

Detailed Course Evaluation

- 1) *How useful were the pre-course readings? Did you do any additional preparations in advance of the course?*
 1. Useful. Maybe an introduction to the history of Chinese literature would have also been helpful.
 2. They were essential since I had little previous knowledge of the subject. I did read some additional works on the suggested reading list.
 3. The readings were quite lengthy, but worthwhile. They are a wonderful reference for the future.
 4. Useful, though SE really should move a few things off of the “required” section, and *add* his China Institute catalog (*Chinese Rare Books in American Collections*) from recommended to required. He referred to it all week, and I was sorry I had not had time to read it in advance. It would have helped a lot.
 5. Well-balanced required reading list was perfect, and I will treasure for it from now on. Our teacher kindly gave us more interesting book lists in the textbook.
 6. I found them very helpful. Having read them all, I felt I had a foundation for what I saw and heard in the class. I also read a very general book about the Chinese dynasties, which gave me a kind of historical framework.
 7. Very useful but difficult to follow sometimes without the classroom artifacts, facsimiles, and PowerPoint slides.
 8. The pre-course readings are essential. I think you would be lost from the get-go if you did not have some sort of knowledge base from which to start.
 9. Very useful.
 10. Excellent pre-course readings.
 11. Very useful—allowed us to hit the ground running.
 12. {No response—RBS staff}

- 2) *Were the course workbook and other materials distributed in class appropriate and useful (or will they be so in the future, after you return home)?*
 1. Very useful. The glossaries of Chinese terms are invaluable. It would be great to also have a glossary/reference list of key people (authors, publishers, collectors) and their dates.
 2. The workbook was incredibly helpful to follow along with vocabulary, items that were shown, and suggested readings. Appendices were really helpful.
 3. Yes, but I do wish the terminology had been in a single alphabetical listing, instead of being split between each section. In a single alphabetical listing (another appendix?), the session number could have been at the end of the definition if the teacher wants to specify when the term will likely be used.
 4. Yes, so much to process when I go home!
 5. Absolutely. Yes.
 6. Both appropriate and useful. I will refer to it in the future, I know.
 7. Took a lot of pictures to try to remember each line item discussed. Cross-

- referenced iPhone number to each line item in workbook.
8. Workbook was fine, although we bounced around a bit from section to section. Sometimes workbook was difficult to follow if you did not speak Chinese—which I did not.
 9. The materials were essential during class, and I am certain they will become a helpful resource when I return home.
 10. The workbook and other materials will be very useful in the future.
 11. YES—these were *invaluable*. SE made a meticulous workbook that will serve as a reference tool for me for years to come.
 12. {No response—RBS staff}
- 3) *Have you taken one or more RBS courses before? If so, how did this course compare with your previous coursework?*
1. No, this is my first course.
 2. This subject was totally new to me, but still as thoroughly engaging and rich as the previous course I had taken.
 3. No, this is my first course.
 4. No, this is my first course.
 5. Each experience enhanced my knowledge of the subject and guided in the best possible way.
 6. This is my fifth RBS class. This course was one of the best I have taken.
 7. None.
 8. This was a great course. I have taken several courses at RBS and this would rank up there with some of the best.
 9. Yes, one. My first RBS course was not located at UVA; at the time I was happy with the experience, but this year enjoyed meeting people from other courses as well.
 10. I have taken four other RBS courses and this has been a favorite course.
 11. No.
 12. {No response—RBS staff}
- 4) *What aspects of the course content were of the greatest interest or relevance for your purposes?*
1. Wood-block printing history was most interesting to me.
 2. Understanding the book as an artifact within its socio-historical context.
 3. Everything!
 4. Everything was useful, but perhaps of greatest relevance: later printing; illustration; material concerns (color, paper, formats) and experimentation.
 5. The complete bibliographical terminology in both English, Chinese, and Japanese. The distribution of the items shown in the class was well balanced and covered more than I imagined. I am extremely happy.
 6. Seeing actual books from the periods we were hearing about. This has been true for other RBS classes I have taken, and I think it is what makes RBS so unique and important—in addition, of course, to the inspiring instructors.
 7. Wow, everything: terminology, artifacts, additional reading, more specifically interested in Western influence and twentieth-century “printing.”
 8. Since I knew nothing of Chinese book history, I was looking for an overview,

which I did get. As a collector this is not my area of interest or expertise, so not relevant to my pursuits.

