

Narrative Evaluations

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
 1. {no response}
 2. {no response}
 3. Maybe have more days
 4. {no response}
 5. There was some technical awkwardness. Giving instructors/assistants lots of time for run-throughs would help~
 6. Sending the zoom link through outlook invite will help people keep organized.
 7. {no response}
 8. {no response}
 9. Logistics were well managed.
 10. Worked well. Is it possible to share the slides with the participants during the course?
 11. {no response}
 12. None.
 13. {no response}
 14. links to digital artifacts to interact with in higher res
 15. It went fairly smoothly considering the format.
 16. The cameras for the realia demonstrations could be improved, but this is not a criticism. It was completely understood that everyone was doing the best they could under the circumstances of the pandemic.
 17. Not particularly - it would have improved the experience to have a higher quality visualiser/webcam to look at realia, but I understand that might not have been practical/possible, especially with tutors presenting from their homes.
 18. I was impressed by how smoothly the technology went, given that this was the first time this course was online. Liz did an amazing job of helping Soren to troubleshoot. It was unfortunate that the camera feed could not provide sharper images, but it was nice to see Soren handle the materials. I really appreciated having all the links together in the important information.
 19. Earlier lunch break. Also, the 15-minute breaks feel a little short....
 20. I think it is as good as it can be.
 21. Perhaps more coaching of the instructor with the use of the document camera. Or more run-throughs ahead of class.
 22. I think time for students to chat and discuss one on one their observations of the books would have been nice.
 23. I have no suggestions and I think it went really well--in fact much better than I expected. Most online courses face some kind of logistical discrepancies, but the RBS course I took this week went very smoothly. The course assistant Liz is trustworthy, tech-savvy, and responsible.
 24. No.

25. No, I think the process worked very well; use of camera and power point gave a good approximation of actually seeing the material. The professor's commentary filled in much of what we would have actually experienced. The technical assistance from the session assistant was excellent.
26. {no response}
27. Activate the Zoom feature that allows everyone to see more than 25 people one one screen; the second screen of 10 people kind of disappeared.
28. {no response}
29. I would have benefitted from some interactive portion, rather than lecture/discussion group. If we had daily quizzes, or mandatory discussion posts, that would have made the course more engaging. Also, a final assignment, say describing a particular object that was given via detailed photos or 3d modeling.
30. {no response}
31. I do think that Gather.town was a bit intimidating. I get that networking is hard in an online setting but also I would have preferred to have had time in class for small group discussion rather than using programs like gathertown. Unfortunately, I just don't think that mingling really works online quite the same.
32. The document camera setup did not work very well in our course. I'm not sure if the instructor needed more practice or if the setup just wasn't sufficient.
33. no

2) *How would you describe your encounters with RBS staff?*

1. {no response}
2. Fabulous!
3. Nice experience
4. {no response}
5. Very helpful!
6. Great. RBS staff are very friendly and responded to my questions promptly.
7. Every interaction with the RBS staff was wonderful. You all have been stellar!
8. Great; informative and well-organized.
9. Staff were very helpful and dedicated, always focused on the quality of the experience.
10. Professional and helpful.
11. Very good!
12. Very friendly and helpful.
13. Positive encounters. RBS staff have always been professional, enthusiastic, and supportive.
14. positive
15. Everyone was friendly and helpful.
16. Completely positive. I was particularly grateful how promptly sessions began and ended; sticking to the schedule was such a sign of respect.
17. All RBS staff I interacted with were incredibly professional and knowledgeable.
18. All extremely positive. They are an impressive group and made the week very welcoming.

19. Great! Thanks to Liz Zhang for her skilled assistance with the course. She was wonderful.
20. Liz Zhang of our course is literally nice and efficient.
21. Positive, helpful, timely.
22. Very pleasant! I actually only ever spoke to Liz briefly.
23. It was really pleasant. The course assistant Liz was very friendly and reliable. And I am particularly grateful that Professor Edgren made extra effort to meet with students outside the class time.
24. Super nice staff, thanks a lot for the help!
25. Very positive and helpful.
26. Fantastic! Very kind and helpful.
27. Very good. Liz Zhang was a terrific facilitator for our class--very much appreciated.
28. {no response}
29. Everyone is exceptionally kind and helpful.
30. {no response}
31. RBS staff were lovely in my brief encounters with them in Gather.town and via the online events.
32. Very helpful!
33. pleasant

3) *If you attended any of our optional evening events, do you feel that they were a good use of your time? Were there any that were particularly important to your RBS experience?*

1. {no response}
2. {no response}
3. Of course!
4. {no response}
5. {no response}
6. {no response}
7. Yes, I see the additional evening events as critical to the RBS experience.
8. {no response}
9. {no response}
10. {no response}
11. {no response}
12. N/A
13. {no response}
14. {no response}
15. I think the opening session would have been more meaningful in person. It wasn't particularly essential but did set a tone for the week.
16. I attended two optional evening events (Soren's extra Zoom Q&A sessions for our class); I deeply appreciated the extra informal time.
17. I enjoyed the welcoming talk but was unfortunately not able to attend the other optional evening events, since the time difference meant they were too late.

