

Narrative Evaluations

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
 1. Please send out a course syllabus-- even a basic one-- with one or two sentences and a title to describe each lecture for each day. This way, I, as a student, can look forward to a particular topic and know what to expect (roughly). I can also prepare questions ahead of time. Without this, I felt that each day, logging onto our class, I had to listen very closely to figure out what we were talking about at the same time as I was hearing it for the first time, and this could have been previewed a bit more clearly at the outset.
 2. {no response}
 3. Nope.
 4. The initial application is a bit confusing, however the logistics of the course were great.
 5. {no response}
 6. I know timing is difficult, but I would have enjoyed more breaks throughout the day.
 7. I was very pleasantly surprised by the lack of technical difficulties and don't have any suggestions.
 8. No. The online logistics worked very well!
 9. {no response}
 10. I wonder if it might be possible to have everything in either dropbox or Google drive, navigating both can get a little confusing at times.
 11. {no response}
 12. No. I thought the technology worked well.
 13. I would suggest having the same resources used across courses. I took several this summer and some used only Google Drive, others used Dropbox and Google Drive, yet others used Google Drive mostly to redirect to Dropbox. If the student bios form is always going to be a Google doc, then I would suggest using *only* Drive. Basically, figure out a way to just use one and have all the courses do the SAME thing. It would have been so much easier.
 14. I was less impressed with Gather Town. I understand the motivation in this COVID-era, but the artificiality was, for me, a bit too much.
 15. Truly great job managing the online logistics! I ran a virtual institute last week and I know how hard it is to get everything organized just so.
 16. I've been really impressed with the support RBS has given its students this summer. The orientation I took at the beginning of the summer before my first class was amazing. Most of the information was familiar because I've been teaching on Zoom for the last year. But for those students who have little or no experience with Zoom, I'm sure it was really helpful. It was one of the best Zoom orientations I've attended.

17. I think that overall the online delivery of the program worked well given the scope of the challenge! The only thing I would suggest is to format more online activities with Google Docs since that seemed to be an efficient way to share ideas and keep a record of group-work when we used them.
18. No -- logistics were good.
19. I thought everything worked really well. My only suggestion is to have the email addresses for the instructors somewhere in all the documentation. I wanted to ask a question and had to really search for Michael's UVA email address and I'm not certain that was the one to write to since I did not receive a response.
20. More mails to explain the course expectations, suggested readings, what we should do to prepare for the course and what to do afterwards
21. None
22. Nope. All communications were clear and well organized.
23. No, it was all wonderfully efficient.
24. No, the online experience was smooth and well run.
25. No, it went great considering the limitations of the medium.
26. None—everything was clearly explained and worked really well.
27. No—everything worked smoothly on my end!
28. {no response}
29. Logistics were adequate.
30. Honestly, the online sessions were run extremely well! Class sessions went smoothly, bobbles were minimal, and I was deeply impressed with the time and energy that went into creating and maintaining a smoothly run experience.

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

1. Very professional.
2. They were amazing --- very prompt in replying to emails and answering any questions I had.
3. Everyone was great.
4. Very kind and friendly
5. Very positive
6. RBS staff was wonderful.
7. Excellent! They were all very helpful and personable.
8. Everyone was kind and professional.
9. pleasant
10. Friendly and welcoming!
11. {no response}
12. Very pleasant. Everyone was so helpful.
13. Superb. Every encounter was filled with concern for me and what the staff member could do for me. It is clear that the goal of RBS staff is to make the week a positive and beneficial experience for *every* student, and I felt genuinely taken care of.
14. All encounters were excellent, prompt and helpful. Thank you!
15. Professional and delightful per usual!
16. Excellent. Everyone was so friendly, helpful, and welcoming.

17. Everyone was incredibly helpful, considerate, and kind in all my interactions with RBS staff. They went above and beyond to answer my questions in a timely and thoughtful manner.
 18. Excellent.
 19. Very friendly and helpful. Nina was terrific!
 20. Wonderful!
 21. Wonderful - professional, courteous, warm.
 22. Prompt and supportive!
 23. Everyone was incredibly kind and efficient--a great experience.
 24. N/A
 25. Always friendly and helpful.
 26. Fantastic--every question was anticipated and the instructions they provided were very clear. I found having a staff member attending to/moderating the chat during class to be particularly useful.
 27. Great-- and I'd like to single out Nina Thomas for her amazingly prompt email correspondence and source-searching during Zoom lectures!
 28. wonderful!
 29. Excellent.
 30. RBS staff were professional, prompt, and prepared all around. I deeply appreciated the work of Nina Thomas in particular--her energy, focus, and support for our H-90a course were vital.
- 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. N/A
 2. {no response}
 3. I did not have the energy for additional online events, although I appreciate the effort to organize them.
 4. {no response}
 5. I enjoyed the evening lecture (even over Zoom).
 6. Good experience, very collegial.
 7. {no response}
 8. I enjoyed the Black Bibliography lecture. The introductory lecture repeated a lot of information from the orientation.
 9. {no response}
 10. I very much enjoyed the lecture Tuesday night. I do, however, wish we could have engaged a little more with it later in the week.
 11. {no response}
 12. I did not attend the evening event this year. Sorry. Zoom fatigue.
 13. I did not attend the lecture this week (although I have in previous weeks). While this week was a topic I am very interested in, having the lecture immediately follow so much online class time meant I was NOT going to attend. If online-only is repeated, I suggest starting lectures at 7 or something.
 14. {no response}

