but underutilized collection of Arabic documents on paper and parchment; T'ang-era manuscripts; more than 40,000 Chinese early printed volumes; and one of a handful of academic coin collections in North America (with a full-time numismatist, Alan Stahl). But these collections will lie fallow unless we cultivate and capture research on them and transmit it to our students and the public. We will blog and post videos about these senior fellow visits on our website.

Our website is an essential part of our mission. Our graduate coordinator has begun developing the

campus-facing components, including our extensive list of course offerings. During the grant period, we will add two outward-facing components: our video series, a mix of full-length lectures and short presentations by students and faculty (36 videos over the duration of the project); and a comprehensive portal of online resources for the study of manuscripts, rare books and archives. We will also launch a social media campaign to publicize it.

Project personnel. MARBAS is an initiative led by four faculty members: **Anthony T. Grafton**, an expert on the history of European scholarship, education and science; **Helmut Reimitz**, an expert in post-Roman legal traditions and on documents and manuscripts in the medieval Latin West; **Marina Rustow** (PI), a social historian who studies documents from the medieval Middle East; and **Jack Tannous**, an expert in the late antique and medieval Greek, Syriac and Arabic intellectual traditions. Our steering committee members are **Dimitri H. Gondicas** (Greek literature, ancient through modern); **Barbara Graziosi** (ancient Greek literature); **Martin Kern** (Chinese manuscript traditions); **Beatrice Kitzinger** (early medieval European illuminated manuscripts); **AnneMarie Luijendijk** (Greek papyri and early Christianity); and **Will Noel** (medieval manuscripts, digital humanities, accessibility of rare materials). We have received enthusiastic commitments from an additional 50 faculty members from fourteen departments who have pledged to cross-list their courses with MARBAS. Our graduate coordinator is **Ksenia Ryzhova**, who is studying Latin and Arabic documents from medieval Sicily.

Institutional context. No fewer than 50 Princeton faculty members work with manuscripts, rare books, archives, documents, and other original artifacts. Our vision emerged from the earlier (and ongoing) initiatives described above, as well as the NEH-funded collaborative project Documents and Institutions in the Medieval Middle East (PIs: Eve Krakowski and Marina Rustow). These initiatives have convinced us of the importance of deploying traditional techniques to non-traditional ends, and of sharing our pedagogical resources with others—but also of the need for a single hub connecting us.

Indeed, a review of comparable programs convinced us that MARBAS would be a rarity, if not unique, not just in North America but worldwide. The traditional strength of European universities in the auxiliary sciences has been

slowly eroding, in part due to siloing by source language and rigidity of approach. Siloing has also led to ahistorical divisions of source material; at the British Library, for instance, texts from Dunhuang in Chinese, Sanskrit, and Sogdian are housed in three separate departments. Likewise, the École Nationale des Chartes of the University of Paris Sciences et Lettres offers comprehensive training in ancient, medieval and modern material culture and digital preservation, but only for Romance languages; other manuscript traditions, including Arabic and Hebrew, are taught at the École Pratique des Hautes Études. Vienna, Hamburg, Oxford and Cambridge offer MA degrees in archival studies, classical philology and manuscript cultures, and formal training in paleography, codicology, epigraphy, papyrology, numismatics, sigillography, archaeology and early print; but their programs lack the coordination and comparative mission of MARBAS. In North America, the University of Toronto offers graduate certificate programs in Book History and Print Culture, and in Editing Ancient and Medieval Texts, but to the best of our knowledge, the focus is on European languages. Other institutions teach codicology, palaeography, philology, and the history of the book, including the Hill Museum and Manuscript Library and the Marco Institute at the University of Tennessee, Knoxville; and still others offer summer schools for specific technical skills (Ottoman paleography at Harvard–Cunda; Greek paleography at Oxford; Latin and Greek codicology at Central European University). But there is no single program with MARBAS’s breadth, none that teaches graduate students *and* undergraduates the auxiliary sciences, none that puts comparison at the center of its work, and none currently developing pedagogical materials for the public.

Undergraduate course enrollments in the humanities at Princeton (including History, which is in the Social Sciences division) totaled 22,000 in Spring 2020, with 600 majors in the humanities and history, and a humanities sequence (Western, Near Eastern and East Asian) that attracts about 70 students total. This is a robust base for piloting our teaching model; and in the courses that fall under MARBAS’s aegis, enrollments have increased over the past four years from 160 (2016–17) to 391 (2019–20). This suggests potential for continued growth. But even if we reached thousands of Princeton students per year, our hope is to reach beyond Princeton and serve as an incubator

for a humanities curriculum that can seed similar developments elsewhere.

One last piece of institutional context: one of the pleasant surprises of the pandemic has been new conversations around teaching, especially teaching with technology (now universal) and with objects (currently difficult, but not impossible). This has led to an unprecedented commitment to collaboration between faculty and special collections at Princeton, including developing a shared set of workarounds and setting priorities for digitization. The Senior Curator and Scheide Librarian, Eric White, a leading scholar of early European print, has enthusiastically supported MARBAS since our earliest discussions, and has offered us access to the collections even in pandemic conditions, including via streaming and video recording of materials.

Follow-up, dissemination and evaluation. We will have planning and evaluation meetings each semester for our undergraduate curriculum, our graduate curriculum and our intensive workshops where we will also aggregate and discuss student feedback. We will document our curricular models, post them and our videos to our website and publicize them via our social media feeds. We will evaluate our work based on student enrollments and feedback; classes added to the curriculum; existing courses revamped to use special collections; intensity and quality of engagement with original and digital materials; quality and potential of firm partnerships with other institutions; indications that the conversation around teaching with objects is continuing at other institutions; and increased traffic to our website and resource portals. We will also present our teaching models and solicit feedback on them at the annual meetings of the American Oriental Society (March 2022), the Medieval Academy of America (spring 2022), and the American Historical Association (January 2023). In early summer 2023, we will conduct a formal, comprehensive evaluation of our performance and potential, decide on future priorities, and seek additional sources of funding.

Thank you very much for considering our proposal. We are excited by the work we have outlined here, and above all, by the opportunity to make widely available the thrill of handling and studying premodern texts in their original form.

MARBAS work plan

Year 0 (2020) (out of scope)			June–August 2020		September–December 2020		January 2021	
	Activity	Personnel	Activity	Personnel	Activity	Personnel	Activity	Personnel
Undergraduate								
Graduate					Second Verona International Summer School in Medieval Manuscripts, September 2020 (online)	Lead: Reimitz		
Faculty	Solicit faculty input about planned courses	Leads: Steering committee Coordinator: Ryzhova	Conversations about teaching with objects in the age of COVID	Leads: Steering committee Coordinator: Ryzhova	Meeting to discuss online format; compare Verona with existing Zoom workshop in reading ancient Chinese manuscripts on bamboo.	Leads: Reimitz, Kern Supporting: Rustow, Tannous, Grafton, Kitzinger, Luijendijk, Noel Coordinator: Ryzhova		
	Gather all existing undergraduate courses under the single rubric of a website	Leads: Reimitz, Rustow, Ryzhova			Identify institutions (MMA, Walters Museum, Dumbarton Oaks) that have access to objects and are willing to let us teach with them online	Leads: Steering committee Coordinator: Ryzhova		
	Gather all existing graduate courses under the single rubric of a website	Leads: Reimitz, Rustow, Ryzhova			Refine approaches for teaching virtually. Meet with colleagues from Princeton Art Museum, the Center for Digital Humanities, the Geniza Lab, the Index of Medieval Art, the Library, and the McGraw Center for Teaching and Learning.	Leads: Steering committee Supporting: Kate Stanton, Jon Stroop, Pamela Patton, Natalia Ermolaev, Eric White, Gabriel Swift, Juliana Dweck Coordinator: Ryzhova		
					Start scheduling workshops at St. Gall and St. Catherine. Consider other offsite repositories for future workshops.	Leads: Reimitz, Kitzinger, Tannous, Luijendijk, Rustow, Kern Coordinator: Ryzhova		
Off-campus programs			Second Verona International Summer School in Medieval Manuscripts, September 2020 (online)	Lead: Reimitz	Bi-annual workshop at the International Center for the Study of Ancient Text Cultures (Renmin University of China, Beijing)	Lead: Kern Supporting: Renmin University, other faculty		
			Princeton-Mainz-Vienna-Berlin-Oxford graduate exchange (December 2020, in Mainz)	Lead: Reimitz				
Digital/Media					Plan out video projects for Years 1-3	Leads: Noel, Ryzhova Support: rest of steering committee, Ryzhova; DUSs		
Year 1 (2021)	February–May 2021		June–August 2021		September–December 2021		January 2022	
	Activity	Personnel	Activity	Personnel	Activity	Personnel	Activity	Personnel
Undergraduate	Spring undergraduate videos April and May (video #3, video #4)	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty			Fall undergraduate video (video #10)	Leads: Luijendijk, Ryzhova Support: videographer, students		

MARBAS work plan

Graduate			Summer graduate student videos. June: graduate exchange in Princeton (video #5). July: course in Rome (or faculty) (video #6).	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty	Third Verona International Summer School in Medieval Manuscripts (September 2021)	Lead: Reimitz	St. Catherine Palimpsest Workshop (January 2022)	Leads: Tannous, Claudia Rapp Supporting: Michael Phelps Coordinator: CSLA
					Fall graduate student videos: Verona (video #8) and Cambridge (video #9)	Leads: Reimitz, Rustow		
Faculty	Begin planning MARBAS Flagship Seminar with steering committee and graduate students.	Leads: Grafton, Kern, Luijendijk, Reimitz, Rustow, Tannous Supporting: Noel, Kitzinger, graduate students TBA Coordinator: Ryzhova	Continue flagship seminar discussions with steering committee and other faculty, prepare for pilot launch.	Leads: Steering committee Supporting: departmental partners Coordinator: Ryzhova	Continue flagship seminar discussions with steering committee and other faculty, prepare for pilot launch.	Leads: Steering committee Supporting: departmental partners Coordinator: Ryzhova	Finalize flagship seminar	Leads: Steering committee Coordinator: Ryzhova
	Steering committee: begin discussing undergraduate curriculum	Leads: Steering committee Supporting: departmental partners Coordinator: Ryzhova	Steering committee meetings: graduate curriculum, undergraduate curriculum	Leads: Steering committee Coordinator: Ryzhova	Steering committee meeting: web resources	Leads: Steering committee Coordinator: Ryzhova	Submit proposal to share teaching models at the annual meetings of the American Historical Association (January 2023; deadline for proposals February 2022)	Leads: Grafton, Luijendijk, Noel, Reimitz, Rustow, Tannous
	February: Call for applications for first faculty summer course design grants. Deadline: March. Awards announced: early April.	Leads: Grafton, Reimitz, Rustow, Tannous Coordinator: Ryzhova	First faculty summer course design grant syllabi due for feedback in August	Leads: awardees (TBA) Supporting: Steering committee Coordinator: Ryzhova	Plan wintersession course on St. Catherine palimpsests	Lead: Tannous Supporting: Grafton, Gondicas, Graziosi, Kern, Kitzinger, Luijendijk, Noel, Reimitz, Rustow Coordinator: Ryzhova	St. Catherine Palimpsest Workshop (January 2022)	Leads: Tannous, Claudia Rapp Supporting: Michael Phelps Coordinator: CSLA
	Discuss and submit proposal to share teaching models at the annual meeting of the American Oriental Society (Boston, March 2022, deadline in spring)	Leads: Rustow, Tannous	Submit proposal to share teaching models at the annual meeting of the American Historical Association (April 2022; deadline for proposals June 2021)	Leads: Luijendijk, Noel, Rustow, Tannous Supporting: Grafton, Gondicas, Graziosi, Kern, Kitzinger, Reimitz Coordinator: Ryzhova	September meeting devoted to partnerships (and virtual expansion)	Leads: Steering committee Coordinator: Ryzhova	Decide on and invite MARBAS senior visiting fellow for the following academic year (2022–23)	Leads: Steering committee
	Plan 3 days Princeton Special collections for the Princeton-Mainz-Vienna-Berlin-Oxford graduate exchange (June 2021).	Lead: Reimitz	3 days of training in Princeton Special Collections for Princeton-Mainz-Vienna-Berlin-Oxford graduate exchange in June 2021	Leads: Steering committee Supporting: Alan Stahl, Gabriel Swift, Eric White Coordinator: Ryzhova				
	Reschedule Rome seminar (from summer 2020)	Lead: Grafton	Steering committee meeting: Plan future summer and winter-session courses for graduate students and early career researchers at Princeton	Leads: Steering committee Supporting: Michael Cook Coordinator: Ryzhova				