18. The two evening conversations with Soren were great. It was a chance for the students to interact a little more with him and each other, and I attended both sessions. I attended the Tuesday lecture and very much appreciated being able to hear Noelani Arista speak and to learn more about her experience of trying to liberate Hawaiian language and history from the archive.
 19. Yes. I enjoyed the Tuesday evening lecture, and participating in that was an important part of my experience--as was attending Soren's optional two evening sessions.
 20. Absolutely, great communication with prof. Edgren and wonderful supplements for the course.
 21. After over a year of zooming on the job and then 20 hours of zooming for the RBS course in this one week, I did not have the stamina for evening zooms. I hope others were able to take advantage of them and that they were a good use of RBS time.
 22. Yes! The first night in Gather town was very interesting, and it was nice to speak to the other students.
 23. Sadly I couldn't. I am currently based in Shanghai and as a habitual early riser, it was really difficult for me to stay awake after the end of the class (my 5 am). I really, really regretted it. I did hear from my classmates that they were great, and I so wish I had been there! The course this week really made me all the more excited about the in-person RBS experience this summer!
 24. I didn't attend the evening events.
 25. I did attend the evening discussions, that is, question and answer times -- and found these very informative. Appreciation to Professor Edgren for adding these!
 26. {no response}
 27. The Tuesday evening (afternoon in California) lecture was interesting. And I am surprised at how much I enjoyed and appreciated Gather.Town -- thanks for adding that.
 28. {no response}
 29. Noelani Arista's lecture was really wonderful.
 30. {no response}
 31. I really liked the focus on indigenous language archives for the keynote speaker of the week. I think it's important to have diverse voices and topics in the conversation around rare books and book history.
 32. {no response}
 33. N/A
- 4) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*
1. {no response}
 2. Amazingly helpful and provided a great context!
 3. Yes, they're very helpful.
 4. yes, they are very useful
 5. Yes, very helpful! No particular recommendations.
 6. {no response}

7. The reading assignments were extremely valuable! An excellent grounding in advance of the class.
8. I think the readings provide good introduction.
9. The pre-course readings were fabulous. They provided exceptional background on the course material and enabled us to spend more time focusing on the books themselves.
10. Yes, they're helpful. Some readings are slightly repetitive.
11. I thought they were well chosen and there I am planning to re-read after taking this class. Thank you for sharing these resources!
12. Pre-course reading assignments offered great, concise introductions to the material.
13. Yes
14. Yes! There are a few readings I didn't get to before class that will make more sense to return to after this week.
15. Yes, the readings were essential. Some seemed a little repetitive but each offered a specific angle or focus. I could have benefitted from an additional reading (perhaps suggested for non-Han readers) that explained how Han language works as well as how Korean and Japanese script evolved from Chinese. As someone who knows very little about Chinese history, some kind of summative essay on the most essential components of China's history also would have been helpful context. I would have liked to have access to the readings a little sooner because it was hard to fit them all into my schedule before the course and I certainly didn't have time to get to the recommended readings.
16. Yes, they were very useful. Even though PDFs were provided in DropBox, I recommend trying to find hard copies of the readings, because the books are good and can serve as a foundation for a reference library. The book From Oracle Bones to E-Publications was particularly good, as it included lovely representational illustrations.
17. The pre-course reading assignments were very welcome and allowed me to explore the basics of the topic in my own time, leading to more fruitful discussion and engagement during the course. I'm sure I will be referring back to them over the course of my career.
18. Yes. I found the overviews of Chinese, Japanese, and Korean book history to be very helpful in giving me an orientation as I had no knowledge of East Asian book history. I appreciate Soren indicating which were required and which were recommended and additional.
19. They were useful!
20. They are very useful and informative materials, although I have not read everything yet, I am still planning to read them.
21. I very much liked the scaled down and focused set of readings for this big topic in preparation for the week. The provided workbook gives lots of specialist literature that students can pursue on their own. This was a good balance. The Brokaw article and Prof. Edgren's "China" article and the catalogue excerpts were esp. good. The OCB reference entries are impacted and try to do a lot in such a constrained word count.

22. Yes, they were very useful.
 23. Shame on me. I didn't finish all the reading assignments before the class started and only gradually got to read them throughout the week. All of them proved really helpful. I think some of the readings would be especially helpful for students with relatively less background in Chinese book history. The balance between breadth and depth was really well achieved in the syllabus.
 24. Very useful.
 25. Yes, these were extremely useful, and I appreciated that Professor Edgren -- and some of the participants -- added references to further reading, as we went along.
 26. The reading list was incredibly useful, and brought my attention to a number of very important references I had not heard of before.
 27. The readings were very useful. I struggled with a timeline of dynasties because various writers used different dates (expanding Soren's timeline--and making it available as a Required Reading--would be useful); but I made and kept revising a cheatsheet on this, and that worked. I would have been lost in the course if I had not done the Required Readings, so I can't emphasize enough to future students to heed the advice to read them! Please add the videos that were found just before the class started--seeing the rubbing and printing processes done by practitioners helped my understanding.
 28. {no response}
 29. Yes. I feel I learned more concrete, useful information through his assigned readings.
 30. {no response}
 31. There were quite a lot of readings, and I would have really appreciated a ranking of importance of which to focus on if you're short of time. My professional work left me with slightly less time to read, so a ranking of articles which absolutely need to be read before class would have been helpful. They have proven really helpful as post-course documents now that I have slightly more time in my schedule, though, and I really enjoyed them.
 32. Very useful! I'm sure I will continue to refer to this reading list in the future.
 33. {no response}
- 5) *What are your thoughts on the course workbook and/or other teaching materials distributed during class? Was the content appropriate and useful? Will it continue to be useful for you after the course?*
1. {no response}
 2. This was invaluable and I'm glad to be able to take it with me!
 3. {no response}
 4. {no response}
 5. The course workbook was very useful. I just wish I could have had it in print! I will likely print it when I'm able to return to the office for easier access.
 6. {no response}
 7. The course workbook was quite comprehensive and helped me stay on track with the large amounts of information being shared during class. I am planning on

keeping it as a valuable reference for the future, especially things like the vocabulary and further reading recommendations.