15. Just the Tuesday lecture - really hard to add anymore virtual events to the week but I appreciate the effort.
16. I liked the availability of evening events. I did not attend all, but it did help extend the RBS experience outside my class. It was nice to have these available to make it feel a bit more like what I imagine the traditional experience is like.
17. I greatly enjoyed the evening lecture and it helped to expand my awareness of other scholarship in bibliography and rare book history taking place outside my field- something which I would be happy to share with my students as one of the many examples of avenues you could take with book history research.
18. I attended the welcome talk. I'm not sure it was that useful. Maybe suggest attending only if it is one's first time at RBS.
19. I really enjoyed the Malkin Lecture on Tuesday, it was terrific. I only went into Gather.Town once and wasn't wild about it. Navigation was simple but I felt the same awkward insecurity that I feel in "live" receptions but without the ability to make eye contact and figure out if I would be welcome in a conversation or not.
20. n/a
21. {no response}
22. I attended the Welcome Lecture and the 2021 Malkin Lecture, both of which were great! I did not attend/participate in the Gather.town
23. I did not attend any of the optional evening events, mainly on account of time difference--the teaching day ended at 11pm for me, and going any later would have been even more exhausting.
24. I didn't attend the social events, which I think is a weakness of the online setting. As a natural introvert, it was easy to turn off the computer at the end of the classes, whereas when I attended a class in person, I pushed myself to stay for some of the socializing.
25. {no response}
26. I was dealing with a cold/sinus infection throughout the week, so I wasn't able to attend the optional events--it just made the day too long for me. To that end, I am so glad that the Tuesday evening talk was recorded and will be available online. As to the Gather.town events, I would have gone had I been feeling better but I always find those events awkward. I know they replicate in-person gatherings to some degree but I'm personally more comfortable meeting people through more structured events like short periods in randomly assigned or pre-assigned breakout groups.
27. I attended the lecture by Profs. McGill and Goldsby-- it was a good use of my time, and if anything, I would have liked it to be longer
28. {no response}
29. I tried Gather Town and talked to Nina and another classmate. It was nice, but awkward.
30. Yes, the Tuesday evening lecture this past week was wonderful. Its attention to the stakes of metadata is one I am eager to bring forward for my own students!

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. There were too many to be deemed "essential." I would also grant access to the Dropbox folder far earlier in the summer to make sure we were familiar with these materials and be able to navigate them better.
2. {no response}
3. Readings were useful, primarily as background for class discussions.
4. {no response}
5. The readings were abundant. More like a resource than required reading list.
6. I thought all of the reading was applicable and the range ensured everyone was on the same page.
7. Yes, I enjoyed the readings very much.
8. {deleted response}
9. There were no precise reading assignments, but a useful list of varied books that could be read or browsed for preparation.
10. Very helpful! We were given a broad overview. Tanselle was my least favorite as I do not come from a History of the Book background and found it very hard to read.
11. They were very useful.
12. I'd love to see a few scholarly articles added to this reading list.
13. {no response}
14. {no response}
15. Readings were very useful, though I did not make much of a dent before the course started.
16. We had a lot of pre-course readings, but they were extremely helpful in providing a foundation for our discussions during the week. I didn't finish all the readings before the course started, but I was still able to keep up with course content. And I will go back and finish those readings along with additional readings that were discussed in class.
17. The pre-course reading assignments were useful in establishing a framework and background knowledge of the field of the history of the book and offered a sample of core texts that could be used in teaching the history of the book.
18. I don't feel that the pre-course readings were useful. Overall, they were extremely dated. The most recent was 2009. They appeared to be all by white scholars. We rarely referred in class to the assigned readings. Some of them were also not very accessible. In the interests of RBS's Inclusive Excellence strategy, I advise that all pre-course readings be Open Access or pdfs put on Dropbox. I also advise that assigned readings reflect recent scholarship by diverse voices in the field.
19. Yes, I thought they were solid options.
20. I did not even know we had pre-reading assignments? Did I miss the email? but I read everything quite closely and did not know about the assignments. I wish there was more communication where the instructor emphasized the 1-2 books we must read to be on the same page
21. {no response}
22. Yes. The reading list is a great resource in itself and the breakdown by required, recommended, and for the over-achiever felt appropriate for our needs in the course itself. I received institutional funding to support the purchase of materials

for this course and I took the opportunity to invest in the materials that felt most relevant for my interests and teaching needs across the three sections. As mentioned in the previous course evals that I had read, the pre-course readings are not specifically discussed in length during the course, rather referred to in passing, as needed. Knowing this in advance was helpful to prepare - and I look forward to re-visiting these materials moving forward now after the course.