MARBAS work plan

			Planning meeting for week-long workshop on semitic-language documents in Cambridge	Leads: Rustow, Tannous, Eve Krakowski Supporting: Gondicas, Grafton, Kern, Kitzinger, Luijendijk, Reimitz Coordinator: Ryzhova				
	Produce faculty video (video #2)	Leads: Steering committee Support: videographer, other faculty Coordinator: Ryzhova	Summer faculty video (August) (video #7)	Leads: Steering committee Support: videographer, other faculty Coordinator: Ryzhova				
Off-campus programs	Announce rescheduled Rome seminar	Lead: Grafton	3 day training in Special Collection in Princeton with Princeton-Mainz-Vienna-Berlin-Oxford graduate exchange (June 2021)	Leads: Reimitz, Noel, Eric White, Gabriel Swift Support: Grafton, Gondicas, Graziosi, Kern, Kitzinger, Luijendijk, Rustow, Tannous Coordinator: Ryzhova	Third Verona International Summer School in Medieval Manuscripts (September 2021)	Lead: Reimitz		
			Bi-annual workshop at the International Center for the Study of Ancient Text Cultures (Renmin University of China, Beijing)	Lead: Kern Supporting: Renmin University, other faculty	Week-long workshop on semitic-language documents in Cambridge (October 2021)	Leads: Rustow, Krakowski	Bi-annual workshop at the International Center for the Study of Ancient Text Cultures (Renmin University of China, Beijing)	Lead: Kern Supporting: Renmin University, other faculty
On-campus programs			Publish blog post about incoming senior MARBAS visiting fellow's work in advance of visit	Lead: Ryzhova Support: Grafton, Gondicas, Graziosi, Kern, Kitzinger, Luijendijk, Noel, Reimitz, Rustow, Tannous	First visitng MARBAS one-week senior visiting fellow (December?) (+ video #11)	Leads: Noel, Eric White, TBA (depending on visiting fellow's field)		
Digital/Media	Publish video from Vienna trip in December 2020 (video #1), first faculty (video #2), spring undergraduate videos (video #3, video #4).	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty	Publish videos #5-7.	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous	Publish videos #8-11. September: graduate students/Verona (video #8). October: Cambridge (video #9). November: fall undergraduate video (video #10). December: visiting senior fellow (video #11)	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty, visitor	Plan, create and publish videos on St. Catherine seminar (video #12) and Beijing seminar (video #13)	Leads: Rustow, Ryzhova, Tannous Support: videographer, students, Claudia Rapp
	Set up social media accounts and discuss dissemination strategies	Leads: Noel, Reimitz, Rustow, Ryzhova	Write up digital teaching hacks	Leads: Steering committee Coordinator: Ryzhova	Post course materials from faculty course design grant online	Lead: Ryzhova	Continue to engage in social media outreach	Lead: Ryzhova
	Begin compiling list of online resources for website (portals for digitized archives and manuscript collections)	Lead: Ryzhova	May: Deliver list of online portal resources to Web Development Services and discuss site architecture	Lead: Ryzhova	Post teaching hacks online	Lead: Ryzhova		
	Deliver content of website with course rubrics and digital resources to Web Design Services	Lead: Ryzhova						
Year 2 (2022)	February–May 2022		June–August 2022		September–December 2022		January 2023	
	Activity	Personnel	Activity	Personnel	Activity	Personnel	Activity	Personnel

MARBAS work plan

Undergraduate	Launch undergraduate courses funded by the course design grants.	Lead: faculty TBD			Launch undergraduate courses funded by the course design grants.	Lead: faculty TBD		
	April and May: Spring undergraduate videos (video #15, video #16)	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty			Fall undergraduate video (November) (video #22)	Leads: Luijendijk, Ryzhova Support: videographer, students		
Graduate					Launch pilot flagship seminar	Leads: Steering committee and graduate students	Graduate students offer feedback on flagship seminar	Leads: Steering committee Support: graduate students and affiliated faculty
			Graduate workshop in cooperation with the École nationale des chartes (either in Paris or Princeton)	Leads: Reimitz, Marc Smith (ENC) Support: other faculty	Fourth Verona International Summer School in Medieval Manuscripts	Lead: Reimitz	Second graduate-faculty workshop in Princeton: Handwritten Text Recognition	Leads: Noel, Reimitz, Rustow, Tannous Support: graduate students and affiliated faculty
			Summer graduate student videos. June: Berlin (video #17). July: Rome (or faculty) (video #18).	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty	Fall graduate student video (Verona) (video #20)	Leads: Reimitz, Ryzhova Support: videographer, students, faculty		
Faculty	Plan 3 day training in papyrus collection in Berlin with Princeton-Mainz-Vienna-Berlin-Oxford graduate exchange (June 2022)	Leads: Reimitz, Verena Lepper	Summer faculty video (August) (video #19)	Leads: Steering committee Support: videographer, other faculty	Fall faculty video (October) (video #21)	Leads: Steering committee Support: videographer, other faculty		
	February: Call for applications for second faculty summer course design grants. Deadline: March. Awards announced: early April.	Leads: Grafton, Reimitz, Rustow, Tannous Coordinator: Ryzhova	Second faculty summer course design grant syllabi due for feedback in August	Leads: awardees (TBA) Supporting: Steering committee			Decide on and invite second MARBAS senior visiting fellow for the following academic year (2023–24)	Leads: Steering committee
			Finalize syllabus for pilot flagship seminar	Leads: Steering committee	Launch pilot flagship seminar	Leads: Steering committee	Solicit feedback from faculty and graduate students on flagship seminar	Leads: Steering committee
	Planning meeting for upcoming summersession courses	Leads: Steering committee Coordinator: Ryzhova	Graduate workshop in cooperation with the École nationale des chartes (either in Paris or Princeton)	Leads: Reimitz, Marc Smith (ENC) Support: other faculty	September meeting devoted to partnerships (and virtual expansion)	Leads: Steering committee Coordinator: Ryzhova		
Off-campus programs			3 day training in papyrus collection in Berlin with Princeton-Mainz-Vienna-Berlin-Oxford graduate exchange (June 2022)	Leads: Reimitz, Verena Lepper				
	Present our teaching models at the annual meetings of the American Oriental Society (Boston, March 2022) and the Medieval Academy of America (University of Virginia)	Leads: Rustow, Tannous					Present our teaching models at the annual meetings of the American Historical Association (January 2023)	Leads: Grafton, Luijendijk, Noel, Reimitz, Rustow, Tannous
			Bi-annual workshop at the International Center for the Study of Ancient Text Cultures (Renmin University of China, Beijing)	Lead: Kern Supporting: Renmin University, other faculty			Bi-annual workshop at the International Center for the Study of Ancient Text Cultures (Renmin University of China, Beijing)	Lead: Kern Supporting: Renmin University, other faculty
		Possible Rome Seminar	Lead: Grafton	Fourth Verona International Summer School in Medieval Manuscripts	Lead: Reimitz			

MARBAS work plan

On-campus programs					Second visiting MARBAS one-week senior visiting fellow (December?) (+ video #24)	Leads: Noel, Eric White, TBA (depending on visiting fellow's field)	Second graduate-faculty workshop in Princeton: Handwritten Text Recognition	Leads: Noel, Reimitz, Rustow, Tannous Support: graduate students and affiliated faculty
Digital/Media			Upload summer grant recipients' course materials online	Lead: Ryzhova	Post course materials from second faculty course design grant online	Lead: Ryzhova	Continue to engage in social media outreach for various MARBAS programs and initiatives	Lead: Ryzhova
	Publish videos #13–16.	Lead: Ryzhova	Publish videos #17–19.	Lead: Ryzhova	Publish videos #20–23. September: graduate students/Verona (video #20). October: graduate students (video #21). November: fall undergraduate video (video #22). December: visiting senior fellow (video #23)	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty, visitor	Plan, create and publish January video (video #24).	Leads: Rustow, Ryzhova, Tannous Support: videographer, students, Claudia Rapp
			Publish blog post about incoming senior MARBAS visiting fellow's work in advance of visit	Lead: Ryzhova Support: Steering committee				
Year 3 (2023)	February–May 2023		June–August 2023		September–December 2023		January 2024	
	Activity	Personnel	Activity	Personnel	Activity	Personnel	Activity	Personnel
Undergraduate	Launch undergraduate courses funded by the course design grants.	Lead: faculty TBD			Launch undergraduate courses funded by the course design grants.	Lead: faculty TBD		
	April and May: Spring undergraduate videos (video #25, video #26)	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty			Fall undergraduate video (video #34)	Leads: Luijendijk, Ryzhova Support: videographer, students		
Graduate					Launch second flagship seminar	Leads: Steering committee and students		
			Summer graduate student videos. June: Mainz. July: course in Rome (or faculty).	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty				
			Workshop in cooperation with the École nationale des chartes (either in Paris or Princeton)	Leads: Reimitz, Marc Smith (ENC) Support: other faculty	Fall graduate student video (Verona)	Lead: Ryzhova		
Faculty	February: Call for applications for third faculty summer course design grants. Deadline: March. Awards announced: early April.	Leads: Grafton, Reimitz, Rustow, Tannous Coordinator: Ryzhova	Third faculty summer course design grant syllabi due for feedback in August	Leads: awardees (TBA) Supporting: Steering committee Coordinator: Ryzhova				
			Schedule two steering committee meetings to discuss the program and its progress comprehensively (first in early summer)	Leads: Steering committee Coordinator: Ryzhova				
			Schedule steering committee meeting to discuss renewed funding for MARBAS	Leads: Steering committee Coordinator: Ryzhova				