9. *ALL* of it was interesting!
 10. The history of the book in China. Understanding the development of printing in East Asia.
 11. Examination of letters and seals; discussion of cultural history and social aspects of editing and collecting.
 12. {No response—RBS staff}
- 5) *Did the instructor successfully help you to acquire the information, knowledge, and skills that the course was intended to convey? Was the intellectual level of the course appropriate?*
1. Yes, there was an incredible amount of information! Sometimes it was difficult to process all of it, but at the same time good to get exposure to so much.
 2. Yes, SE is so knowledgeable that he provided much more information than I could thoroughly process at the moment. But the notes, workbook, and reading lists will help me withdraw information from the memory bank when necessary in the future, I'm sure.
 3. Absolutely, yes to both.
 4. Yes!
 5. The teacher was approachable, and encouraged us to ask him any question, which helped me learn in this multi-element book appreciation.
 6. Yes.
 7. Scholarship of instructor was much more than expected.
 8. SE's knowledge base is immense, and we were incredibly lucky to have the benefit of his expertise. Intellectual level of course was appropriate.
 9. The instructor made sure to address various interests of individual students. Level appropriate for beginners and advanced students.
 10. The instructor was excellent. SE is amazing and extremely generous with his vast knowledge. I cannot imagine a more perfect instructor.
 11. Yes. As for "skills," that aspect might be best served in a course with a narrower focus, such as "Critical Bibliography in China."
 12. {No response—RBS staff}
- 6) *What did you like best about the course?*
1. I loved being able to see so many actual examples from SE's amazing collection. It was also fantastic to get to hear SE's stories and anecdotes (all true) of publishers, collectors, artists, and adventurers.
 2. The instructor's deep and broad understanding, brought together with material from his own collection. He and his collection are national treasures.
 3. The teacher's obvious love and enthusiasm for the material was infectious. He generously shared an immense amount of material.
 4. Aside from the beautiful and very interesting books? The instructor! SE is fantastic. Warm, congenial, generous with his great store of knowledge and (invariably trustworthy) anecdotes.
 5. The teacher's passion to teach. His generosity to share more information, sample books, and stories from his experience.

6. The instructor, his knowledge, generosity, anecdotes, and wonderful collection.
7. The anecdotes.
8. Having SE so generously share his personal collection with the class was instructive and was the best part of the class for me. To see and touch the physical books was enlightening since the Chinese traditions are so different from the European and American models. Also SE's enthusiasm was contagious, and as a student I respond positively to that learning environment.
9. The participants had different backgrounds, and it made for interesting discussions to have questions from graduate students, librarians, collectors, sellers, conservators, teachers, &c.
10. I liked the instructor best, and the books he brought along second best.
11. SE's artifacts and rich, personal stories about books and collectors.
12. {No response—RBS staff}

7) *How could the course have been improved?*

1. Maybe focus the scope somewhat so that it is a little more digestible. Also, SE would usually talk about a book and then pass it, but I think it would be good to pass the book and discuss at the same time so that we are looking at a piece while he is talking about it.
2. The classroom was just not large enough to display and examine material adequately. We would have saved time if there has been space to have the items set up before any given session (with labels). Also, the level of detail and number of items to view might be reduced in some cases. Perhaps there should be an advanced course offered as a Part II.
3. {No response—RBS staff}
4. This is the first iteration of this course, but future versions should (and I'm sure will) be more closely edited in terms of both historical and physical material. I think it should be easy enough to trim a little time here and there—we spent perhaps a little more time than necessary on rubbings, and on looking at multiple versions of the same style of binding early on. Also SE sometimes forgot to pass the tray. We can listen as we look. For the PowerPoint lectures, captions—even just a title, or a printed list of titles—would be very useful for mentally connecting the Chinese titles announced verbally with both the image and with a translated English title (e.g., “Diamond Sutra”) or a Pinyin rendering of it.
5. Not much change needed.
6. Add another week, perhaps?
7. Less volume, maybe speaking notes or transcripts. Electronic display or handouts of names and Chinese words used.
8. There were problems with time management and sometimes skipping between several topics in rapid form. I felt at a disadvantage not being able to speak or read Chinese, and being unfamiliar with Chinese pronunciation. Sometimes SE would rattle off Chinese names and titles, and I would scramble to try and find the appropriate references in the workbook.
9. {No response—RBS staff}
10. It could be a bit narrower focused, perhaps. But it was excellent.
11. Narrower scope—while the breadth was exhilarating, it was difficult to encompass in detail.
12. {No response—RBS staff}

8) *Did you learn what the course description/advertisement indicated you would learn?*

1. Yes, and much more.
2. Yes, and much more.
3. Yes.
4. Yes.
5. Yes.
6. Yes. More—much more.
7. Yes. Several times more than indicated.
8. Yes.
9. Yes.
10. Yes. I learned more than I expected.
11. Yes.
12. Yes.

9) *How do you intend to use or apply the knowledge or skills learned in this course?*

1. The information I learned in the course will definitely inform my research in related areas for a long time to come. It gave me a very useful framework for thinking about book history and bibliography in other, related book cultures.
2. Will use it in understanding collections in my care, in teaching, and in exhibitions.
3. I hope to integrate many of the structures I saw into work that I do. I also hope to teach some of the structures and share the information I have learned.
4. In my research and teaching.
5. Reread all the reference books, and hopefully communicate with the teacher when I need some help.
6. To take what I have seen and heard and build upon it.
7. Will distill into two three-hour lectures for my course (need to know/most interesting).
8. {No response—RBS staff}
9. The information is useful for my work and fits my interests.
10. I will apply my knowledge when I encounter rare Chinese books.
11. I am now thinking beyond my dissertation to future cataloging and book history projects.
12. {No response—RBS staff}

10) *If you attended the evening events (e.g., RBS Lecture, Video Night, RBS Forum, Booksellers' Night), were they worth attending?*

1. N/A. I attended none.
2. It was a way to continue to interact with the other participants in learning and social environments.
3. Booksellers' Night was not the most exciting thing, mainly because I found nothing that appealed to me. But, I also know that if I came back in two months, one of them might have something I "couldn't live without."
4. I thought they were worthwhile, though perhaps not (for me) tremendously stimulating. With the lectures, I think it was a matter of topic, or at least with that topic's treatment.