23. No comment.
 24. Yes! The pre-course readings were a nice mix of works with which I was already familiar and new sources. I have already identified a number of chapters from the pre-course readings that will be useful in my teaching.
 25. No, it was a good doable list that provided a decent background. The recommended readings were particularly helpful, and then their bibliographies led me to yet further readings in my areas of interest.
 26. {deleted response}
 27. Though we did not discuss the readings during class, they each provided a good introductory explanation of book history from various perspectives. Some were already familiar (Darnton, McKenzie), but some were new to me and proved informative or useful as possible assignments in future classes (Howsam, Howard).
 28. {no response}
 29. I'm not sure we had previously assigned readings in this course. It would help to have some assigned in advance.
 30. The pre-course reading assignments were extremely useful. In particular, I appreciated the course's attention to scholarly editing (and its histories) as a vital component of book history; here, Tanselle was crucial. I am eager to incorporate this context more fully into work with my students.
- 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. N/A
 2. The content was very useful, especially the practical teaching exercises we could use as models to develop our own.
 3. Yes, definitely helpful.
 4. The teaching materials and other documents were exceedingly helpful. They will continue to be useful to me in the future, especially as I plan my syllabi.
 5. Yes, since this was a course on teaching, the course materials will be a resource for designing my own course.
 6. I especially loved the mass market paperback examples -- such an understudied part of print culture!
 7. I am amazed and delighted by the wealth of materials provided! I will definitely find these useful after the course.
 8. The resources are great! I will certainly make use of them in planning future classes!

9. The materials made available in the course "dropbox" were extremely rich and useful - great resource for the future as well!
10. The content was very useful and I will definitely be using it again in the future!
11. I haven't yet had a chance to look at them closely, but they seem very useful.
12. So helpful. I LOVED all the materials in the dropbox and will refer to them in the coming months/years: articles, syllabi, bibliorama slides, etc. Such a valuable resource. And having the chats sent to us at the end of the day is SO helpful too: The websites, articles, &c. that other students suggested were gold.
13. {deleted response}
14. The materials that arrived by mail were fantastic--at least the ones we used. Perhaps being able to use more of them would have been even better? And being able to access a pdf version of the workbook that arrived with the materials would also be helpful.
15. One plus of the virtual year - having these materials digitally will be much more useful than in binder form. Though I am not immediately planning a book history course, it will be great to dive back into the folder when I'm ready.
16. One of the best things about this course are the materials that were (or will be) provided to us through Dropbox. I feel like I have an incredible wealth of resources to turn to as I begin to incorporate these ideas into my classes.
17. The course materials that we discussed during class sessions as well as the other teaching materials provided in the course dropbox were incredibly useful, and I am sure they will continue to be useful as I plan a variety of courses related to the history of the book in the future.
18. For this particular course, there was more a series of folders with materials than one course workbook. Some of the materials will be very useful and some less so. Particularly useful were the example syllabi kindly provided by instructors of recent book history courses at other institutions.
19. The course files were very useful and Nina's ability to drop the links into the chat were incredible (and seemed almost magical at times). Yes, I've downloaded the files from dropbox and anticipate the chat and and files being very useful.
20. the syllabus activity was the most useful
21. The content distributed through course's shared folders, listserv, etc. were beyond useful. I'll refer to them frequently as I prepare for future courses.
22. The course workbook/Dropbox is an incredible resource! Yes, I will continue to use the materials and appreciate the ways the files are organized.
23. The documents distributed during class were great, and I foresee them being very useful for my future teaching practice (I followed Teaching the History of the Book).
24. Having the sample printed sheets for learning about book forms is always great.
25. The sheets from the tube were a useful and necessary exercise.
26. The resources that were provided are incredibly useful, and are a huge part of the value of these courses, which is something I didn't realize when I applied. Everyone talks about the experience of going to and being at RBS but it's equally important what you take with you from these courses. It's really all of the

resources that we were introduced to and that were shared with us that will allow me to make full use of the course in the future.

27. The course workbook (including recommended videos) is extensive and will be quite useful for planning my future courses. Additionally, the "bibliorama" portion of class presented a bibliography of recommended texts that cover various aspects of the history of the book (history of reading, authorship, etc) which will guide my reading after the course.
28. Abundant resources, and well-chosen focused topics and examples for class time
29. Excellent teaching materials and content! Definitely useful.
30. The course workbook and materials are excellent: they are concise and focused, and I appreciated the perspective provided on central approaches and skills. It was also helpful to work with both from a student's point of view, as a parallel to possible experiences of students in my own classes. I will continue to use and refer to both.