MARBAS work plan

			Summer faculty video (August)	Leads: Steering committee Support: videographer, other faculty				
			Beginning planning undergraduate certificate program based on previous performance	Leads: Steering committee Coordinator: Ryzhova				
			Update syllabus of flagship seminar for fall 2023 based on feedback from faculty and graduate students	Leads: Steering committee	Second flagship seminar	Leads: Steering committee		
Off-campus programs	Plan 3 day training in Mainz museum with Princeton-Mainz-Vienna-Berlin-Oxford graduate exchange (June 2023)	Leads: Reimitz, Gondicas, Graziosi, Kitzinger, Luijendijk, Noel, Reimitz, Tannous Coordinator: Ryzhova	3 day training in Mainz museum with Princeton-Mainz-Vienna-Berlin-Oxford graduate exchange (June 2023)	Lead: Reimitz	September meeting devoted to partnerships (and virtual expansion)	Leads: Steering committee Coordinator: Ryzhova		
			Possible Rome Seminar	Lead: Grafton	Verona International Summer School in Medieval Manuscripts	Lead: Reimitz		
			Bi-annual workshop at the International Center for the Study of Ancient Text Cultures (Renmin University of China, Beijing)	Lead: Kern Supporting: Renmin University			Bi-annual workshop at the International Center for the Study of Ancient Text Cultures (Renmin University of China, Beijing)	Lead: Kern Supporting: Renmin University, other faculty
On-campus programs			Publish blog post about incoming senior MARBAS visiting fellow's work in advance of visit	Lead: Ryzhova Support: Steering committee	Third visiting MARBAS one-week senior visiting fellow (December?) (+ video #36)	Leads: Noel, Eric White, TBA (depending on visiting fellow's field)		
Digital/Media	Plan and create videos #25–28. February and March: faculty. April and May: undergraduates.	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty	Plan and create videos #29–32. June: Mainz and/or Beijing. July: Rome (or faculty). August: faculty	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty	Plan and create videos #33–36. September: graduate students. October and November: faculty. December: visiting senior fellow.	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty, visitor		
					Post videos from senior visiting fellow visit	Leads: Ryzhova, Web Development Services	Publish all remaining materials for MARBAS-funded initiatives: flagship graduate seminar, undergraduate courses, intensive courses, research materials and video presentations	Lead: Ryzhova, Web Development Services
				Meet with Web Development Services to review website and re-organize as needed (based on new content)	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous, Web Development Services	Post course materials from third faculty course design grant online	Lead: Ryzhova	
		Publish videos #25–28.	Lead: Ryzhova	Publish videos #29–32.	Lead: Ryzhova	Publish videos #33–36. September: graduate students/Verona (video #20). October: graduate students (video #21). November: fall undergraduate video (video #22). December: visiting senior fellow (video #23)	Leads: Grafton, Reimitz, Rustow, Ryzhova, Tannous Support: videographer, students, faculty, visitor	Plan, create and publish January video (video #24).
Year 4 (2024, out of scope)	February–May 2024		June–August 2024		September–December 2024			
	Activity	Personnel	Activity	Personnel	Activity	Personnel		

- Allan, S., and C. Williams, ed. *The Guodian Laozi: Proceedings of the International Conference*. Berkeley, 2000.
- Bagnall, R.S. *Everyday Writing In the Graeco-Roman East*. Berkeley, 2011.
- Bagnall, R.S., ed. *The Oxford Handbook of Papyrology*. Oxford, 2009.
- Baussi, A., ed. *Comparative Oriental Manuscript Studies (COMSt): An Introduction*. Hamburg, 2015.
- Birkerts, S. *The Gutenberg Elegies: The Fate of Reading in an Electronic Culture*. Winchester, Mass, 1994.
- Bischoff, B. *Latin Palaeography: Antiquity and the Middle Ages*. Cambridge, 1990. See also 4th ed., in German, 2009.
- Bod, R. *A New History of the Humanities: The Search for Principles and Patterns from Antiquity to the Present*. Oxford, 2013.
- Bompaire, M., and F. Dumas. *Numismatique médiévale*. Turnhout, 2000.
- Brisset, C.-A. *À la croisée du texte et de l'image: Paysages cryptiques et poèmes cachés (ashide) dans le Japon classique et médiéval*. Paris, 2009.
- Burnett, S.G. *Christian Hebraism in the Reformation Era (1500–1660): Authors, Books, and the Transmission of Jewish Learning*. Leiden, 2012.
- Cerquiglini, B. *Éloge de la variante: Histoire critique de la philologie*. Paris, 1989.
- Clemens, R., and T. Graham. *Introduction to Manuscript Studies*. Ithaca, 2007.
- Cook, S. *The Bamboo Texts of Guodian: A Study and Complete Translation*. Ithaca, 2012.
- Dain, A. *Les Manuscrits*. Paris, 1949.
- Drège, J.-P., ed. *La fabrique du lisible: La mise en texte des manuscrits de la Chine ancienne et médiévale*. Paris, 2014.
- El-Shamsy, A. *Rediscovering the Islamic Classics: How Editors and Print Culture Transformed an Intellectual Tradition*. Princeton, 2020.
- Engelbert, P. *Karolingische Handschriften der Kölner Dombibliothek*. Regensburg, 2019.
- Fournet, J.-L. *The Rise of Coptic : Egyptian versus Greek in Late Antiquity*. Princeton, 2020.
- Galambos, I. *Studies in Chinese Manuscripts: From the Warring States to the 20th Century*. Budapest, 2013.
- . *Translating Chinese Tradition and Teaching Tangut Culture: Manuscripts and Printed Books from Khara-Khoto*. Berlin, 2015.
- . *Manuscripts and Travellers: The Sino-Tibetan Documents of a Tenth-Century Buddhist Pilgrim*. Berlin, 2018.
- Gamble, H.Y. *Books and Readers In the Early Church: A History of Early Christian Texts*. New Haven, 1995.
- Grafton, A. *Forgers and Critics: Creativity and Duplicity In Western Scholarship*. Princeton, 1990.
- . *Defenders of the Text: The Traditions of Scholarship In an Age of Science*. Cambridge, Mass., 1991.
- . *The Footnote: A Curious History*. [Rev. ed.]. Cambridge, Mass., 1997.
- Grafton, A., and L. Jardine. *From Humanism to the Humanities: Education and the Liberal Arts In Fifteenth and Sixteenth-Century Europe*. London, 1986.
- Grafton, A., and J. Weinberg. *"I Have Always Loved the Holy Tongue": Isaac Casaubon, the Jews, and a Forgotten Chapter In Renaissance Scholarship*. Cambridge, Mass., 2011.
- Guyotjeannin, O., J. Pycke, and B.-M. Tock. *Diplomatique Médiévale*. Turnhout, 1993.
- Hatch, W.H.P. *An Album of Dated Syriac Manuscripts*. Boston, 1946.
- Hamilton, A. *The Copts and the West, 1439–1822: The European Discovery of the Egyptian Church*. Oxford, 2006.
- Hirschler, K. *The Written Word In the Medieval Arabic Lands: A Social and Cultural History of Reading Practices*. Edinburgh, 2012.
- . *A Monument to Medieval Syrian Book Culture: The Library of Ibn ‘Abd Al-Hādī*. Edinburgh, 2020.
- Houston, G.W. *Inside Roman Libraries: Book Collections and Their Management in Antiquity*. Chapel Hill, 2014.
- Johns, J. *Arabic Administration in Norman Sicily: The Royal Diwan*. Cambridge, 2002.
- Johnson, W.A. *Bookrolls and Scribes in Oxyrhynchus*. Toronto, 2004.
- . *Readers and Reading Culture in the High Roman Empire: A Study of Elite Communities*. New York, 2010.
- Johnson, W.A., and H.N. Parker. *Ancient Literacies: The Culture of Reading in Greece and Rome*. Oxford, 2009.
- Kaster, R.A. *Guardians of Language: The Grammarian and Society In Late Antiquity*. Berkeley, 1988.

- Keene, B.C. *Toward a Global Middle Ages: Encountering the World Through Illuminated Manuscripts*. Los Angeles, 2019.
- Kern, M., ed. *Text and Ritual in Early China*. Seattle, 2005.
- Khan, G. *Arabic Legal and Administrative Documents from the Cambridge Genizah Collections*. Cambridge, 1993.
- König, J., A. Oikonomopoulou, and G. Woolf, eds. *Ancient Libraries*. Cambridge, 2013.
- Kornicki, P.F. *The Book In Japan: A Cultural History From the Beginnings to the Nineteenth Century*. Leiden, 1998.
- Koziol, G. *The Politics of Memory and Identity in Carolingian Royal Diplomas: The West Frankish Kingdom (840–987)*. Turnhout, 2012.
- Kwakkel, E. *Books Before Print*. Leeds, 2018.
- Lifshitz, F. *Religious Women in Early Carolingian Francia: A Study of Manuscript Transmission and Monastic Culture*. New York, 2014.
- Lowe, B.D. *Ritualized Writing: Buddhist Practice and Scriptural Cultures in Ancient Japan*. Honolulu, 2017.
- Luijendijk, A. *Greetings in the Lord: Early Christians and the Oxyrhynchus Papyri*. Cambridge, Mass., 2008.
- . *Forbidden Oracles? The Gospel of the Lots of Mary*. Tübingen, 2014.
- Martin, H.-J., and J.-M. Chatelain. *La naissance du livre moderne (xive-xviie siècles): Mise en page et mise en texte du livre français*. Paris, 2000.
- Miller, P.N. *Peiresc's Orient: Antiquarianism as Cultural History in the Seventeenth Century*. Farnham, 2012.
- . *Peiresc's Mediterranean World*. Cambridge, Mass., 2015.
- . *History and Its Objects: Antiquarianism and Material Culture Since 1500*. Ithaca, 2017.
- Mills, S. *A Commerce of Knowledge: Trade, Religion, and Scholarship Between England and the Ottoman Empire, 1600–1760*. Oxford, 2020.
- Nichols, S.G., ed. "In Praise of the Variant: A Critical History of Philology." Special issue of *Speculum* 65 (1990).
- Nongbri, B. *God's Library: The Archaeology of the Earliest Christian Manuscripts*. New Haven, 2018.
- Nugent, C. *Manifest in Words, Written on Paper: Producing and Circulating Poetry in Tang Dynasty China*. Cambridge, Mass., 2010.
- Olszowy-Schlanger, J. *Hebrew and Hebrew-Latin Documents from Medieval England: A Diplomatic and Palaeographical Study*. Turnhout, 2015.
- Pollock, S. *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*. Berkeley, 2006.
- Pollock, S., B.A. Elman, and K.K. Chang, eds. *World Philology*. Cambridge, Mass., 2015.
- Reynolds, L.D., and N.G. Wilson. *Scribes and Scholars: A Guide to the Transmission of Greek and Latin Literature*. 3rd ed. Oxford, 1991.
- Richter, M.L. *The Embodied Text: Establishing Textual Identity in Early Chinese Manuscripts*. Leiden, 2013.
- Rosenthal, F. *The Technique and Approach of Muslim Scholarship*. Rome, 1947.
- Rouse, R.H., and M.A. Rouse. *Manuscripts and their Makers: Commercial Book Producers in Medieval Paris, 1200–1500*. Turnhout, 2000.
- Rustow, M. *The Lost Archive: Traces of a Caliphate in a Cairo Synagogue*. Princeton, 2020.
- Schnapp, A., L. von Falkenhausen, P. N. Miller, and T. Murray, eds. *World Antiquarianism: Comparative Perspectives*. Los Angeles, 2013.
- Shaughnessy, E.L., ed. *New Sources of Early Chinese History: An Introduction to the Reading of Inscriptions and Manuscripts*. Berkeley, 1997.
- Sela, O. *China's Philological Turn: Scholars, Textualism, and the Dao in the Eighteenth Century*. New York, 2018.
- Sijpesteijn, P. *Shaping a Muslim State: The World of a Mid-Eighth-Century Egyptian Official*. Oxford, 2013.
- Timpanaro, S. *The Genesis of Lachmann's Method*, trans. G.W. Most. Chicago, 2006.
- Tsien, T.-H. *Written on Bamboo and Silk: The Beginnings of Chinese Books and Inscriptions*. 2nd ed., Chicago, 2004.
- Turner, J. *Philology: The Forgotten Origins of the Modern Humanities*. Princeton, 2014.
- Vandorpe, K., W. Clarysse, and H. Verreth. *Graeco-Roman Archives from the Fayum*. Leuven, 2015.