8. Yes, the materials are very detailed, and I really appreciate the bibliography and detailed references; it will definitely be helpful.
9. The content was useful and will continue to be valuable. There seemed to be a lot of interest in current research and sources for information about the book arts and book market in China. Perhaps it would be helpful to add some additional reading materials or references on these topics.
10. Yes, I find the terminologies particularly useful.
11. I didn't print the workbook, so it was hard to switch between windows to reference it. If I were to take this class over I'd print it in advance. Maybe that could be recommended?
12. Teaching materials and recommended readings lists were very helpful. Many recent publications were included, as well as many important, but less well-known, earlier articles and books.
13. Being online this year and not having a physical workbook, it was often difficult to follow along with the slides (having to juggle multiple devices/screens). But I found the appendices to be extremely helpful, and they will continue to be useful in the future.
14. Very useful! Much new info for me this week. Will be able to return to the workbook to further digest information. Because you couldn't see/feel material detail through Zoom, purely typographic leaves were difficult to digest after a while (especially if you don't read the language). Generally enjoyed topics on paper, bookforms, bindings, pigments, illustrated editions, conservation, etc. Also the contextual historical information provided throughout was helpful as I wasn't familiar with events in Chinese history.
15. The workbook is thorough but I would have liked to have the key information displayed on the margins of the slides. That way the information would be easy to see/retrieve/match up without needing to be said. I think the workbook will be good to be able to reference later.
16. The workbook is chock-full of good information, but it might be helpful to have the PPT items more clearly cross-referenced (with images, if possible), because it's easy to lose track of what is being referenced.
17. The course workbook was brilliant in providing bibliographic reference information for all the material shown in PPT presentations and the realia portions. It will allow me to go back and find these items again and again in my future studies and so is incredibly useful.
18. It was helpful to have all the information about what we saw in a single location, and because it was in electronic format I was able to take my notes in the workbook. I wish that we could have had some of the images shown as additional reference points. I will be referring to the workbook in the future.
19. Yes, all of the materials were useful, and I'll certainly be referring to them after the course. I wish the workbook included more illustrations, but I also realize that many illustrations were included in the readings. More info about the locations of items (i.e. institutional names) could be helpful for the workbook.

20. They are helpful.
21. Yes. It promises to be a handy way into a wealth of material, with a focused works cited for further reading in each of the ten topics covered.
22. I wish, given the restrictions of an online learning environment and our inability to interact with the books in person, that we had access to all the pictures shown to use in powerpoints over the course of the week. The pictures that I have from my 2019 RBS course have been a very important resource for me, and a means to share my experience with other people. Additionally, as my course this year was very content heavy, we zoomed through the slides so quickly I found myself missing information from the lecture as I tried to take screenshots. I would have been interested to learn more about the pigments and inks used in Chinese printing, we went through this section quite quickly!
23. They are tremendously helpful! Professor Edgren meticulously included all the bibliographic detail in the blurbs he wrote for each image/item, and offered a thorough glossary of all the terminologies covered in class. I'm sure I will consult the workbook in my future research.
24. Yes, very useful.
25. The materials were certainly extensive, and useful to me as I organize and review my own collection of Chinese material. I'll definitely be looking into more of the books and articles mentioned -- as I did not want the course to end !
26. The teaching materials were well thought-out and very useful, and I will continue to refer to them after the class.
27. The course workbook was massively useful. Having the captions for numbered PowerPoint slides and Realia items let me listen and understand more than scramble to take detailed notes--which would have been impossible at the speed at which we went. I converted the workbook to a set of 10 Word documents--one for each Session during the week--and cleaned up the formatting in the conversion. Then, I could take notes in my Word doc as we discussed an item, and used my handwritten notebook for more general presentation and discussion notes. I know I will refer back to these notes!
28. The workbook was extremely useful, for keeping track of progress through the course, the bibliography, and for future reference
29. {deleted response}
30. {no response}
31. I think that the lectures would have benefitted from the powerpoints having the captions that were available in the workbook. Since my computer tends to overheat with multiple windows open in addition to zoom, it was hard to have the workbook open while following along on zoom and taking notes in a separate program.
32. The workbook was incredibly helpful. Soren went through the material so quickly that it was really essential to take my notes in the workbook itself. I will definitely use it in the future.
33. {no response}

6) *How do you plan to use the skills and knowledge acquired during your RBS course? Did you walk away with any “aha!” moments, new ideas, or project plans?*