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 hope to use what I've learnt to improve my current undergraduate offerings and develop a new graduate level course on book history. I learnt a great deal of practical knowledge about how to best help my students handle and interpret material objects.
3. Appreciate Suarez's vision for reinvigorating the humanities.
4. Yes. I have several ideas and plans, the general idea of which is to make book history legible for students. Some of these include teaching boxes, videos supplied by the class, as well as contextual information that will help students. I also feel encouraged to continue to work towards slow teaching. Overall the course was very generative.
5. Too many aha moments to catalogue here. Dr. Suarez at every step modeled how to activate collective expertise, make time for reflection, slow down and look, etc.
6. There are so many approaches, tools, techniques, and texts shared by the class and the RBS staff that I will incorporate into my curriculum for school library students as well as the undergraduates in my History and Future of the Book course....all wonderful additions to my pedagogical expertise.
7. I gained a lot of useful knowledge and ideas in the course...still processing how I will incorporate them into my instruction, but that will come.
8. Yes! I will definitely be able to incorporate practical information into future syllabi. The course also helped me think more broadly or theoretically about my investments as a teacher.
9. This course raised many important questions and provided invaluable orientation about the wide field of book history and the challenges of teaching it.
10. I'm excited to be able to work with faculty that come into Special Collections on ways to integrate book history into their short time with me.

11. I teach a course on this topic, so I will most definitely be deploying many aspects of Michael's course. The discussion of the Eliot Indian Bible was especially thought-provoking.
12. I walked away with so many aha moments that I will use. I appreciate all the resources (see above comment) that will help me in the coming semesters and years as I incorporate HoB topics in my courses.
13. {no response}
14. I have, in my hand, a 3D-printed type mould, punch, and matrix that a class member directed me to online during the chat. I sent the dataset to our campus 3D printers during a morning session and a few hours later picked up the finished product, which I will certainly use in teaching. This is just the most tangible thing I'll be taking from our RBS class; much more is tucked into notes, saved links, and pdfs.
15. This course has plenty of practical skills and exercises that can be used in my own work. However, the emphasis on the "why" we teach book history and the humanities more broadly was the most valuable takeaway for me. It was wonderful to have that refresher/reset away before the semester starts and away from my institution. I think we all need a little bit of encouragement after the past year plus. I work at an institution with some amazing collections and this course helped me imagine new ways to use them.
16. I am still processing all that I've learned this week. I feel more confident about incorporating new material and new ideas into the course. I appreciated that our small groups on Zoom remained the same through the week giving us a chance to really get to know a few of our fellow students. Reflecting on the week, I think my "aha!" had to do with the encouragement to be entrepreneurial, to not be afraid to be creative in my teaching. The other "aha!" moment had to do with the idea of "slow teaching." I'm always so focused on packing everything into my classes. I MUST teach all these things. The idea of "slow teaching" really resonated with me. I want to adopt that approach more in my classes, giving my students (and me) time and space to explore more deeply.
17. After taking the RBS course on Teaching the History of the Book I am eager to get back into the classroom to apply what I have learned. It was especially reinvigorating to connect with a community of like minded scholars and professionals after a year of pandemic research and teaching.
18. {deleted response}
19. So many "aha!" moments! I cannot begin to list them all, but perhaps the most important is "inculcating wonder". Wonder, Knowledge , Love
20. Yes, I have a better sense of developing my syllabus
21. I have several new activity ideas and a wealth of resources for syllabus design that I didn't even realize I needed. Now that I have them, I can't imagine what I'd do without them.
22. After a very difficult pandemic academic year+, this course helped reinvigorate my enthusiasm for teaching and specifically why we teach and celebrate the history of the book. The conversations and exercises felt inspiring in tangible ways and in theoretical approaches and ideologically.

23. I plan to use the skills and knowledge to expand and professionalise the Book History component in my literature classes. I was very inspired by the course (Teaching the History of the Book), and before the week had ended had drafted a new seminar that I wish to give, where I make Book History a central, rather than an adjunct, element in a literature course.
 24. This course was invaluable both for planning my course this fall that will combine literary with book history approaches and for building my excitement to teach our "Introduction to Print Culture and Book History" class for the first time. We were given so many possible sources to include, practical exercises to use, and advice on approaches that the difficult part will be narrowing down the possibilities. I've already begun putting together my first teaching box.
 25. I feel like the course accomplished its end of readying and inspiring me to teach a course on the history of the book at my institution. Not only was the course intellectually engaging, but there was a good deal of practical assistance as well. Looking at assignments, syllabi, etc -- it was all quite helpful...
 26. Because there were participants from so many different disciplinary backgrounds and institutional contexts, the big takeaway for me was just how big the tent of "book history" is. Having been introduced to it within my own narrow field, I didn't fully understand the range of approaches to book history and how those could be integrated into a course. More than anything else, getting to explore teaching book history in such a diverse group of scholars will be what impacts my course design in the future--I just have so many more options now than I did before.
 27. There were several takeaways from the course that will inform how I teach English and book history courses in the future-- always pair your texts, and buy a banker's box!
 28. To teach new courses and develop book history units for inclusion in existing courses
 29. Many "aha" moments! Wonderful ideas on how to better involve students. Currently, I'm developing a short book history course using materials in our library and archive, aimed to undergraduates college students and general public. We are an independent non profit museum-library, in this way we will try to attract those inclined to humanities and possible future partners from the industry.
 30. The skills and dimensions of awareness developed through this course will be immediately useful in my own scholarship and teaching: I am currently working with our librarians and special collections staff to develop and implement new plans! I look forward to keeping the group updated.
- 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, Michael was an incomparable instructor --- well prepared, so knowledgeable, and unflaggingly enthusiastic (even on zoom)
 3. Yes.