Institutional Profile

Founded in 1746, Princeton University is a vibrant community of scholarship and learning that stands in the nation's service and the service of humanity. On campus and around the world, Princetonians are making a difference in society.

Our Faculty

Princeton's faculty are world-renowned scholars and teachers inspired by their research and driven to help all students grow as thinkers.

- 1,289 Faculty, including full time, part time and visiting

Our Students

Our students come from across the country and around the world, and they join the University community eager to learn and excited to open doors to discovery. Each student's story joins those of peers, weaving the tale of an unforgettable Princeton journey.

- 2,946 Graduate student enrollment
- 5,267 Undergraduate student enrollment

- 42 Doctoral departments and programs
- 18 Master's degree programs
- 55 Interdisciplinary undergraduate certificate programs
- 33 Interdisciplinary/Interdepartmental doctoral programs
- 36 Academic departments

Our Alumni

Princeton alumni are well-known for their Tiger spirit. Our students stay connected to Princeton long after graduating, drawn back to campus for alumni events and celebrations. They are leaders and mentors who make their marks through work and service worldwide.

Our Staff

Every member of Princeton's community plays an important role in our mission of teaching and research. Staff members have the opportunity to engage in a work environment that values connection and community and making an impact bigger than oneself.

- 7,000 Benefits-eligible employees

Our Leadership

Princeton is led by Christopher L. Eisgruber, a constitutional scholar who became our 20th president in 2013. The trustees are responsible for the overall direction of the University. Our academic officers and officers of the corporation oversee various aspects of University governance.

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
ART				211
ART 201 ARC 209	Roman Architecture	Koortbojian	This course will examine the architecture of the Romans, from its mythic beginnings as recounted, for example, by Vitruvius) to the era of the high empire. Topics will include: city planning; the transformation of the building trades; civic infrastructure; and the full breadth of Roman structures, both public and private.	25
ART 215 EAS 215	Arts of China (10th Century to the Early 20th Century)	Wang	This course will examine significant artistic developments through the study of paintings, calligraphy, ceramics, prints, architecture, and photography, and will relate them to political and sociocultural transformations in China. The course will take advantage of the rich collection of Chinese art in the Princeton University Art Museum.	9
ART 216 EAS 213	Aesthetics and Politics of Chinese Painting	Wang	In this thematic introduction to the role of painting in Chinese cultural history, we will attend to the critical questions discussed within the field of Chinese painting in particular and art history in general. Students will have the opportunity to study Chinese painting first hand.	6
ART 228 MED 228	Art and Power in the Middle Ages	Barber, Kitzinger	In twelve weeks this course will examine major art works from the period ca. 300-1200 CE. Presenting works from Europe and the Middle East, and working with the Princeton collections in precept, the course will introduce students to the art of Catholicism and Orthodoxy, Judaism and Islam; the great courts of the Eastern- and Holy Roman Empires, and the roving Vikings, Celts and Visigoths.	32
ART 311 MED 311	Arts of the Medieval Book	Kitzinger	This course explores the technology and function of books in historical perspective. Surveying the major genres of European book arts between the 7th-15th centuries, we study varying approaches to pictorial space, page design, and information organization; relationships between text and image; and technical aspects of book production. We work primarily from Princeton's collection of original manuscripts and manuscript facsimiles.	6
ART 356 EAS 367	Landscape and the Visual Arts in China (Tenth Century to the Twentieth Century)	Wang	This course focuses on the genre of landscape in Chinese painting, prints, and photography from the tenth century to modern times. This course examines the issues associated with landscape art, including the tradition and global relevance of ink landscape painting, the relationship of painting with prints and photography, travel and mapping as landscape themes, and the associations among landscape, place, and territory.	12
ART 367 MED 367	Migration, Myth and the Making of Spain: Art & Architecture in Medieval Iberia	Patton	This course examines the history of the Iberian Peninsula through the visual traditions of the medieval peoples whose cultures laid the foundations of modern Spain. Highlighting such key issues as the interplay of foreign and local traditions, the expression of religious and ethnic identity, and the reuse of artistic forms and objects, it pursues a more	15
ART 385 EAS 385	Art and Power in China	Wang	This course reflects upon how art has worked in changing historical contexts and for serving political, religious and social agents in Chinese history. It covers a wide range of artifacts and artworks.	10

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
ART 421 ECS 421 EAS 421	Europe in the Making of Early Modern Chinese Art	Wang	This seminar will tackle the multiple dimensions of how European art worked at the Chinese imperial court and in local societies from the late sixteenth to the early nineteenth century. Students will view and closely examine Chinese artworks in person through study sessions at the collections of Princeton University Art Museum and the Metropolitan	8
ART 428 EAS 428	Song Dynasty Painting	Wang	This seminar will explore the artistic qualities and development of landscape, figure, and flower-and-bird painting and will consider main issues concerning these genres. Writing assignments include two catalogue entries of 500 words each on two Song paintings in the collection of PUAM.	9
ART 430 MED 430 HLS 430	Seminar. Medieval Art: Enchanted Landscapes: Nature, the Sacred and the Erotic	Barber	This course investigates the intertwining of art and nature in the Eastern Roman Empire. Students will consider the correlation of art and the environment; will learn to work between text and image; will work with a range of visual media and literary genres; and will think through the recurrence of ideas in the history of the Eastern Roman Empire; and will consider the role of art outside of major urban centers. A class trip to Sicily is planned for the Spring Recess.	34
ART 431 MED 431 REL 431	Art, Culture, and Identity in Medieval Spain	Patton	The coexistence of Muslims, Christians and Jews in the Iberian Peninsula transformed their visual culture in ways that resonated well beyond Iberian borders, from Atlantic colonialism to modern identity politics. This course asks how the contacts, conflicts and compromises provoked by "living with" each other shaped artistic traditions and cultural identity in a land both enriched and destabilized by its own diversity.	4
ART 513 CLA 518	Seminar in Roman Art: Historical Reliefs and/or Greek and Roman Portraits	Koortbojian	The seminar focuses on the portraits in the collection of the PUAM, the department's cast collection, and works in the Metropolitan Museum of Art. All discussions depend on the three-dimension presence of sculptures, either the originals or casts. The emphasis is on changes of style and technique, together with the contexts in which such changes occur.	14
ART 537 MED 500	Seminar in Medieval Art - 'Influence' and Innovation	Kitzinger	The course explores the vexed concept of "influence" in medieval art through case studies involving exchange between Eastern/Western Christian, Jewish, Pagan, and Islamic traditions. The seminar proceeds as a research workshop: each unit requires students to prepare a research agenda, present initial findings, and contribute to the course bibliography. A trip to Switzerland is planned over break.	14
ART 572 EAS 573	Chinese Painting in the Collection of PUAM	Wang	This seminar teaches PhD students how to develop research topics and exhibition themes from their first hand experiences with actual art objects. It makes extensive use of PUAM's excellent collection of Chinese art. The course also incorporates new scholarly trends that tackle how to interact with art objects and contemplate their visuality and materiality.	5

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
ART 575 EAS 571	Antiquarianism in Chinese Art	Hsu, Wang	Recent scholarly interest in the issues associated with copying, replication and multiple temporalities in art provides new perspectives on and approaches to this old theme and greatly enriches related discussions on it. This seminar takes a new look at the recurring tendency of antiquarianism in Chinese art by engaging with four important mediums (painting, calligraphy, bronzes and ceramics) and their frequent incidents of transmediality.	8
CLA				125
CLA 335 HLS 335	Studies in the Classical Tradition: Translating the Classics	Stergiopoulou	In this course we will examine the history, theory, and practice of translation of classical texts. We will focus on case studies from ancient languages across different genres and in different media and pay special attention to literary translations and adaptations in the 20th and 21st centuries. One of the final papers can take the shape of a creative project or a translation with a commentary.	11
CLA 357 HUM 359 GSS 355 HLS 359	Sappho: Her Work and Influence from 600 BCE to the Present	Graziosi, Stergiopoulou	In this course, students will consider in detail what remains of Sappho's work (including the latest discoveries, published in 2014), and also how her example informs later literatures, arts, identities, and sexualities. One session per week will focus on reading and translating original texts with one group, while a parallel session will focus on translations and adaptations through time.	19
CLA 405 NES 405	Akkadian	Haubold	This course offers an introduction to Akkadian, the language of ancient Babylon. The first half of the course introduces students to the basic concepts of Akkadian (old Babylonian) grammar and the cuneiform script. In the second half students consolidate their knowledge of the language by reading selections from classic Babylonian texts, such as the famous law code of King Hammurabi and the Epic of Gilgamesh.	15
CLA 416	History of the Book from the Ancient World to the 18th century and/or The Book in the Latin West	Bourbouhakis, Mairhofer, Grafton, Reimitz, Tannous, Kitzinger, White	This course offers a survey of the book in the Latin West, its cultural history and its functions as both object and text. It discusses production, readership and censorship, from antiquity up until the printing revolution.	5
CLA 514	Problems in Greek Literature: Homeric Scholia	Haubold	This course introduces students to the Homeric scholia as the single most important body of ancient literary criticism. The aim is to acquire fluency in the elliptic and often difficult Greek of the scholia; to study the history of the corpus; and to assess the significance of ancient Homeric scholarship for the development of literary criticism from antiquity to the present day.	14
CLA 543	Problems in Latin Literature: Latin Paleography	Mairhofer	The graduate seminar provides a chronological survey of the development of Latin handwriting from its origins, the Roman scripts, through to humanistic scripts. A particular emphasis is put on the book-based scripts of the western European Middle Ages and the Renaissance from c. 500 - 1500 AD, including scribal conventions and text typologies.	33