1. {no response}
2. I walked away with tons of ah ha moments. The course exceeded my expectations!
3. Of course.
4. {no response}
5. I will be processing a collection of East Asian materials soon. Sadly, I now know how much I don't know! In particular, I'm realizing now how difficult it is to distinguish an original from a modern reprint, especially as the same blocks are used. I guess my main take-away is the need for great care with these materials.
6. {no response}
7. This course demonstrated to me how technology and format affect textual productions in ways that I didn't fully think through before, because of a previous knowledge base more focused on Western bibliography. I realized that technology is optimized by cultural context, and thus different contexts mean different optimizations.
8. The course has helped me to clear at least several misconceptions about woodblock printing, and I would really like to look closer at some of the materials that were discussed.
9. I now understand many aspects of my Chinese book collection that were a mystery to me. I will approach the collection with a new sense of adventure and a better idea of the areas I intend to focus on.
10. I'm working on a descriptive project on Chinese traditional books and look forward to applying the things I learned from this course.
11. I just wanted to feel more comfortable working with my library's east Asian collections. Now that I have something of a foundation, I will. I plan to give an informal presentation of some highlights to the colleagues in my department.
12. Soren Edgren's vast experience showed how much careful attention each book deserves.
13. I hope to make a series of binding models showing the evolution of book structures in China, as well as models showing the differences between Chinese, Korean and Japanese bindings. The rebinding of damaged books using larger sheets of paper to provide additional margins was extremely interesting and will be something I will keep in mind for future conservation treatment.
14. Really incredible overview. Certainly got collection development ideas of what would make sense for our students. I annotated the workbook and started a rough wishlist! Also I look forward to being able to do more comparisons between developments in Western and Eastern printing when teaching and giving tours. Am already in conversation with a local museum curator of Asian art and our Asian art history professor to meet up after this class. Also want to renew connections with a local Chinese library to take a look at their rare book collection and see about a possible exhibition/exhibition loan.
15. I hope to use this to teach a course on the history of the book that is less Western-centric. I also hope to include some of the information presented here in

some of my other courses so that China's essential role in inventing paper, xylography, and movable type is emphasized.

16. I walked away with many "aha!" moments, particularly relating to the breadth and depth of the East Asian traditions which significantly pre-date traditions of the West.
17. There is minimal expertise in East Asian book history within my institution, so this course will allow me to fill that knowledge gap and share learnings with colleagues. I hope to build a teaching collection for East Asian book history in my library and this course gave me a lot of ideas of where to start and what to look out for. It was really invaluable.
18. This sounds obvious in retrospect, but I didn't realize just how West-centric my understanding of books is. The course really opened my eyes to the contingencies in the development of the book and gave me a deep respect for East Asian structures and design. I will use what I have learned to help me better represent book history when I teach and to explore potential acquisitions opportunities with our East Asian Studies librarians.
19. I plan to apply what I learned to building my institution's collection of Asian materials, as well as for exhibitions and general instruction on the history of the book.
20. Definitely, this course provides us very systematic and solid knowledge about Chinese book history, from paper making to manuscript and printing. It gives me a perfect material background knowledge for my study of literature. Although I have not chosen any specific topic yet, it is clear that this course will be beneficial for my future work.
21. I hope to develop comparative studies of the book in the east and the west as a way to enlarge the field of book studies for undergraduate students I teach in humanities courses. Sessions were organized around media and book technologies, rather than deep study of historical periods--this suited my limitations, while also giving me concrete format issues to compare and contrast. My plans are to keep working with the subject matter by reading in the secondary literature and developing lesson plans around the material presented.
22. {no response}
23. Many! Instead of aha! moments, more precisely speaking, I had a lot of ah-oh moments, realizing how ignorant I was with regard to Chinese bibliographic tradition. As a modernist, in my research I tend to overemphasize the impact of Westernization and industrialization, which is certainly part of the story. But the course alerted me to the other part of the story, that is, how modern Chinese typography in fact drew upon and reinvented many bibliographic resources in the past. I was also particularly excited to hear about Prof Edgren's projects on comparative bibliography and on an exhibition of Chinese rare books and American collections. Really hope they will take place soon!
24. It will strengthen my future research.
25. I don't have immediate professional uses for the knowledge acquired, but I will have a deeper awareness of so much of book culture in the Chinese realm --

valuable for knowing my collections better and knowledge to share with fellow bibliophiles in our Southern California organizations (Zamorano, etc.)

26. I hope to use the information I've learned in my thesis and in my job. I had a few new ideas thanks to some of the class discussions and hope to work on these in my thesis.
 27. I had a couple of "aha" moments in my preliminary readings, and got ideas for projects (including a rehousing-relabeling-reshelving project we'll need to do in my library). I also walked away with new collaborations with other students in the class--that is super valuable.
 28. No aha moments, but it provided a solid background for thinking about book history
 29. I appreciated the physical descriptions of bindings and bibliographic information the most. While the majority of that same information was provided in the readings and appendices, having the realia portion in this section of the course was useful. I plan on using this knowledge when examining and treating books from my library.
 30. {no response}
 31. I definitely plan to apply my new knowledge acquired during this course to teach a less Western-centric version of book history in any of my upcoming instruction sessions.
 32. I am looking forward to having conversations with our cataloguers and conservators about how we can be more strategic with our East Asian holdings.
 33. {no response}
- 7) *Did the instructors help you to acquire all the skills and information promised in the course description? Did you learn what you had hoped to learn?*
1. {no response}
 2. Yes and more!
 3. {no response}
 4. {no response}
 5. Yes, and then some! I learned a lot this week.
 6. {no response}
 7. {no response}
 8. {no response}
 9. We covered everything in the assigned readings and the lectures.
 10. Yes. I'd love to hear more authentication case studies and learn basic skills.
 11. Absolutely!
 12. Covering 1000 years of book culture in a week is a very daunting task, but Soren Edgren was able to show many of the richest aspects of the Chinese book. His personal interaction with and knowledge of modern and contemporary printing was an unexpected surprise.
 13. Yes, absolutely.
 14. I wish I had had the vocabulary from the workbook ahead of time since it was all new to me. That is something I'll review after the class. It was very helpful hearing Soren's descriptions and personal anecdotes about the materials.