4. Yes. The instructor was wonderful. Very informed, but also very kind and generous.
5. I knew I would learn a lot but the course still managed to exceed expectations.
6. This was one of the best online learning experiences I have ever had. The lectures and conversations were well-paced and thoughtful. The group was intelligent and engaged. I hope I can return for more courses.
7. Absolutely!
8. Yes. I did gain ways of thinking about the teaching of Book History.
9. Yes and yes - the instructor, the course assistant, and the community of students all collaborated wonderfully to achieve the purpose of the course
10. Yes, very much so!
11. Yes and yes. I very productive approach.
12. Yes. And yes. And I appreciated that Michael Suarez asked us (nearly everyday) to tell him what our specific teaching problems and needs were, so we could get what we needed from the course. In this course, if we didn't learn what we hoped to learn, I think that's a student problem, not an instructor problem.
13. {no response}
14. Yep
15. Yes, Michael was wonderful as were all of my classmates. I did not have many expectations for this course, mostly because I don't think I had much time to anticipate it this summer and I was a bit sad to not be in Charlottesville. But RBS did the best they could with the format and as I experienced last time, the whole room is teaching each other, which is a wonderful experience.
16. This class was I had hoped for and more. I would recommend this class to anyone teaching history of the book class or assisting (i.e. librarians, archivists, etc.) with such a class.
17. Professor Suarez was an excellent instructor who aptly adapted the Teaching the History of the Book course to an online format. The course covered all of the traditional book history concepts and tools that I expected, and offered so much more--resources for teaching materials, lesson plan ideas, bibliography, syllabus development etc.
18. To some extent. Not as fully as I'd hoped. Some useful advice on how to build a teaching collection and a book "lab."
19. Yes, without a doubt. I was uncertain about the online format and of course I regret that we weren't able to meet in person, I think the breakout rooms were very helpful and the conversations that took place over chat while the class was in session.
20. Yes, I wish we went through a few more example courses to get a sense better of 'how to teach' and the range
21. Yes.
22. Yes. In addition to the great MFS, I appreciated so many opportunities to hear from generous and brilliant colleagues in the course.
23. They definitely did, and yes I did.
24. Absolutely!

25. I did. And the instructor was superb. He covered a variety of material, was always interesting, and wove everything together with a larger sense of purpose that is often not evident in humanities classes these days. One felt like one was doing something important and meaningful.
26. For sure. And I really appreciate that the course was designed and taught in a way that was truly responsive to the participants. I am also really grateful for the opportunity to talk about pedagogy in a more philosophical, more critical sense. I had imagined a more nuts-and-bolts type of pedagogy to dominate the focus of the course, and I found that to be very well balanced with considerations like who our students are and what they need, the varying institutional resources we have, the ethical obligations and responsibilities we have as scholars and teachers, etc.
27. Prof. Suarez was very helpful in presenting the content of the course, and even offered one-on-one sessions after the course is over to help apply the skills taught to our in-progress classes. Additionally, he was very open to changing his lesson plans according to the class's interests.
28. Yes!
29. Very much so.
30. Yes, absolutely.

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

1. Please send out a course syllabus-- even a basic one-- with one or two sentences and a title to describe each lecture for each day. This way, I, as a student, can look forward to a particular topic and know what to expect (roughly). I can also prepare questions ahead of time. Without this, I felt that each day, logging onto our class, I had to listen very closely to figure out what we were talking about at the same time as I was hearing it for the first time, and this could have been previewed a bit more clearly at the outset.
2. It would have helped to have a daily schedule/agenda for the week of classes in advance.
3. I would have appreciate a clear schedule/syllabus of the week so I could know what subjects we were going to discuss each day.
4. Potentially a variation in groups would be helpful to be able to connect with more folks, but overall really great.
5. {no response}
6. I did not see any areas for improvement (except for face-to-face interaction).
7. {no response}
8. In the course, we talked a lot about the benefit of having people come in to help teach certain topics. I wonder if that could have been done here. I learned a lot about Michael Suarez's teaching style and pedagogy, but maybe it would have been useful to also hear from other successful Book History teachers about some tips and tricks that they use.
9. {no response}
10. While I loved being with the same group all week, it would have been nice to have us self-assign in one of the breakout sessions (maybe on the last day) based on profession/how we were using the class. It would have been lovely to speak with

other archivists/librarians in a smaller group setting given a large number of PhDs in various disciplines relating to the book arts.