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
CLA 548 HLS 548 PAW 548 ART 532	Problems in Ancient History: Introduction to Ancient and Medieval Numismatics	Stahl	A seminar covering the basic methodology of numismatics, including die, hoard and archaeological analysis as well as a survey of pre-modern coinages. The Western coinage tradition is covered, from its origins in the Greco-Persian world through classical and Hellenistic Greek coinage, Roman imperial and provincial issues, Parthian and Sasanian issues, the coinage of Byzantium, the Islamic world, and medieval and renaissance Europe.	28
COM				81
COM 222 CLA 222	Read Like an Egyptian	Hare	A first course for students in reading ancient Egyptian hieroglyphs. Serious work in ancient Egyptian grammar, vocabulary building, etc. (the staples of a classical language course) plus work on the relation between hieroglyphs and Egyptian visual arts.	13
COM 241 AAS 241 AFS 241	The Golden Rhinoceros: Histories of the African Middle Ages	Belcher, Fauvelle	In this class, we focus on particular instances that speak to the tremendous diversity of the period from 300 to 1500 in Africa - its political systems, religious communities, and dynamics of cultural and economic conversation. We also address Africa's interconnectedness within and to the rest of the world as a vital part of the global middle ages. Primary sources include letters, treatises, and chronicles but also maps, archeological layouts, frescos, inscriptions, and rock art.	19
COM 307	Love, Death, and the Supernatural: Medieval Verbal and Visual Cultures	Brownlee	This course considers the European Middle Ages through key literary sources such as the autobiography of Augustine and the Songs of Roland. We then move to the medieval romances, the subaltern cultural production of Jews and Moors, the practices of pilgrimage and the contexts constructed by Chaucer, as well as the invention of the modern short story in Boccaccio's 'Decameron'. A fieldtrip to the Cloisters Museum is also planned.	8
COM 539 HUM 585 ENG 539	Ideographs, Images and Emblems	Hare	This course studies the intersection of images with texts which has created subtle and ingenious systems of signs as well as philosophical, aesthetic and psychological discourses about how such signs relate to cognition and semiotics. Objects of study derive from ancient Egypt and Meso-America, Early Modern Europe, Modernism and Post-Structuralism, from competing theses on speech, writing, and gesture to attempts to develop new taxonomies of images. The class makes use of materials in our Rare Books Collection and objects in the Museum.	5
COM 543 FRE 543	Topics in Medieval Literature: Reading the Roman de la Rose	Heller-Roazen	This seminar focuses on the two-part literary work in its literary, philosophical and theological contexts, as well as on its reception. Subjects to be discussed include romance and lyric; the legacy of the troubadours; poetry and Scholasticism; medieval rhetoric; the manuscript tradition; iconography; translations and reception of the Rose in English and Italian.	34

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
COM 581 EAS 589	Topics in Non-Western and General Literature: Traditional Japanese Drama	Hare	Weekly three-hour seminar. The seminar focuses closely on selected plays from the repertory of noh drama, with attention to related texts regarding training, aesthetic values, patronage and the materialities of performance (masks, costumes, props, the stage, etc.)	2
EAS				44
EAS 503	Early China: Text and Bibliography in Early China	Kern, Xu	The seminar examines the gradual evolution of early Chinese textuality from the pre-imperial through the early imperial period, with particular emphasis on questions of materiality and sociology of text; authorship, compilation, and circulation; canon formation and the rise of commentary; and classification and bibliography.	7
EAS 513	Special Topics in Chinese History: Stone Inscriptions in China (EAS 513)	Wen	This course introduces texts of different genres carved into stones in China from the Han to the Qing dynasty. Combining close reading of the texts with perspectives from art history and archaeology, this course places these texts back onto the stones and in the social and cultural contexts of their production.	3
EAS 517 HIS 531	Qing History: Working with Archival Documents	Bian	Read original documents and understand the history of archives in late imperial - modern China.	9
EAS 525 HIS 525	Primary Sources in Japanese Literature	Conlan	This course provides an introduction to the written sources of Japanese history from 750- 1600. Instruction focuses on reading and translating a variety of documentary genres, court chronicles and visual sources. Class work includes weekly translations, library research assignments (involving primary sources) as well as emphasis on research resources and methods.	10
EAS 528 HIS 528	Readings in Ancient Japanese History	Conlan, Yoshikawa	This course is devoted to understanding the varied and unique sources of Ancient Japan, focusing on the seventh through eleventh centuries. Instruction is focused on reading and translating a variety of documentary genres, and court chronicles. Each week entails the translation of several short documents. Some research resources and methods are also introduced.	4
EAS 554	Manuscripts of Medieval China	Wen	This course introduces manuscripts of medieval China preserved in different forms. It helps students to independently approach medieval manuscripts by introducing knowledge about the paper, formal and cursive writing, non-standard characters, and methods of punctuation on medieval manuscripts.	11
ENG				158
ENG 326	17th Century Literature	Smith	This class reconsiders a key value of modern political liberalism - encompassing questions of diversity, free speech, and the relation of church and state - through the literary texts written in its formative century. Students read poetry from the English Civil War, fictions of the African slave trade, and testimonies from religious exiles in the American colonies.	8

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
ENG 363	Virtual Victorians	Martin	We'll explore the print culture of the 19th century, learn techniques of close and distant reading, and think about how people and computers are taught to read poems. All reading material will be available online; we will use the HathiTrust Digital Library and Rare Books and Special Collections to access historical materials.	8
ENG 400 MED 400	Touching Books -- An Introduction to the History of the Book	Anderson	This course introduces the student to some glorious examples of manuscripts and early printed books made between the 4th - 16th centuries CE in the West. We will study the aesthetic and textual programs the books reveal, the production and functions of the book, and the ethnography of reading. We will consider simulacra of books, including facsimiles, critical editions, and digitized texts.	13
ENG 403	Forms of Literature: Literature and War	Martin	This class examines representations of the war experience, primarily of the First World War and the "War on Terror." We'll discuss the ethics of media formats (memoirs, fiction, poetry, film, journalism, government documents, images, social media, documentaries, and video games) and the psychological filters through which we read them (from "shell-shock" to "moral injury").	16
ENG 522	The Renaissance in England: Lyric: Parts and Wholes	Cormack	This class considers, including from the perspectives of narrative theory, lyric sequences and plays in which poems produce narrative effects, as well as the material history of lyric collections in the seventeenth century. In a final section, we consider the shaping of personal canons in some modern and contemporary poets.	10
ENG 532	Polyglot Poetics: Transnational Early Modern Literature (ENG 532)	Smith	Early modern vernacular writers did not simply imitate classical antiquity, but traded verse horizontally and multilaterally. We explore this cross-lingual, transnational literary field through the literature of travelers in the period: the poetry of diplomats, colonists, itinerant prophets and pharmacists, and the work of traveling theater companies.	27
ENG 553	Special Studies in the Nineteenth Century: Poetry and the Origin of Language	Martin	In this course, we read 18th- and 19th-century poetry alongside the development of linguistics. This course asks where and how historical discourse in poetics and linguistics intersected and where and how, in the present day, they intersect and diverge. The course makes use of the resources in the Princeton Prosody Archive.	24
ENG 563	Poetics: Jointed Lyrics: Narrative, Bundle, Canon	Cormack	The class considers, including from the perspective of narrative theory, some early modern sonnet sequences written in the Petrarchan tradition, as well the material history of lyric collections in the seventeenth and eighteenth centuries.	52
GER				22
GER 508	Middle High German Literature: An Introduction	Poor	Introduction to Middle High German language and literature 1100-1300, including medieval German scripts.	19
GER 509	Middle High German Literature II: Gender, Sanctity, and Popular Piety in the Middle Ages	Poor	Seminar explores constructions of sanctity in texts and objects from the tenth to the fifteenth centuries.	3

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
HIS				105
HIS 413	Medieval Democracy: Italian City States of the Middle Ages	Stahl	Each student will follow the history of a single medieval Italian city, using documents, coins, and art works from Princeton collections.	2
HIS 414 AMS 414	Life-Writing: Diaries, Memoirs, Autobiographies and History	Colley	This seminar will explore how historians can read, interpret and use individual testimonies of different kinds: memoirs, diaries and autobiographies particularly from men and women from Britain and the American Colonies/United States from c.1650 to the First World War. Weekly reading from original documents and extensive use of Firestone Library's collection of manuscript journals and memoirs written by Brits and Americans during this period.	5
HIS 435 HLS 435	Relics, Ruins and Robots: The Life of Things in the Pre-Modern Mediterranean	Grafton, Shawcross	From Antiquity to the late Renaissance, objects (trade goods, automata, obelisks, statues, relics, etc) moved and were moved in the Mediterranean world. In this course we will map the premodern Mediterranean's trade networks to try to understand how premodern men and women viewed and understood these objects in motion. Students will be asked to examine maps, manuscripts and rare books, both in digital form and in the University libraries.	5
HIS 452 MED 452	Magic, Matter, Medicine: Science in the Medieval World	Rampling	This course explores the medieval understanding of nature, the heavens, bodies, and minds. The course draws on a wide range of sources, including books, images, material objects, and our own attempts to reconstruct experiments in class.	28
HIS 464 ARC 464 ENV 464 URB 464	History with Objects and Landscapes	Candiani	How did the built and unbuilt environments we live with today come about? Why do our everyday objects look the way they do? Who shaped our mundane physical realities and for what? This multidisciplinary course teaches the tools to answer such questions through studying rural and urban geographies and ecologies, material culture, and human behavior in history. Course includes viewing-experiencing of cartographic, visual, material, and live urban or rural landscape sources. Field trips indoors and outdoors.	11
HIS 495	Alchemy: Art and Science	Rampling	Alchemy provides a core theme in medieval and early modern European culture, and a key to understanding early science and medicine. Alchemical books were studied by princes, physicians, priests, and noblewomen, who sought experimental instructions, medical remedies, and political influence. Yet alchemical ideas also challenge modern perceptions of the relationship between art and nature, science and religion, and learned and craft knowledge. We will explore these contrasts using texts, images, objects, and laboratory reconstructions.	15
HIS 520 HOS 520	Histories of natural history in East Asia	Bian, Marcon	One-time grad course in Spring 2019: primary material not just in East Asian languages but also European sources and other possibilities.	10

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
HIS 553 HLS 553	The Syriac Tradition	Tannous	The aim of this course is to introduce students to the history of the Syriac language and Syriac-speaking Christians. Students are introduced to and trained in the use of the most important instrumenta studiorum of Syriac studies.	17
HIS 555	Late Antique and Islamic literacy and education	Tannous	The seminar focuses on the two major religious revolutions of Late Antiquity: Christianity and Islam. The course will focus on extensive reading in both primary and secondary literature and students will be introduced to and trained in using major instrumenta studiorum for this period; texts may also be read in Greek, Syriac, and Arabic.	12
HOS				48
HOS 599 HIS 599	Special Topics in the History of Science, Technology, and Medicine: Alchemy and/or Experiments in Early Science	Ramplng	This course takes alchemy as a starting point for exploring the history of medieval and early modern science and medicine. This Spring, the University Library is hosting an exhibition on alchemical imagery that seeks to combine these themes. We use this opportunity to investigate the historical approaches that inform modern presentations of art and science: from displaying artefacts, to reconstructing experiments in a modern laboratory.	48
HUM				336
HUM 247 NES 247	Near Eastern Humanities I	Sheffield, Haubold, Krakowski, Vischak	This course focuses on the Near East from antiquity to the early centuries of Islam, introducing the most important works of literature, politics, ethics, aesthetics, religion, and science from the region. There is intensive work with primary sources.	11
HUM 216	Interdisciplinary Approaches to Western Culture I: Literature and the Arts	Baraz, Heller-Roazen, Kitzinger, Larsen, Morison, Rentzou	With a team of faculty drawn from across the humanities and social sciences, students examine pivotal texts, events, and artifacts of European civilization from antiquity forward. The course is enhanced by guest lectures from preeminent scholars and by excursions to museums and performances.	325
ITA				22
ITA 302	Topics in Medieval Italian Literature and Culture: Writing Latin in Late Medieval Italy	Marchesi	The course focuses on the close reading in the original Latin of a wide selection of 13th and 14th century Italian writers of hagiographic texts, Church documents, scientific inquiries, epic poetry, as well as of treatises about linguistics, poetics, ethics, and historiography.	22
JDS				29
JDS 202 REL 202	Great Books of the Jewish Tradition and/or A History of the Jewish Book	Dweck, Boustan	This course is intended to introduce students to the classical Jewish tradition through a close reading of portions of some of its great books, including the Hebrew Bible, the Midrash, the Talmud, the Passover Haggadah, Maimonides's Guide for the Perplexed, the Zohar, and Spinoza's Theological-Political Treatise. We will pay particular attention to the role of interpretation in forming Jewish tradition.	29
MUS				57