15. Overall, yes. Soren's demeanor was very warm over Zoom and that made a big difference in making the course more engaging.
16. Yes; yes, and then some. Soren is so full of knowledge and experience, even to have learned a little bit of what he has to teach is a gift. I felt so privileged to have had the opportunity to take this course.
17. The knowledge of the instructor was beyond all my expectations and it was a privilege to be taught by an enthusiastic expert in the field. I learnt all that I hoped to and more. The instructor also pointed us down many avenues for further study and we will be keeping the lines of communication open within the class group so that we can keep sharing resources and discoveries.
18. Yes--and much more!
19. Yes--absolutely.
20. I believe so. It is a great pity that we were not able to see and touch the real books, but we were all aware of that before the course, so I think we got what we expected.
21. Prof. Edgren is generous, knowledgeable, alert, endlessly energetic but in a poised and calm way. Zoom requires triple the work for such teaching and I really respect and appreciate his time and labor. He is full of stories, which are entertaining and pointed. It is a big buffet of a course that matched my novice level and gave me a lot to work with for future learning. This was my hope for the course; it will be on me to follow through. Skill-building on Zoom is very difficult and I would not say that was exactly the mode that was available to the instructor and to RBS. "Hoping to learn" is a bit tricky as a way to formulate this question, as what one perhaps truly learns is what one is surprised by, what one did not know, of course, before taking a class. There were a number of those a-ha moments.
22. I do wish that we discussed the use of pigments, inks, and dyes more. I would have also liked to learn more about how books contributed to or facilitated developments in Chinese art and design. I also wish we could have seen more of the Mustard Garden Seed Manual! However, I realize with the time restrictions it was not possible to do all of this.
23. As I mentioned in my answer to the previous question, yes, the course really helped me a lot--in terms of getting a more comprehensive training in Chinese book history, and getting new inspiration for my dissertation research. My only regret is that the course took place in my midnights, and even though the materials were truly exciting enough to keep me awake, I was not in my best mental state to interact with the instructor and my classmates. Would Prof Edgren consider teaching another course for RBS? I really wish we could spend more time on traditions of East Asian papermaking, especially because Prof Edgren knows so much about it!
24. Yes, very good.
25. I learned far more than I anticipated, thanks to the amiable erudition of Professor Edgren, his stories, experiences, and insights !
26. They did, and yes, absolutely!

27. I learned more than I expected or hoped. Soren made me excited to continue learning about and building our history of medicine collections in Chinese, Japanese, and Korean books and manuscripts. And I feel I now have the understanding and confidence I need to make a proposal to demand assistance from my bosses to get our collection at least adequately cataloged so it can be discovered and used.
28. it was pretty much what was promised and what I expected; I really appreciated Prof. Edgren's deep erudition
29. {deleted response}
30. {no response}
31. While the course was a little overwhelming for someone who doesn't have a super solid grounding in Chinese history and the Chinese language, I still think I came away with a lot of good knowledge around printing formats, and I appreciated the book-history focused tangents that were more materiality based as that was most applicable to my area of study.
32. {deleted response}
33. {no response}

8) *Are there other ways in which the course could have been improved?*

1. {no response}
2. {no response}
3. {no response}
4. I may suggest making the time range the course covers shorter - maybe stop at 1796, so that the instructor could elaborate more on each topic
5. {no response}
6. {no response}
7. {no response}
8. {no response}
9. It would have been great to be able to view and handle objects. Perhaps there are some 3-D technologies or better camera systems that would help.
10. {no response}
11. It was great. Liz did a wonderful job presenting class questions, tracking time, and calmly guiding through technical issues.
12. {no response}
13. {deleted response}
14. Very difficult to see details of script and typographic characters through Zoom. Needed to see enlargements on the slide or not seen as many examples.
15. It would be great to develop a resource that documents different handwritings that were influential and copied into woodcut that were later emulated and that discusses the evolution of these styles. The Weng reading on Chinese Type Design and Calligraphy was really interesting but clearly didn't account for all of the woodcuts, so many of which were unique or inspired by particular handwriting. While the course was really organized in a sense, it was also hard to grasp the overall picture trying to be conveyed. Including discussion or provocative questions to consider would have made it more engaging. I also think this class

should be taught in person because it is disappointing to access the realia via video and I imagine the in-person community would have greatly enhanced the experience.

16. The online experience was decidedly far, far better than nothing, but I could see how the in-person experience would have been even better. Still, under the circumstances of the COVID-era I have no complaints whatsoever.
17. I would have enjoyed more opportunities for general discussion amongst the group (although I appreciate this is difficult in an online environment). Questions were welcomed by the instructor, but the necessity of getting through a lot of material meant that we mainly stuck to the lecture structure. The instructor and session assistant did set up two optional discussion groups for the evenings after class, but the time difference meant it was very difficult for me to attend (I did go to one, but was too tired to contribute much). Perhaps if these could have been earlier, or at different times, it might have been better.
18. It would be helpful to remind the class of the topic being covered in each section as that section starts.
19. The time allotted for the course allows only for so much time on topics like Machu books, Mongolian books, &c. I would be curious to learn more about those traditions. Most of the materials had to do with male authors and creators--and I wonder about gender dynamics and the history of the book in china. I can pursue that on my own, but I wonder about the role of women, which was only touched on occasionally. In general, the course centered the work of privileged individuals--something common to many book history courses; Soren is a connoisseur, and has a remarkable eye for beautiful books. A little less emphasis on nobles, scholars, and literati and more emphasis on other groups of readers would be useful, I think.
20. {no response}
21. I fear a bit the matter of a little bit of knowledge being a dangerous thing: that is, my taking away from the course talking points that cannot do justice to a rounded understanding of the East Asian book, when I have no language facility for the textual side of the artifacts we explored. That said, the comparativist approach and the focus on material form lets the student explore elements that do not necessarily require reading Chinese. I trust that students who read Chinese are benefitting all the more.
22. I think the pace could have slowed down a little bit, I was speaking to my classmates and we were saying that we were writing so fast that it was hard to read our own penmanship! Additionally, I think having detailed object information next to all images in the powerpoints would be helpful, and would make it easier to find information about objects in the course handbook later, label screenshots, and take notes.
23. I think it was perfect. (Selfishly, I did wish it would take place in a more reasonable time zone for people currently based in Asia, but I also understand that it is difficult to accommodate everyone in remote teaching, especially for an intensive program.)
24. If there is more time, that will be better.