11. Nothing major comes to mind. It was excellent.
12. I can't think of any at the moment.
13. {no response}
14. I'd perhaps ask for a daily schedule of topics, only because I find it helpful to forecast ahead and prepare for each class. Entering Zoom each morning without any idea of what would be covered and when led to many moments of "we'll be covering that on a later day" that could have been avoided. I'd also recommend that we get the book recommendations in a list format online rather than spending so much class time every day reviewing titles. Our instructor's blurbs about each book were great, but his expertise and our limited amount of time could have been more beneficial spent elsewhere.
15. Perhaps a guest speaker - someone whose style or experience is quite different than Michael's? On another note, it's really hard to stay focused while watching videos in the Zoom environment. Maybe choose shorter videos or assign them as homework for the next day?
16. Not really anything to suggest. It was a fabulous week.
17. {no response}
18. 1. ASSIGNED READINGS and KEY BOOKS for the field need to reflect current book historical scholarship. Fine to have some "classics" on the list but as a whole the frame of reference for the course was limited largely to the work of old (or dead) white men. The Tuesday session in which important scholarship and good teaching books were spotlighted was almost exclusively devoted to scholarship by white men. A couple of women (also dated) were tacked on at the end (Arlette Farge 1989 and Howsam 2006). I couldn't discern any works by BIPOC authors. The instructor has enormous influence and by showing slide after slide of works by white men, the message sent (however unintentionally or unconsciously is that this is a white field. RBS as a whole doesn't send this message but citation practices are a key way to make space in the field for diverse voices. Far better to assign or cite a single article by a recent or emerging scholar than so many works written in the age of the typewriter. It was uncomfortable that then Wednesday was "diversity" day and we heard about how to incorporate diversity into our courses and Tuesday when the field was presented as basically white and male. 2. "Flipping the classroom." Videos should have been posted to watch on our time and then discussed in class. Watching a "screen on a screen" was not an effective use of our time. 3. Too many breakout room sessions. My colleagues were great in my assigned group; it still felt rushed and not that productive. 4. CASE STUDIES. One had the feeling that these case studies were generated some time ago. Again, with the instructor's expertise in the 18C, rather than Pope, why not include modules on Phillis Wheatley and Aphra Behn? "Diversity" shouldn't be confined particular RBS courses -- like the new (and clearly excellent) Wheatley course. EDI should be sewn through every course or rather be there from the start in their conceptualization.
19. Meet in person! :)

20. Yes, more 'workshopping time' where we might have a long assignment through the week to produce our own syllabus and to get feedback from one another and the instructor..i like classes where I leave having 'made' something, especially if it is useful for my work
21. No.
22. There were a few moments in which longer video/media (over 3-5mins.) were being presented that I wished could have been shared prior to class, not over Zoom.
23. The main problem, to my mind, was the online format--whereas it was excellently planned and executed, there was a lack of connection between classmates, which I am sure was mainly due to being online rather than in person.
24. {no response}
25. Sorry to disappoint you but I don't have anything to put here.
26. I found the breaking up of the day into 4 sessions with the mix of lecture, large group discussion, Q&A, and small group work to be really effective in minimizing Zoom fatigue. That said, I got a lot out of the work in small groups over the week, and honestly, I don't think we could have done too much of that.
27. {no response}
28. While I appreciate not having homework during the week, breakout sessions would have been more incisive if we could have looked at materials the night before. Too much to skim, discuss, and report out in :30
29. To answer this I should have the complete experience first.
30. {deleted response}

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

1. {no response}
2. People new to teaching book historical courses.
3. Anyone who might teach book history.
4. {no response}
5. Educators of all stripes.
6. Anyone planning to incorporate the history of the book could benefit.
7. Anyone currently teaching or considering teaching any aspects of book history would find something useful to take away and use.
8. Anyone who wants to incorporate Book History into their teaching.
9. Anyone involved in teaching (undergraduate or graduate) courses that focus on or integrate the history of the book
10. Anyone related to a history of the book course! I found it very helpful as an archivist to see the many ways in which scholars frame these courses and how I could better support them.
11. Anyone who teaches a course on the topic, but also librarians who do "one shots."
12. Anyone interested in teaching or incorporating aspects of teaching History of the Book in their courses.
13. {no response}
14. Those tasked with teaching a history of the book course, as well as those who often teach the course but would like ideas for curricular expansion and variation.

Also, those librarians who work closely with faculty to make history of the book courses possible.