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
MUS 270 MED 270	Medieval and Renaissance Music from Original Notation	Reuland	This class explores the profound impact notation had on European musical culture c. 900-1600. We learn to sing from dozens of early notations, and use replica tools and techniques to notate our own manuscripts. Working from manuscripts and high-resolution, color facsimiles, students approach major works from Middle Ages and Renaissance through notations and formats in which they were originally recorded. Visits by experts who lead workshops in manuscript production and historically informed performance. Course culminates with a final concert.	11
MUS 334 ECS 334 HLS 341	Venice, Theater of the World	Reuland	This course examines over a millennium of music, art, literature, and culture in Venice, using as its lens the theatricality of the city's unique topography, environment, and geographic position. Topics include: public opera; civic ritual; tourism; Venice in fiction and film. An excursion to Venice will take place over the spring break.	12
MUS 528	Seminar in Musicology: The Trecento	Reuland	An exploration of fourteenth-century Italian song, with emphasis on vernacularism, influences of earlier lyric forms, and literary critical practices of Dante and his contemporaries. Participants tackle the thorny historiographical problems posed by the source material, and experiment with new archives for the study of trecento song.	34
NES				262
NES 212	The Idea of Iran: History, Memory, and the Making of a Cultural Identity	Sheffield	The course will introduce students to the history of the Iranian world through the lens of memory. Students will work closely with archival and visual material in collections in and around Princeton. Class has several library and museum visits and has the students make digital exhibitions as their final projects.	10
NES 326	Communications revolutions from antiquity to the modern era	Reynolds	Handwritten technologies of communication, analyze cutting-edge digital archives in conjunction with historical content detailing the importance of landmark "communications revolutions" from antiquity to the modern era.	41
NES 369	The World of the Cairo Geniza	Rustow	Undergraduates spend a semester deep-diving into research on geniza documents and Goitein's Nachlass.	18
NES 390	Medieval Cairo: A Survival Guide	Rustow	Material culture focus all the way through, including manuscripts, documents, coins, inscriptions, other objects and field trips (MMA, PUAM, Firestone Special Collections), plus experiential archeology	96
NES 502	Introduction to the Islamic Textual Tradition	Cook	Boot-camp for training students in working with medieval Islamic texts that exposes them to textual corruption and manuscripts (both nice and nasty) in small doses	21
NES 506	Ottoman Diplomats: Paleography and Diplomatic Documents	Hanioglu	An introduction to Ottoman paleography and diplomatics. The documents are in divani and rika scripts.	12
NES 511	Introduction to Syriac	Kiraz	A systematic introduction to Syriac language. Close reading of selected passages of Syriac texts.	13

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
NES 512	Intermediate Syriac	Kiraz	The aim of the course is to provide the linguistic skills and the academic tools that are necessary to carry out research in Syriac Studies. The first session deals with the transcription of Syriac and presents an overview of the basic resources for academic research. The rest of the course centers on a selection of Syriac texts and addresses fundamental notions of literature, culture, and history.	4
NES 523	Readings in Judaeo-Arabic	Rustow	Seminar fills with content depending on demand but is always based on manuscripts, normally documentary texts from the Geniza. Has focused on letters and legal texts from Egypt and from the Indian Ocean trade of the 11th-12th centuries.	5
NES 528	Persian Historiography from the Mongols to the Qajars	Sheffield	This course is designed to introduce advanced students of Persian to later Classical Persian prose from the Mongol conquests of the thirteenth century down to the middle of the nineteenth century, when significant innovations were introduced into Persian literary style. Students produce text editions and annotated translations	6
NES 545	Problems in Near Eastern Jewish History	Krakowski	Versions offered so far have involved hands-on training in using Geniza documents or manuscripts. Next iteration, in Sp20, will involve either Judeo-Arabic documents or Hebrew and Aramaic literary manuscripts, depending on student interest.	4
NES 547	Introduction to Arabic Documents	Rustow	Arabic documents on papyrus, parchment and paper; archival method and text editing	16
NES 549	Documents and Institutions in the Medieval Middle East	Rustow	Diplomatics-based analysis of geniza documents; understanding institutions (legal, social, administrative) through scribal practice	9
NES 550	Persian Historiography and Belles-Lettres from the Origins of New Persian to the Mongols	Sheffield	Introduces advanced Persian students to Classical Persian prose from the appearance of literary New Persian in the 10th century to the time of the poet Sa'di Shirazi. Develop archival skills through an introduction to Islamic codicology and acquire both linguistic competency in working with Classical Persian sources. Students produce text editions and annotated translations.	7
REL				150
REL 324	Mind and Meditation	Gold	This course examines the philosophy, history, and methods of Buddhist meditation. Primary readings will be Buddhist works on the nature of the mind and the role of meditation on the path to liberation (nirvana). In addition to other coursework, students will be practicing meditation and keeping a log and journal.	58

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
REL 333 NES 333	Interpreting the Qur'an: Text, Context, and Materiality	Thaver	This course will involve a close reading of the Qur'anic text and its interpretive traditions. The course will also go beyond approaching scripture as a bounded, collected, literary text, by examining the ritual, experiential and material encounters between the Qur'an and Muslim communities. Through a critical engagement with categories like "scripture," and "interpretation" students will be introduced to larger debates on hermeneutics and material culture within the study of religion.	8
REL 410 JDS 411	Talmudic Research	Vidas	This course is intended for students who already have experience with the Talmud and want to expand their engagement with the text by acquiring modern research methods. It addresses the use and significance of manuscripts of the texts; the relationship between the Bavli and the Yerushalmi; the sources of the Talmud and the way in which it was put together. Students will be introduced to the online and offline databases and bibliographic tools.	16
REL 504 HLS 525	Studies in Greco-Roman Religions: Antioch from the Seleucids to Late Antiquity	Luijendijk	In this cross-disciplinary course about ancient Antioch students learn about religious and ethnic diversity, imperial power, and domestic life in antiquity and communicate their knowledge clearly through creating virtual exhibits that draw on objects in collections at Princeton and Harvard. The seminar focuses on literary, archaeological, and art historical materials. This course is parallel-taught at Harvard Divinity School by Prof. Laura Nasrallah. Participants travel to collections at Dumbarton Oaks, the Museum of Fine Arts in Boston, the Worcester Art Museum, and Harvard University.	43
REL 527	Asian Religions Workshop	Gold	A weekly, year-long workshop focused on current student and faculty research in Asian religions. The course is designed primarily for graduate students working on dissertations and general examination essays. Note: REL 527 (fall) and REL 528 (spring) constitute this year-long workshop. In order to receive credit and/or a grade, students must take the course both semesters.	5
REL 528	Asian Religions Workshop	Gold	See above (spring seminar).	5
REL 533	Readings in Japanese Religions: Ancient and Medieval Buddhist Texts	Lowe	This seminar introduces Buddhist texts and genres from ancient and medieval Japan (roughly eighth through twelfth centuries). Significant time is spent on research methods and tools necessary for the study of Buddhism. Readings require basic familiarity with at least one of the following languages: classical Chinese, kanbun, or classical Japanese.	15
SLA				15
SLA 531	Russian Lies	Pravilova, Vinitzky	Fakes, forgeries and mystifications in Russian history and literature, not only pre-modern; stretches until Stalin's fabrications; but has a significant component on medieval documents and the debates on their authenticity.	15
SPA				7

Code	Course title	Instructor	Description	2017-2020 Enrollment Total
SPA 411 COM 436 ECS 411	Cervantes' Don Quijote and Beyond	Brownlee	This course considers the Quixotic confrontation of materiality and abstract ideas, of objects and digital surrogates. By means of close readings, digital resources, rare books and objects from the museum, we will explore this iconic text to better understand both cultural moments. The visual, tactile and interactive experiences will help us appreciate the reading experience both then and now.	7
TOTAL				1672

Planned programs mentioned in the narrative

Rome Seminar (originally Summer 2020, to be rescheduled due to the pandemic)

This seminar is designed to introduce graduate students from across the humanities to the unique primary sources available at institutions in Rome. Working hands-on with materials in the city's archives and libraries, students will be exposed to the rich potential of a wide range of sources produced between 1100 and 2020. Seminar meetings will be held at the Vatican Apostolic Library, the Biblioteca Nazionale, the Archivio di Stato, and elsewhere. The seminar will also include a series of presentations by senior scholars who will discuss how they have collected and interpreted Roman primary sources in their own research. The seminar is made possible by generous support from Stanford University, the Princeton University Humanities Council, and Notre Dame's College of Arts and Letters, the Charles and Margaret Hall Cushwa Center for the Study of American Catholicism, the Center for Italian Studies, and the Medieval Institute.

Website: <https://rome.nd.edu/research/rome-seminar/>

Palimpsest Studies and the Library of Saint Catherine's Monastery in Egypt (January 2022)

Organizers: Jack Tannous (Princeton) and Claudia Rapp (Vienna)

The focus of this workshop will be the palimpsests of St. Catherine's Monastery in Sinai. One of the aims of the course will be to introduce faculty and students working in other areas to technological advances that have made the recovery and reading of palimpsests possible in new and exciting ways. Our speakers are leading experts in their respective fields, including the Byzantine historian Claudia Rapp and the imaging technology pioneer Michael Phelps. We will have ten speakers over the course of 5 days. Each speaker will give a 1.5-hour presentation and then spend 1.5 hours doing hands-on work with students. As part of the workshop, we will look at manuscripts from St. Catherine's in Princeton's collection (including a Georgian Aramaic palimpsest). There will be an opening keynote lecture by Helen Evans (Metropolitan Museum of Art) and a closing keynote lecture by Fr. Justin, the librarian of St. Catherine's Monastery.