5. Yes, always love to hear what other book people say.
6. {No response—RBS staff}
7. Yes. 1) Enjoyed the Wednesday Lecture because it was not as expected (instinctual/introspective). 2) Did not find any books to purchase on Thursday.
8. Yes. The Wednesday night lecture was not the world's best.
9. Yes. RBS Lecture.
10. Yes.
11. Yes. RBS Lecture.
12. Yes.

11) *We are always concerned about the physical well-being both of the RBS teaching collections and of materials owned by UVA's Special Collections. If relevant, what suggestions do you have for the improved classroom handling of such materials used in your course this week?*

1. {No response—RBS staff}
2. N/A. Most material was the property of SE! He was very generous in allowing us to handle the material, and I hope no books were harmed in the process!
3. {No response—RBS staff}
4. Particularly given that East Asian books are unfamiliar for a lot of students, it might be worth a word or two at the beginning of the week to explain the basics of handling—how to hold the books, but also when to pick them up (or not), where to turn pages, &c.
5. Well handled by the teacher's clear instruction, and we benefited well.
6. {No response—RBS staff}
7. Use the HoverCam: will save time, protect some books.
8. {No response—RBS staff}
9. {No response—RBS staff}
10. {No response—RBS staff}
11. No.
12. {No response—RBS staff}

12) *Did you (or your institution) get your money's worth? Would you recommend this course to others?*

1. I would certainly recommend this course to people in many fields related to Asian studies and bibliography. SE weaves into the course art history, Chinese literature, book collecting, and many other subjects. He has an encyclopedic knowledge.
2. Yes, and YES!
3. It was definitely money well spent.
4. Yes, and yes!
5. More than that—highly recommended.
6. More. Yes.
7. Yes, yes.
8. Definitely got my money's worth! I *would* recommend this course even if you are unfamiliar with the language.
9. {No response—RBS staff}
10. Yes, the course was excellent. I am glad that RBS offers this course, extending the history of the book to the East.

11. Yes! I would and I *will* heartily recommend it.
12. {No response—RBS staff}.

13) *Any final or summary thoughts, or advice for other persons considering taking this course in a future year?*

1. I had a great experience at RBS, and look forward to more courses in the future.
2. Don't let limited previous knowledge of the subject deter you from taking this class. If you have an interest, take the class!
3. Some rudimentary knowledge of an East Asian language would definitely be helpful.
4. I would recommend studying well certain items on the reading list, especially things written by SE; all the more so if one is largely unfamiliar with the history of the book in East Asia. But if my class is any indication, I think students at all levels of knowledge will get something out of this course.
5. All the people who made this courses run so impeccably and teachers and great classmates: Thank you very much for giving me the pleasure of learning more about books and how to acquire the knowledge. Thank you very much.
6. Only: Thank you so much for all you have done, are doing, and will continue to do in the future. We are all so luck that you are here.
7. 1) I look forward to taking another course soon. 2) Register early/don't wait, because courses are very popular.
8. {No response—RBS staff}
9. {No response—RBS staff}
10. This is an excellent course. You will learn more than you expect about the history of the book in China.
11. {No response—RBS staff}
12. {No response—RBS staff}

Aggregate Statistics

Number of respondents: 12

Leave

Institution gave me leave: 5 (41.67%)

I took vacation time or unpaid leave: 1 (8.33%)

N/A: student, retired, or had summers off: 5 (41.67%)

N/A: self-employed (free-lance educator, artist focusing on Chinese subjects): 1 (8.33%)

Tuition

Institution paid tuition: 2 (16.67%)

Student paid tuition: 4 (33.33%)

Institution and student shared cost: 3 (25%)

Scholarship from RBS: 1 (8.33%)

Fellowship from RBS: 2 (16.67%)

Housing

Institution paid housing: 2 (16.67%)

I paid for my own housing: 7 (58.33%)

Fellowship from RBS: 1 (8.33%)

N/A: stayed with friends or lived at home: 2 (16.67%)

Travel

Institution paid travel: 3 (25%)

I paid my own travel: 6 (50%)

Fellowship from RBS: 1 (8.33%)

N/A: I had only local travel expenses: 2 (16.67%)

Which one category most closely defines what you do for a living, or why you are at RBS?

Antiquarian bookseller: 2 (16.67%)

Book collector: 1 (8.33%)

Conservator/binder/preservation librarian: 3 (25%)

Full-time student: Ph.D. (humanities): 3 (25%)

Librarian with some rare book duties: 1 (8.33%)

Teacher or professor: University: full or associate professor: 1 (8.33%)

Other (Former rare book cataloger, preservation librarian): 1 (8.33%)