15. It was an adjustment for me to be amongst teachers who do not live in the SLAC world like I do, but I think this course was broadly defined and executed in a way that made it useful to everyone, regardless of role.
16. Anyone interested in the history of the book. I loved that our class had a mix of faculty, librarians, archivists, conservators, and artists. It created a wonderful, dynamic community.
17. I believe that a wide range of people could benefit from taking this course ranging from PhD students and early career researchers who are in the nascent phases of syllabus development and teaching as well as more established scholars looking to expand the scope of their lesson planning. In addition, I can see how useful it would be to library and museum professionals, particularly those with teaching responsibilities or those who work to help connect students with the collections under their custodianship.
18. Faculty and librarians and archivists teaching small class classes of very motivated students at institutions with good resources and support.
19. I would love some of the English and History faculty at my institution to take this course.
20. {no response}
21. {no response}
22. {no response}
23. I think that the course was excellent for people like myself, who teach literature and not book history per se, as it gave good ideas on how to incorporate book historical elements to literature classes. I think that it was probably also great for people teaching dedicated book history classes too.
24. I think this course benefits anyone who is in a position to teach about books and book history, whether they are part of a university department or a librarian who gives workshops/lectures.
25. Anybody who, like me, is contemplating teaching a course in the history of the book; or who has already taught one but wants to make it better...
26. I was pleasantly surprised by how widely beneficial this course was. The course title is maybe a bit deceiving in that it invokes something akin to a graduate seminar where you are going to learn "all the things." However, the reality of the course is that it is really a space for exploration and questioning, which makes it useful to anyone who does outward-facing work related to book history. Yes, the course provides a lot of concrete examples and resources that you can plug into your own syllabus, but it also helps you to think through what it means to you, in your specific context, to teach the history of the book.
27. Early-career teachers would particularly benefit, though much of the information presented would be of interest to those who work in special collections or other areas in which students interact with books.
28. Excellent and consistent focus on teaching in this course
29. Besides professors/teachers, librarians, I would say it would be great for museum curators and interpreters.

30. This course would be of benefit to instructional faculty from a range of disciplines (such as literature, art history, and history), as well as librarians who work with distinctive materials of many kinds.

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

1. Yes
2. {no response}
3. Yes.
4. yes
5. Absolutely
6. Yes, well worth it.
7. Absolutely!
8. Yes.
9. yes
10. Yes and no, I feel like rare book school virtually is very much not the same experience as being in person and you weren't able to make as many connections as may have been possible if we were in person.
11. I felt like I was in a Money Blowing Machine and couldn't scoop it all up but still came away richer!
12. Yes.
13. {no response}
14. Definitely.
15. {deleted response}
16. Definitely!!
17. I was fortunate enough to be offered a Rare Book School scholarship, and I believe I made an excellent choice in my course selection for using the scholarship. I look forward to the opportunity to take more courses through the Rare Book School in the future, and hope that I will be able to take an in person class at one of the RBS sites.
18. {deleted response}
19. Yes, without a doubt.
20. {no response}
21. {no response}
22. Yes
23. Yes I did.
24. Yes.
25. Yes.
26. Absolutely.
27. Yes indeed!
28. Yes!
29. I'm very grateful to RBS for the scholarship!
30. Yes, absolutely! The materials and discussions were always relevant, my small group was wonderfully focused, the further resources were incredible (and incredibly extensive). I am looking forward immensely to reworking my course in light of the perspective developed, as well as to continuing to engage the

supportive and stimulating community of practice convened. Thank you so very much!

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

1. 7
2. 8
3. 10
4. 9
5. 10
6. 10
7. 10
8. 10
9. 9
10. 7
11. 10
12. 10
13. 8
14. 10
15. 10
16. 10
17. 10
18. 5
19. 10
20. 6
21. 10
22. 9
23. 9
24. 10
25. 10
26. 10
27. 10
28. 10
29. 10
30. 10

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

1. N/A
2. {no response}
3. {no response}
4. {no response}
5. {no response}
6. {no response}
7. N/A

8. As I mention above, I think there was scope for guest speakers.
9. {no response}
10. n/a
11. n/a
12. N/A
13. {no response}
14. n/a
15. N/A
16. n/a
17. {no response}
18. n/a
19. n/a
20. {no response}
21. {no response}
22. n/a
23. Not applicable.
24. n/a
25. {no response}
26. NA
27. {no response}
28. {no response}
29. {no response}
30. Yes, absolutely. During our week, the Tuesday evening Malkin Lecture on "What is Black Bibliography?" connected strongly with our course's central concerns; its emphases also powerfully complicated and enriched lenses of inquiry I am currently using in my own course.

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

1. N/A
2. {no response}
3. {no response}
4. {no response}
5. {no response}
6. Don't plan on getting anything else done -- you might want to check into a hotel. And have your library's ILL page open all week.
7. {no response}
8. No
9. {no response}
10. {no response}
11. It's worth the time and investment.
12. No.
13. {no response}

14. While the COVID-necessitated Zoom format was at times lonely and frustrating, even remote attendance was well worth the money. I can imagine how much more valuable an in-person RBS class would be.
15. N/A
16. Thank you for making this available online.
17. {no response}
18. {no response}
19. If you are remotely interested in the history of the book and teach at all, this class should be the top of your list.
20. {no response}
21. {no response}
22. {no response}
23. Not really.
24. {no response}
25. {no response}
26. {no response}
27. Come with a specific set of goals or questions, as Prof. Suarez will welcome any requests regarding class content.
28. {no response}
29. {no response}
30. I would think each iteration might be slightly different, given the crucial role participants' own insights play in advancing course discussions. With that said, I would strongly recommend completing the advance reading: having a shared base of discussion supports all benefiting from the diverse perspectives the course convenes!