Graduate Exchange in Late Antique, Byzantine and Early Medieval History (Universities of Mainz, Oxford and Vienna, Freie Universität Berlin and Princeton)

Call for participants: The next meeting of the graduate exchange between Princeton, Oxford, Vienna, the FU Berlin and the Wissenschaftscampus Mainz in Late Antique, Byzantine and Medieval Studies will be held in Vienna in December 2020. The aim of the project is to provide a forum for interdisciplinary exchange between students and renowned researchers in late antique, Byzantine and early medieval studies. Vienna will be covering the expenses for food and accommodation while Princeton's Committee for the Study of Late Antiquity will cover travel expenses. These meetings are wonderful opportunities to present your ongoing work and get feedback from graduates from other academic backgrounds as well as faculty from the different institutions, such as Stefan Esders, Bernhard Palme, Walter Pohl, Claudia Rapp, Sebastian Richter, and Julia Smith. Princeton has about four slots for this year's meeting. If you are interested, send us your dissertation topic and what you would like to present at the meeting by February 15 at the latest.

Website: <https://csia.princeton.edu/events/princeton-graduate-student-exchange-meeting>.

Bi-annual workshops at the International Center for the Study of Ancient Text Cultures, Renmin University

At the bi-annual workshops at Renmin University (Beijing, summer and winter), five international faculty members lecture and lead discussions on various topics in ancient text cultures. The summer of 2019, Martin Kern (Princeton University), Barbara Graziosi (Princeton University), Hindy Najman (Oxford University), Zhang Hanmo (Renmin University of China), and Guo Xi'an (Shanghai Normal University) came together with graduate students and young academics from dozens of centers globally to lead lecture sessions and discussions on the topic of "Authorship and Authority in the Ancient World."

Workshops in cooperation with the École nationale des chartes, Paris

The École nationale des chartes is the oldest and most important European center for the training and education of archivists (founded in 1821). They have recently started experimenting with new approaches to teaching the well tried instrumentarium of auxiliary sciences, with a focus on the Latin West. We are planning joint seminars in Princeton and Paris. We will learn from the École's experience with teaching paleography, diplomatics and manuscript studies, and their integration of traditional techniques with digital tools; they will benefit from our comparative approaches and geographic breadth. Joint courses will include Comparative Diplomatics, History and Anthropology of Writing, and Paleography in the Twenty-First Century. Personnel will include Marc Smith (Professor of Paleography, ENC); Judith Olszowy-Schlanger (Professor of Hebrew Paleography, EPHE); François Déroche (Professor of Arabic Paleography, EPHE); Mairhofer; Reimitz; Rustow; Tannous.

Past intensive week-long summer and winter-session courses

Thanks to the David A. Gardner '69 Magic Project, the Near Eastern Studies Department at Princeton University organized a series of intensive five-day courses for graduate students on subjects in Islamic studies not normally covered in the Princeton curriculum.

In 2017, the course was on Arabic papyrology. Applicants were from Princeton and elsewhere, and had to be proficient in Arabic. The instructor was Petra Sijpesteijn of the University of Leiden, a leading expert in the study of Arabic papyri. She lectured in the morning and directed students working with original texts in the afternoon. Students learned the basic technical skills of reading and editing papyri. They also read narrative sources and Greek and Coptic papyri to understand how the documents can confirm, disagree with and change our view of early Muslim society.

In 2018, the course was on Pre-Islamic Arabia. The instructor was Christian Robin, of the Centre Nationale de Recherche Scientifique in Paris, who has been working on pre-Islamic Arabia since the 1960s and is the world's leading authority on the topic. He lectured in the morning and directed students working with original texts and inscriptions in the afternoon. Students learned to read and transcribe difficult pre-Islamic Arabian scripts and how these primary sources impact our interpretation of religion, culture, society, and politics in the region. Prof. Robin discussed other Arabian languages, including Hagarite, Dedanite, Taymanite, Hismanite, Thamudic, Nabatean, Sabaic, Qatabanic, Hadramawtic, Ma'initic, Greek, Ge'ez and Hebrew, as well as the origins of Arabic script in the fifth century and the historical context in which Islam arose. It was the first time that Prof. Robin had taught a course in North America. There were 60 applicants from five continents, of whom 30 were accepted. Faculty members and curators from Princeton and other institutions also attended.

Faculty-graduate student working groups and colloquia for which MARBAS will serve as the umbrella

Archival Silences | Emma Sarconi (Reference Librarian, Special Collections) and Kinohi Nishikawa (English and African American Studies)

The Archival Silences Working Group seeks to foster an interdisciplinary conversation about the limits, freedoms, frustrations, complications and biases inherent in past and present archival practice. We read 1–2 essays or chapters per meeting by academics, archivists, librarians, community activists and essayists.

Website: <https://humanities.princeton.edu/archival-silences/>

The Committee for the Study of Late Antiquity | Jack Tannous (History)

The Committee for the Study of Late Antiquity (CSLA) fosters interdisciplinary discussion and cooperation on the period from 200 to 800 CE in Europe, North Africa and the Middle East. Comprised of specialists in history, classics, religion, art and archaeology, and Near Eastern studies, the CSLA sponsors regular reading groups, workshops and lectures.

Website: <https://csla.princeton.edu/>

Comparative Antiquity | Martin Kern (East Asian Studies)

The Comparative Antiquity Research and Teaching Collaboration is a three-year Humanities Council Global Initiative to foster research and teaching toward a new paradigm of “global antiquity” that is extensive in geographical and chronological scope and inclusive in disciplinary participation and methodologies. The Initiative aims to transform the research and study of antiquity, broadly conceived, at Princeton, and provide a model for similar change elsewhere. At its heart is a faculty-graduate student reading group on the pre-1000 world focusing on connective scholarship across the disciplines and comparison as a method and means of collaboration.

Website: <https://humanities.princeton.edu/funding-opportunities/comparative-antiquity-initiative/>

Comparative Diplomats | Tom Conlan (East Asian Studies), Helmut Reimitz (History), and Marina Rustow (Near Eastern Studies and History)

Comparative Diplomats is a biweekly faculty-graduate student working group focused on handwritten archival documents from across Eurasia. At each meeting, a Princeton-based or visiting scholar presents and invites comments and questions on a single historical document or a small connected cluster of them. There are no linguistic prerequisites, a fact that encourages participation, invites comparison, and produces unexpected and sometimes destabilizing questions. Sponsored by the Comparative Antiquities network, the Humanities Council and the Program in Medieval Studies.

Website: <https://humanities.princeton.edu/comparative-diplomats/>

Early Modern History Workshop | Jennifer Rampling (History)

The Early Modern History Workshop (EMH) is a seminar series for Princeton students and faculty that transcends common subdivisions in this field and provides graduate students with a forum in which to present work in progress, grant applications, research papers, and dissertation chapters.

Medieval Studies | Helmut Reimitz (History)

The Program in Medieval Studies runs an informal workshop for graduate students working on Late Antiquity, the European Middle Ages and Byzantium to present work in progress, receive and offer feedback, and practice the tricky art of commenting on a paper outside one’s specialty.

Website: <https://medievalstudies.princeton.edu/>

Rare Book Reading Group | Eric White and Gabriel Swift (Library)

The Rare Book Working Group meets regularly throughout the academic term for presentations, teaching sessions, and off-campus events open to all Princeton students and faculty interested in the history of books and printing from the early modern through contemporary periods. Topics include binding identification and research into print and manuscript fragments, the bookselling trade, material evidence of production costs, women's book production and ownership, and print illustration.

Website: <https://commons.princeton.edu/rbwg/about-rbwg/>

Textuality, Materiality, and Reading Practices | AnneMarie Luijendijk (Religion)

Textuality, Materiality and Reading Practices is a working group of humanities faculty and graduate students with different geographical and temporal interests focused on textual materiality and the entangled histories of reading and its artifacts. We ask such questions as: How do reading, textuality and materiality preserve tradition or provoke change? Launched in 2016–17, the group meets 10 times per year and is part of Comparative Antiquity: A Humanities Council Global Initiative.

Website: <https://humanities.princeton.edu/textuality-materiality-and-reading-practices/>

Selected online resources for the study of manuscripts, rare books, and archives

Annotated Bibliography of Syriac Resources Online: <http://syri.ac/>

Database of Digitized Greek Manuscripts: <https://library.princeton.edu/byzantine/manuscript-title-list>

Databases of the Institut de Recherche et d'Histoire des Textes:

<https://www.irht.cnrs.fr/?q=fr/ressources/les-ressources-electroniques>

Earlier Latin Manuscripts: <https://elmss.nuigalway.ie/>

Early Printed Books: Resources for Learning and Teaching: <https://www.earlyprintedbooks.com/>

Friedberg Jewish Manuscript Society: <https://fjms.genizah.org/>

International Dunhuang Project: <http://idp.bl.uk/>

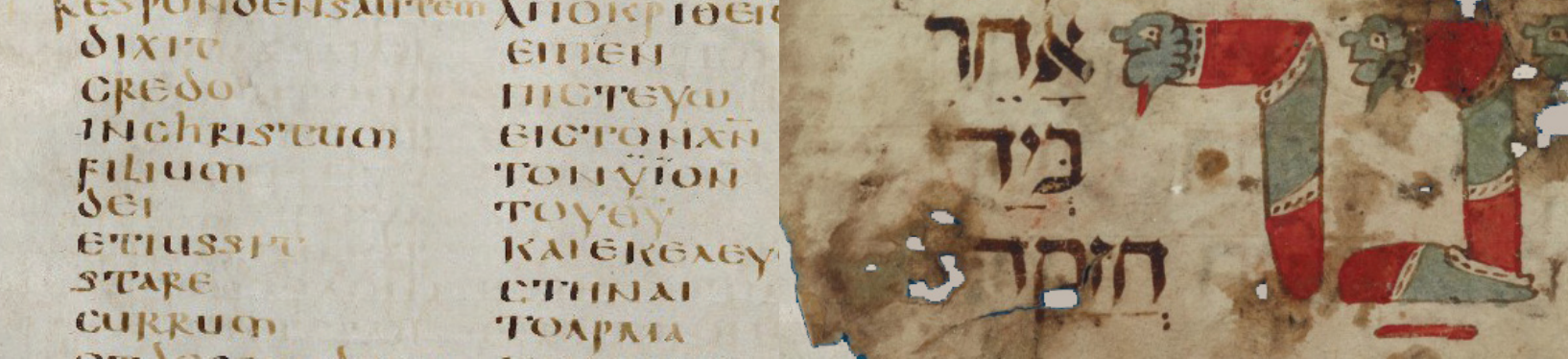
Leuven Database of Ancient Books: <https://www.trismegistos.org/ldab/>

papyri.info: <http://papyri.info/>

Princeton Geniza Project: <https://geniza.princeton.edu/princeton-geniza-project/>

Trismegistos: <https://www.trismegistos.org/index.php>

Yemeni Manuscript Digitization Initiative: <http://pudl.princeton.edu/collections/pudl0079>



Oxford, Bodleian Libr., MS Laud. Gr. 35

Cambridge, Univ. Libr. T-S K10.1



Comparative Diplomatics Workshop

Thursday, February 6, 6 – 7:30 pm
202 Jones Hall
Umberto Bongianino (Oxford University)
“The Caliph and the Monks' Cattle: An Almohad Decree in Favor of a Catalan Monastery (1217 CE)”

Tuesday, March 24, 4:30 – 6 pm
202 Jones Hall
Megan Gilbert (East Asian Studies)
"Curated Scrap Paper: Documents on the Reverse Sides of Medieval Japanese Diaries"

Thursday, February 27, 4:30 – 6 pm
202 Jones Hall
Debjani Bhattacharyya (Drexel University)
"Inscribing Land Titles: Geographical Imaginations in Legal Texts"