25. Only if we had been able to attend in person.
26. {deleted response}
27. I was surprised by how well the online format worked, and how much I got from it. But I missed the opportunity for face-to-face interaction with people in my class (over lunch, at receptions, at bars in the evening; Gather.Town and email helped a little, but not enough) and in other classes meeting the same week (that interaction felt lost in Gather.Town). And, although it would have taken an additional hour the first day because of the unusual large (35) size of the class--which should have been added on--we could have benefited by each student introducing themselves (there are some students from whom we didn't hear a peek or whose Zoom image was name-only the entire week). We certainly missed being able to handle materials and spend time with them, but Soren did an amazing job in giving us as much look-and-feel experience as we could get in a fast-paced online class.
28. {no response}
29. I realize this would have ordinarily been much more interactive had we been on site. Still, listening to a lecture is not everyone's primary learning style, so I would have appreciated more actual work to engage with the topic. It isn't a real course if you don't have to prove you learned something.
30. {no response}
31. I think that time management was difficult on zoom, but other than that I thought it translated fairly well to the new medium.
32. {no response}
33. {no response}

9) *Who might benefit the most from taking this RBS course?*

1. {no response}
2. {no response}
3. {no response}
4. {no response}
5. Anyone who needs to work with East Asian materials. Knowledge of at least one East Asian language is helpful but not required.
6. {no response}
7. I would highly recommend that specialists in Western bibliography take this course so that they can see and understand, via examples from the Chinese bibliographic tradition, why Western bibliography is not optimized for all contexts.
8. {no response}
9. Everyone - Chinese cultural historians; specialists in the printing arts, collectors, &c.
10. Anyone with an interest in East Asian book history.
11. Any library workers who deal with Asian books.
12. Anyone with an interest in material history of the book in East Asia.
13. The class is a must for anyone who works with East Asian manuscripts.

14. I think it was good for multiple audiences, librarians, curators, educators, scholars, artists, booksellers.
15. It seemed the most geared toward special collections librarians.
16. Certainly scholars studying East Asian book history, but also rare book librarians, general book historians, and even dealers and collectors who want to expand their knowledge of an important and often overlooked area of book history.
17. Anyone looking for an introduction to East Asian book history and print culture. Particularly individuals already knowledgeable about Western book history, who can find the points of comparison. There were plenty of topics to interest bibliographers/cataloguers/librarians/conservators/booksellers/book collectors alike in this course.
18. Anyone interested in the history of the book.
19. Anyone interested in Asian books, or the history of the book. Or cataloging rare books for that matter! It's a course that anyone who loves the history of books and printing should take.
20. I learned what I hoped as a student, while I also realized this would be of great help to librarians or even book dealers in this field.
21. Librarians and rare books collectors/dealers might be especially suited for learning in the course; graduate students working in Asian studies likewise can add dimension to their research, though you will have a sense of this from reading their responses in these published evaluations. The supply of secondary literature (citations and sources) should help scholars more generally.
22. Students whose research pertains to Asian Area Studies, librarians/archivists fluent in Chinese, Antiquarian Booksellers, and bookbinders
23. I want to say everyone. To say the very least, I think anyone who's in China studies can benefit a lot from taking this RBS course. I really appreciated how Prof Edgren contextualized bibliographic detail against its cultural historical background. An acute attention to these details and the historicity of such detail will help any China scholar, regardless of the specific subfield to which one belongs.
24. Someone who already knows some basic knowledge of the Chinese Bibliography.
25. I can see that librarians and curators of Asian collections would benefit greatly from this course, even if they know their own institution's collection well.
26. Librarians, dealers, collectors, and anyone else interested in the history of the book in East Asia.
27. Librarians, certainly—especially any who do euro-centric history of the book. But also graduate students and university faculty doing historical research; I bet many of them don't have a needed appreciation of book history.
28. {no response}
29. Librarians and booksellers.
30. {no response}
31. I think that students of book history (especially those who already have a grasp of Chinese history) would really benefit from this course.
32. Graduate students, instructors, librarians
33. {no response}

10) *Do you feel that you got your money's worth?*

1. {no response}
2. Yes!
3. {no response}
4. {no response}
5. Yes.
6. {no response}
7. Yes, thank you.
8. {no response}
9. yes
10. Absolutely.
11. Yes
12. {no response}
13. Yes.
14. Yes, though it's just not the same as in person! Really opened my world. Great class and would definitely recommend it!
15. {no response}
16. Several times over. I even feel like I should find a way to make my cat cough up a tuition payment, since he enjoyed the full week next to me in front of Zoom. Likely he'd just cough up a hairball, though.
17. n/a - I attended this class on an Access Scholarship.
18. Yes!
19. YES. YES. YES. Thank you!
20. Yes.
21. Yes. While Zoom is a challenge, the cost-saving of not traveling or covering room and board actually made the economy of it straightforward--an investment in professional development with an extraordinarily learned, patient, and amiable expert. Prof. Edgren is an international, interplanetary treasure.
22. Yes
23. (My tuition was waived.) I believe everyone in the class would believe that this course is truly priceless.
24. Yes.
25. Definitely
26. Absolutely!
27. Absolutely. I combined individual professional development funds and endowment income from a donor fund. I will be able to report back to the donor family about how useful their endowment was, and how much I can give back to the library and researchers based on that support.
28. {no response}
29. {deleted response}
30. {no response}
31. Yes!
32. {deleted response}
33. {no response}