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. {no response}
3. A great community of scholars.
4. Wonderful.
5. Wonder, knowledge, love.
6. Careful, collaborative conversation around important ideas.
7. Both inspirational and practical!
8. Too many helpful resources and tips to process at once!
9. 'If we know this, what do we really know?' (MFS)
10. {no response}
11. Mirabile dictu.
12. Thank you!
13. RBS gave me / the foundation I needed / to teach with a BANG!.
14. Even on Zoom, a great way to find new resources, generous colleagues, and a renewed love for what we've dedicated our careers to.
15. Book history is a team sport!
16. Incredibly energizing experience!

17. A week well spent connecting with and learning from a book-loving community of kindred spirits.
18. {no response}
19. Wonder, Knowledge, Love
20. {no response}
21. {no response}
22. Wonder! Knowledge! Love! What a gift!
23. Teaching the History of the Book was excellent, not just regarding teaching, but also in thinking about incorporating research elements to teaching.
24. {no response}
25. Satisfying.
26. {no response}
27. {no response}
28. {no response}
29. {no response}
30. collaborating / forming a community / moving on as one

Student Data

Number of Respondents: 30 (of 36)

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

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

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. I am a student or non-year-round employee, with a more flexible schedule.
22. I am a student or non-year-round employee, with a more flexible schedule.
23. My institution/employer gave me professional leave time.
24. My situation does not fit any of the options above.
25. My institution/employer gave me professional leave time.
26. My institution/employer gave me professional leave time.
27. I am a student or non-year-round employee, with a more flexible schedule.
28. My institution/employer gave me professional leave time.
29. My institution/employer gave me professional leave time.
30. I am a student or non-year-round employee, with a more flexible schedule.

Who paid your RBS tuition costs?

1. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
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 used a scholarship/fellowship to pay/waive all of my tuition expenses.
5. My institution/employer paid 100% of my tuition costs.
6. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
7. My institution/employer paid 100% of my tuition costs.
8. My institution/employer paid 100% of my tuition costs.
9. My institution/employer paid 100% of my tuition costs.
10. My institution/employer paid 100% of my tuition costs.
11. My institution/employer paid 100% of my tuition costs.
12. I paid 100% of my tuition costs myself.
13. I used a scholarship/fellowship to pay/waive part of my tuition expenses; I paid the rest.
14. My institution/employer paid 100% of my tuition costs.
15. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
16. My institution/employer paid 100% of my tuition costs.
17. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
18. I paid 100% of my tuition costs myself.
19. My institution/employer paid 100% of my tuition costs.
20. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
21. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
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. My institution/employer paid 100% of my tuition costs.
25. My institution/employer paid 100% of my tuition costs.
26. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
27. I paid 100% of my tuition costs myself.
28. My institution/employer paid 100% of my tuition costs.
29. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
30. My institution/employer paid 100% of my tuition costs.

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. 1
6. This is my first course.
7. This is my first course.
8. This is my first course.
9. 2
10. This is my first course.
11. 8
12. 3
13. This is my first course.
14. This is my first course.
15. 1
16. This is my first course.
17. This is my first course.
18. 2
19. 3
20. This is my first course.
21. 1
22. This is my first course.
23. This is my first course.
24. 1
25. 1
26. This is my first course.
27. 1
28. This is my first course.
29. This is my first course.
30. 1

Which of the following best describes your current occupation?

1. Professional educator: Lecturer/adjunct
2. Professional educator: Assistant professor
3. Professional educator: Other
4. Professional educator: Assistant professor
5. Professional educator: Associate professor
6. Professional educator: Associate professor
7. Library discipline: Special collections librarian
8. Professional educator: Lecturer/adjunct
9. Professional educator: Associate professor
10. Library discipline: Archivist
11. Library discipline: Special collections librarian
12. Professional educator: Lecturer/adjunct

13. Library discipline: Special collections librarian
14. Professional educator: Associate professor
15. Library discipline: Other
16. Professional educator: Associate professor
17. Professional educator: Lecturer/adjunct
18. Professional educator: Associate professor
19. Library discipline: Special collections librarian
20. Professional educator: Assistant professor
21. Student working towards a/an: Ph.D./D.Phil.
22. Book Trades: Book artist, artisan, or printer
23. Professional educator: Lecturer/adjunct
24. Professional educator: Associate professor
25. Library discipline: Subject specialist/bibliographer
26. Professional educator: Other
27. Professional educator: Assistant professor
28. Professional educator: K-12 teacher
29. Library discipline: Other
30. Professional educator: Lecturer/adjunct