Tuesday, April 14, 4:30 – 6 pm
202 Jones Hall
Miriam Frenkel (The Hebrew University)
“Rich Bride Poor Bride - Two Trousseau Lists from the Cairo Geniza”

Tuesday, March 3, 6:30 – 8 pm
202 Jones Hall
Helmut Reimitz (History)
“From Medieval Charters to Roman Law and Back Again”

Thursday, April 30, 4:30 – 6 pm
202 Jones Hall
Horikawa Yasufumi (East Asian Studies)
Samurai’s Oath in Medieval Japan: From Princeton University’s Collection”

Conveners: Tom Conlan (East Asian Studies/History), Helmut Reimitz (History), Marina Rustow (Near Eastern Studies/ History)

Coordinator: Brendan Goldman (Judaic Studies)

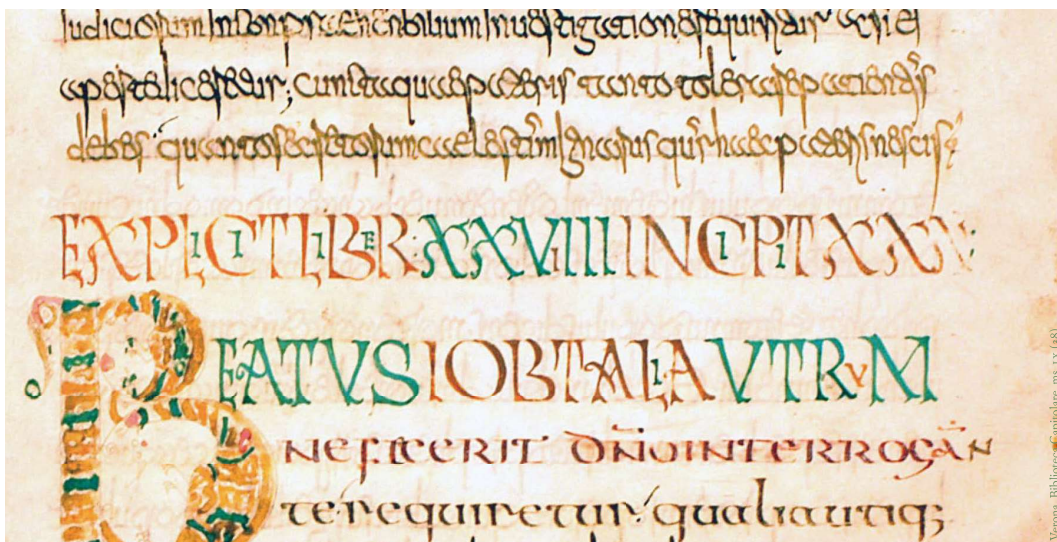
To receive announcements about the workshop and brief precirculated readings, email Brendan Goldman at bgg2@princeton.edu.

Comparative Diplomatics is a faculty-graduate student working group of the Comparative Antiquities network at the Humanities Council, co-sponsored by the Program in Medieval Studies.

Oxford, Sackler Libr., Oxyrhynchus Pap. 2331

Paris, Bibl. nat., Arabic 6734





2nd Verona International Summer School in Medieval Manuscripts

Verona, 7th-11th September 2020

Organised by



UNIVERSITÀ
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M. Stoffella, G. M. Varanini

Scientific Coordinators

M. Bassetti, M. Stoffella

The Verona International Summer School in Medieval Manuscripts offers an intensive course in writing culture from Late Antiquity to the Middle Ages (415-1500). Due to the effects of the Covid-19 pandemic outbreak, the 2020 edition is offered only via a digital platform (Moodle). It provides an overview of the main elements of Latin palaeography, showing the evolution of letter forms and most common abbreviation systems; the course consists of practical exercises, reading and transcribing several different types of script. It is also open to students with some experience in Latin and Greek palaeography, who wish to refresh or improve their skills. Participants must have elementary Latin in order to benefit from lectures; when applying, they should indicate whether they had any previous experience in palaeography. This course will last for five days and lectures will be both recorded and live streamed by experts in their respective fields, working both at Verona University, Culture & Civiltà Department, and at a wide range of other institutions. Subject areas include Latin, Gothic, Greek and Early Modern Italian palaeography, illuminated manuscripts, codicology, liturgical and

devotional manuscripts. Most of the morning lectures will be offered as pre-recorded talks, exploring the outstanding original Late Antique and Medieval writing materials preserved at the Biblioteca Capitolare, the «Queen of all Late Antique and Medieval Libraries», according to E.A. Lowe. In the afternoons, recorded lectures will take turns with live Zoom meetings hosted by our lecturers in order to:

- offer practical sessions on manuscripts and charters;
- get specific insights through topics discussed during the morning sessions;
- answer attendees questions.

The course also provides training for historians, archaeologists and textual scholars in the discipline of reading and interpreting medieval graffiti and epigraphic evidence, analysed in their original context. The importance of understanding graffiti and inscriptions within their archaeological and topographical contexts will be explored during virtual site visits to S. Giorgio/S. Elena, S. Zeno and S. Maria in Stelle. These virtual visits will be led by experts in Medieval Archaeology, Art and Architecture History.

Lecturers



Massimiliano Bassetti (Univ. of Verona)
Professor of Latin Palaeography



Alfredo Buonopane (Univ. of Verona)
Professor of Roman Epigraphy



Carla Falluomini (Univ. of Perugia)
Professor of Germanic Philology



Rosamond McKitterick (Univ. of Cambridge)
Professor of Medieval History



Fabio Saggioro (Univ. of Verona)
Professor of Christian and Medieval Archaeology



Paolo Scattolin (Univ. of Verona)
Professor of Greek Palaeography



Marco Stoffella (Univ. of Verona)
Professor of Medieval History



Gian Maria Varanini (Univ. of Verona)
Professor of Medieval History

Riccardo Bertolazzi (Univ. of Verona)
Researcher in Roman Epigraphy



Paolo De Paolis (Univ. of Verona)
Professor of Latin Language and Literature



Tiziana Franco (Univ. of Verona)
Professor of Medieval Art History



Paolo Pellegrini (Univ. of Verona)
Professor of Italian Philology



Gaia Sofia Saiani (SISMEL - Florence)
Researcher in Medieval Latin Philology



Arnaldo Soldani (Univ. of Verona)
Professor of Italian Linguistics



Donatella Tronca (Univ. of Verona)
Researcher in Latin Palaeography



Margherita Zibordi (Univ. of Padua)
Researcher in Medieval Art History



Applications

The full program of 2020 Summer School (recorded lectures and live Zoom meetings) is open to a maximum of 20 students. Attendees are asked to submit a short statement of why they wish to take the course together with a CV. Non-selected applicants will still have the chance to enrol for the light program of the Summer School (please, see below). In order to apply you are kindly asked to write as soon as possible to medievalmanuscripts@ateneo.univr.it with your CV attached. You will receive an application form and the instructions for the bank transfer. Your completed application form and your bank statement must be sent back via email before August, 31st, 2020.

Fees and Payments

Student Five-Day full program Fee (recorded and live streamed sessions): Euro 120,00.

Student Five-Day light program Fee (recorded-only sessions, available after September, 11th): Euro 60,00.

Fees include attendance (recorded and live streamed sessions for the full program, recorded-only sessions for the light one) and a wide ranging of teaching and bibliographical material (for both programs), available on our Moodle.

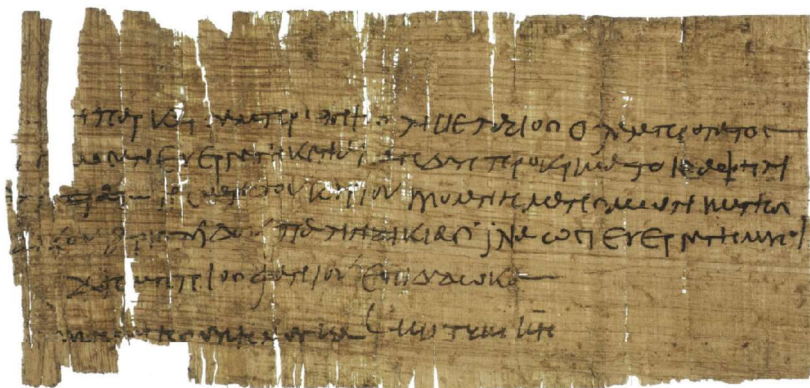
Payments must follow the indications given by the Scientific Coordinators per email.

Summer School Administrator
Dipartimento Culture e Civiltà, Room 3.19
Università degli Studi di Verona
Viale dell'Università, 4
I-37129 Verona
Tel: +39 (0) 45 8028733
Email: enrico.cazzaroli@univr.it

A workshop |

February 20–21, 2017

Documents were ubiquitous tools of power in Late Antiquity and the Middle Ages, used by rulers, their subjects, scribes and courts of law to make, sustain and contest claims. They are consequently among historians' best tools for understanding how courts of law and state bureaucracies worked, and a point of access into the broader social orders. This workshop will investigate the formal features of premodern documents as evidence of scribal practices and institutions. How can we use diplomatics to read documents as evidence of power, institutions, and social processes? Can we deploy a very old set of methods on even older documents to yield a new kind of history?



Speakers |

- Clifford Ando** | University of Chicago
- Roger Bagnall** | Institute for the Study of the Ancient World, New York University
- Adam Kosto** | Columbia University
- Geoffrey Koziol** | University of California Berkeley
- Eve Krakowski** | Princeton University
- Tamer el-Leithy** | Johns Hopkins University
- Arietta Papaconstantinou** | University of Reading
- Craig Perry** | University of Cincinnati
- Marina Rustow** | Princeton University

Sponsors |

- Department of Near Eastern Studies
- Princeton Geniza Lab
- National Endowment for the Humanities

Documents & institutions

in the late ancient & medieval worlds



P. Sakh. inv. 2343

Program | Monday, February 20

1:30–1:45 | **Eve Krakowski & Marina Rustow** | Introduction |

1:45–3 | **Clifford Ando** | *Firmitas documentorum*: Records of proceedings as guarantors of memory in political and legal argument |

3–4:15 | **Roger Bagnall** | Two documents from the archive of the funeral workers of the Egyptian Great Oasis |

4:15–4:45 | Coffee & tea |

4:45–6 | **Arietta Papaconstantinou** | Donation-cum-narration: Child donation deeds from eighth-century Upper Egypt

Program | Tuesday, February 21

9–9:30 | Coffee & tea |

9:30–10:45 | **Adam Kosto** | How to sell a castle to a count: Barcelona, 1071 |

10:45–12 | **Geoffrey Koziol** | Charters in tenth-century Northern "France": Landscapes and practices, performances and performatives |

12–1:15 | Lunch | Prospect House |

1:30–2:30 | **Eve Krakowski & Craig Perry** | Two Hebrew-script legal documents from the Cairo Geniza |



Program | Tuesday, February 21

3–4 | **Tamer el-Leithy & Marina Rustow** | Resisting expropriation, documenting taxation: How to get your stuff back from the Fatimid state |

4–4:15 | Coffee & tea |

4:15–5:15 | **Plenary** | Toward a handbook of documents and institutions in the medieval Middle East |