11) *On a scale of 1–10 with 10 being most likely, how likely are you to recommend this course to others?*

1. {no response}
2. 10
3. 10
4. 9
5. 10
6. 10
7. 5
8. 9
9. 9
10. 10
11. 10
12. 10
13. 10
14. 10
15. 7
16. 10
17. 10
18. 10
19. 8
20. 10
21. 8
22. 7
23. 10
24. 10
25. 10
26. 10
27. 9
28. 7
29. 5
30. {no response}
31. 7
32. 7
33. {no response}

12) *If your course had any virtual field trips or guest speakers, do you feel that they were time well spent?*

1. {no response}
2. {no response}
3. {no response}
4. {no response}
5. {no response}
6. {no response}

7. {no response}
8. {no response}
9. N/A
10. {no response}
11. {no response}
12. {no response}
13. N/A
14. --
15. NA
16. n/a
17. n/a
18. N/A
19. N/A
20. Yes, especially virtual field trips.
21. n/a
22. {no response}
23. N/A
24. yes.
25. There were links to some other speakers (from UCLA etc.) which were probably helpful to the specialists in the group.
26. {no response}
27. There was not enough time for field trips or guest speakers; we could have used another week! But I did miss the Thursday evening booksellers' night (is that still done when Rare Book School--which I always called "Book Camp"--met live, since the last time I attended more than a decade ago?). It would be an added layer of work--but inviting local booksellers to join Gather.Town on just Thursday evening could be useful. Or even a cross-section of invited booksellers--not to do selling, but to have conversations with attendees and introduce themselves and the book trade...because I suspect many RBS students have not worked with booksellers, or know how to use them as resources (such as making recommendations to libraries such as mine to buy from booksellers in support of their research/teaching).
28. {no response}
29. none
30. {no response}
31. n/a
32. {no response}
33. {no response}

13) Do you have any additional thoughts or advice for anyone considering taking this course in a future year?

1. {no response}
2. {no response}
3. {no response}
4. {no response}

5. {no response}
6. {no response}
7. Read as many of the suggested readings as possible.
8. {no response}
9. Make sure to do at least the required readings before you come to class. They provide a great framework for the lectures.
10. If possible, choose the in-person option. Maybe the online option could also be kept for those who are not able to travel.
11. If it is online again I'd recommend trying to work from a set up with 2 monitors.
12. {no response}
13. {no response}
14. --
15. {no response}
16. Even if the pandemic lingers into 2022, and you have to take this course online, it's still worthwhile.
17. Engage with the topic as much as possible as there is a lot to learn. Ask questions and share knowledge with the class group to get the most out of it. Because of the time difference, I attended this course in the evening after work, which was perhaps a mistake as there was a lot of information to absorb. I would suggest giving yourself the time to really dedicate to the course and consolidate all the learning.
18. {no response}
19. If you're interested in understanding the history of the book and the invention of printing, you must take this course! In general, the course is helpful for anyone who wants to understand the book within the context of printing in East Asian.
20. If it is online, remember to take as many screenshots as possible.
21. {no response}
22. I think that proficiency in Chinese language is a huge advantage in taking this course! If you are learning Chinese, it may be worth waiting to enroll until you have moderate to advanced skills.
23. I guess what I would say is that don't assume this is just a course about 'Chinese' (or East Asian) book history. Anyone who's interested in bibliography and book tradition should take this class.
24. Better to read all of the required reading first.
25. I would say, if you have a chance to spend some time with Professor Edgren, take that opportunity. Besides the considerable knowledge he shared, he is an excellent model of teaching -- how to make a subject engaging with narratives and personal memories -- details, stories, humor. It was interesting at every moment !
26. Make sure to finish the readings in advance.
27. Do the readings; appreciate Soren's experience and stories; and interact with your fellow students.
28. {no response}
29. Evaluate what you want to learn, and make sure it matches the course description.

30. {no response}
31. {no response}
32. {no response}
33. {no response}

14) *If you had to sum up your RBS experience with a single sentence, phrase, or haiku, what would you say?*

1. {no response}
2. Surpassed my expectations!
3. I enjoyed my entire time!
4. {no response}
5. {no response}
6. {no response}
7. {no response}
8. {no response}
9. Terrific survey course taught by an icon.
10. Enlightening and engaging.
11. Thank you so much Soren and Liz!
12. {no response}
13. So many books, so little time.
14. A flood of information
15. Eye opening
16. Under the circumstances of the pandemic, this was as perfect as it gets; next year in Jerusalem I mean Charlottesville!
17. An exceptionally valuable learning experience, taught by world class instructors.
18. I am grateful to have been able to immerse myself this week in an introduction to knowledge passed down through thousands of years and to learn from Soren's considerable personal and scholarly experience. He is the perfect instructor for this course.
19. Thirty-seven screens / Electronic Song, Ming, Qing / Reside in the mind
20. I wish I could have been more concentrated and taken more screenshots.
21. {no response}
22. Wonderful!
23. Thanks for filling my sleepless nights with bibliographic dreams!
24. Fabulous
25. RBS: A scholar's garden where books are living things. Thank you, RBS!
26. "The man who asks a question is a fool for a minute; the man who does not ask is a fool for life".
27. Dear Mom and Dad: Book Camp is fun and interesting and I met new people and the counselors are great. And no mosquito bites this year!
28. {no response}
29. Thoughtful, enjoyable, but lacking rigor.
30. {no response}
31. {no response}
32. {no response}

33. {no response}

Student Data

Number of Respondents: 33 (of 35)

How did you arrange for time off to attend this course?

1. I am a student or non-year-round employee, with a more flexible schedule.
2. I am a student or non-year-round employee, with a more flexible schedule.
3. I am a student or non-year-round employee, with a more flexible schedule.
4. I am a student or non-year-round employee, with a more flexible schedule.
5. My institution/employer gave me professional leave time.
6. My institution/employer gave me professional leave time.
7. I am self-employed, and can arrange my own schedule.
8. I am a student or non-year-round employee, with a more flexible schedule.
9. I am retired, and can arrange my own schedule.
10. My institution/employer gave me professional leave time.
11. My institution/employer gave me professional leave time.
12. I am a student or non-year-round employee, with a more flexible schedule.
13. My institution/employer gave me professional leave time.
14. My institution/employer gave me professional leave time.
15. I am a student or non-year-round employee, with a more flexible schedule.
16. I am a student or non-year-round employee, with a more flexible schedule.
17. My institution/employer gave me professional leave time.
18. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
19. My institution/employer gave me professional leave time.
20. I am a student or non-year-round employee, with a more flexible schedule.
21. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
22. I am a student or non-year-round employee, with a more flexible schedule.
23. I am a student or non-year-round employee, with a more flexible schedule.
24. My situation does not fit any of the options above.
25. I am retired, and can arrange my own schedule.
26. I am a student or non-year-round employee, with a more flexible schedule.
27. My institution/employer gave me professional leave time.
28. I am a student or non-year-round employee, with a more flexible schedule.
29. My institution/employer gave me professional leave time.
30. My institution/employer gave me professional leave time.
31. My institution/employer gave me professional leave time.
32. My institution/employer gave me professional leave time.
33. I am a student or non-year-round employee, with a more flexible schedule.

Who paid your RBS tuition costs?

1. I paid 100% of my tuition costs myself.
2. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
3. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
4. I paid 100% of my tuition costs myself.
5. My institution/employer paid 100% of my tuition costs.
6. My institution/employer paid 100% of my tuition costs.
7. I paid 100% of my tuition costs myself.
8. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
9. I paid 100% of my tuition costs myself.
10. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
11. My institution/employer paid 100% of my tuition costs.
12. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
13. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
14. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
15. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
16. I paid 100% of my tuition costs myself.
17. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
18. I exchanged goods or services in lieu of tuition.
19. My institution/employer paid 100% of my tuition costs.
20. I paid 100% of my tuition costs myself.
21. My institution/employer paid 100% of my tuition costs.
22. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
23. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
24. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
25. I paid 100% of my tuition costs myself.
26. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
27. My institution/employer paid 100% of my tuition costs.
28. My institution/employer paid 100% of my tuition costs.
29. I had an RBS course tuition credit from a previous year.
30. My institution/employer paid 100% of my tuition costs.
31. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
32. My institution/employer paid 100% of my tuition costs.
33. I used a scholarship/fellowship to pay/waive all of my tuition expenses.

Not including this year, how many RBS courses have you attended?

1. This is my first course.
2. This is my first course.
3. This is my first course.
4. This is my first course.
5. 3
6. This is my first course.
7. 2
8. This is my first course.
9. This is my first course.
10. This is my first course.

11. This is my first course.
12. This is my first course.
13. 4
14. 2
15. This is my first course.
16. 10+
17. This is my first course.
18. This is my first course.
19. 10+
20. This is my first course.
21. 1
22. 1
23. This is my first course.
24. This is my first course.
25. 1
26. This is my first course.
27. 5
28. This is my first course.
29. This is my first course.
30. 1
31. This is my first course.
32. 1
33. This is my first course.

Which of the following best describes your current occupation?

1. Student working towards a/an: Ph.D./D.Phil.
2. Professional educator: K-12 teacher
3. Student working towards a/an: Ph.D./D.Phil.
4. Student working towards a/an: Ph.D./D.Phil.
5. Library discipline: Cataloger/metadata librarian
6. Library discipline: Subject specialist/bibliographer
7. Book Trades: Antiquarian bookseller
8. Student working towards a/an: Ph.D./D.Phil.
9. Other Occupations/Vocations: Retired
10. Library discipline: Subject specialist/bibliographer
11. Library discipline: Conservator/binder/preservation librarian
12. Student working towards a/an: Ph.D./D.Phil.
13. Library discipline: Conservator/binder/preservation librarian
14. Library discipline: Special collections librarian
15. Professional educator: Assistant professor
16. Student working towards a/an: Other
17. Library discipline: Library assistant/clerk
18. Library discipline: Library administrator
19. Library discipline: Curator
20. Student working towards a/an: M.A./M.S.

21. Professional educator: Associate professor
22. Student working towards a/an: M.A./M.S.
23. Student working towards a/an: Ph.D./D.Phil.
24. Other Occupations/Vocations: Post-doctoral fellow/researcher/scholar
25. Professional educator: Other
26. Student working towards a/an: Ph.D./D.Phil.
27. Library discipline: Curator
28. Professional educator: Associate professor
29. Library discipline: Conservator/binder/preservation librarian
30. Library discipline: Special collections librarian
31. Library discipline: Special collections librarian
32. Library discipline: Curator
33. Professional educator: Assistant professor