

Private Comments

1) *Were the pre-course reading assignments useful? Did you do any additional preparation for your course? Are there any books or articles that you would like to see included in future years? Any that you might suggest removing?*

1. {private response} There should be more coordination between the Advance Reading List and the syllabus.
2. The first list, posted on the website, with more general readings was very useful in preparing for the broad themes of the course. The more detailed list that followed was a very useful resource which, unfortunately, I didn't manage to consult fully before the course. It will be a useful take-away for further research.
3. Assignments were useful but not given with enough time for me to read more than first days' reading. Perhaps provide reading/discussion questions to guide reading.
4. Yes, but they could have been narrowed down; a bit overwhelming even though effort was made to address them all.
5. The pre-course reading list was very long, and it would have been helpful to have it sorted by priority. We had a second list on the course syllabus that was also long. It would have helped to have the actual readings earlier.
6. Readings for days 1–3 were a bit overwhelming; hard to know where to focus attention.
7. They were, though could be provided with more notice.
8. Yes, the readings were very useful.
9. Yes, they were.
10. Useful—though some lectures tended simply to rehash readings. Though it was extremely difficult to prepare since reading was distributed two weeks prior to the course!
11. Reading assignments very useful, if burdensome. I'd narrow in on essential reading and pull back a bit. Also, some newer bibliography—from say, last five years—from fields like historical linguistics, literary anthropology, and object-oriented ontology would have aided us in certain topics.
12. Readings useful, across disciplines.
13. The syllabus was very impressive. I would have suggested making the final reading list available earlier though.
14. Yes, but there was a lot of reading. It might have been helpful to apportion the readings into most important, important, and recommended.

2) *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. Yes.
3. Very useful to have images to refer to and to take notes on. I appreciated having

- the workbook for class and for future reference.
4. Yes. Yes.
 5. Excellent course workbook. Excellent selection of rare books for class.
 6. Yes, good job with workbook.
 7. Some were too specific for future use, but helped illustrate broader concepts.
 8. Very useful.
 9. It was great to be able to have original materials for class.
 10. Useful.
 11. Amazing. JP pulled incredible materials, and it is very helpful to have a record and to have had copies to use during the course.
 12. Too many, no time for detailed discussion.
 13. Very useful, and I imagine it will be useful for my future research and teaching.
 14. Very useful during course, and will be afterwards.

3) *If you've taken previous RBS courses, how did this one compare?*

1. This course had a lot more reading, and more lecture and discussion than my other RBS classes, which had more practical foci.
2. N/A
3. N/A
4. N/A
5. N/A
6. Hard to compare, each one unique.
7. N/A
8. I liked this one a lot. It combined a theoretical/methodological approach, with the concrete analysis of fabulous rare books, prints, and manuscripts.
9. N/A
10. This was much more intense, in a good way.
11. Too different (different series) to compare.
12. N/A
13. Excellent. I'm impressed at how smoothly it ran being that it was the first time it was taught.
14. This one was phenomenal. I did not find my first course useful, while this has helped me tremendously in my thinking, because it was historiographical, philosophical, material, and had a strong sense of intervention.

4) *Which aspects of the course were most interesting and relevant for you as an individual? Did you walk away with any new insights, ideas, or project plans?*

1. Yes, I had insights that gave me ideas for new research projects.
2. The opportunity to present current research was very useful. I was also pleased to discover that the discussions of topics outside of my own discipline were the most interesting and helpful.
3. I am energized with new ideas/methods/approaches to rework some pending articles. This is especially useful as I begin my sabbatical.
4. Lectures by RC reflecting on the field; discussions with other students; yes! lots of them.
5. Every day was amazing—yes, yes, yes!
6. The book viewings were the highlight. Gave me ideas of how to teach with rare

- books.
7. Participants' presentations were especially interesting. I had many new insights and project ideas as a result.
 8. Yes, it is helping me design a new theoretical framework for my dissertation.
 9. Yes, I did. I particularly valued feedback provided by classmates.
 10. Theorizing mobility—will help with dissertation.
 11. Yes—new to all of this. No one aspect was more relevant/interesting.
 12. To share my work with others; to get a good synthesis of course materials from instructor.
 13. Having RC's theoretical insights about the intertwining of different layers or spheres of the book. I found it stimulating in theoretical terms for my current work.
 14. I found it all interesting.
- 5) *Did the instructors help you to acquire all the skills and information promised in the course description? Was anything left out or undeveloped? Did you learn what you had hoped to learn?*
1. {no response}
 2. Yes!
 3. I would have liked more discussion and perhaps an accountability assignment to push me to think on how to use my new learning (i.e., statement of future directions/plans).
 4. Yes.
 5. Yes. No. Yes.
 6. Yes, but wish there had been more class discussion.
 7. The course fulfilled the promise of its description. Thorough content.
 8. The preparation of the instructors was incredible.
 9. Yes!
 10. Wish more time could have been devoted to individual projects. Mine was a bit rushed.
 11. Yes, as promised. {Illegible} reflection on aims of course—"what this adds up to"—could have been more developed. Strong historiographical focus, but sense for future trajectories less articulated. Too little time for discussion in general. Every period could have used at least 10–15 minutes for this.
 12. Yes. Would have liked a state-of-the-field lecture ("keynote").
 13. Yes, although a bit less lecture and more discussion would have given the course the perfect balance.
 14. Yes and more.
- 6) *How do you plan to use the skills and knowledge acquired during your time here?*
1. I entered with a rather scattered and haphazard book history background, and left with a much better appreciation of the history of the field and its approaches.
 2. I will develop a new course at my own institution and possibly write an article that draws on some of the ideas we discussed.
 3. Reformulate plan of research/writing; new book project; finish two articles including book history in my literary reading/analysis.
 4. Research for new project; teaching grads and undergrads.

5. I will be incorporating the methods and ideas in my future work.
 6. Teaching.
 7. To drive and inform my thinking in particular research areas.
 8. Will help me develop the perspective and analytical framework for my dissertation.
 9. I will use them in my research project as well as in class.
 10. Reading, dissertation, teaching.
 11. In my scholarship and teaching.
 12. Next project.
 13. I plan to use it in planning future courses with a book historical bent as well as in my writing.
 14. Towards my research, writing, and methodology.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. Advanced graduate students through established scholars.
 2. I think a basic knowledge of the history of the book, or of material approaches to texts, was important. Appropriate for grad students.
 3. Ph.D. or ABD. Some experience—intermediate level of book knowledge starting a project/research agenda.
 4. Very high—great for all levels, however.
 5. Very high level. Everyone.
 6. High level, especially with the polyglot nature of the course. College professors and archivists, librarians.
 7. Advanced students and theoretically minded professionals.
 8. Scholars and students in general.
 9. In this case it was not an introductory class, because of the work that participants already had behind.
 10. Pretty challenging intellectually in that much advance reading was required and discussed and many periods were covered. Thought it tended to be Spain-centered.
 11. Very high. Can almost only imagine it to be of use to academics.
 12. Early grad students, people starting a new project.
 13. Anyone interested in theories of book production and reception, and particularly in Shakespeare and Cervantes.
 14. Very high. Anyone doing their own scholarly research.
- 8) *If applicable, what were the most original, powerful, or otherwise noteworthy educational moments in the course? Were there any “aha!” moments you’d like to share?*
1. Penn’s selections of Shakespeare material and early modern Spanish literature is awe inspiring.
 2. RC’s lecture on the relationship between literary theory and bibliographical history!
 3. The day on “Reading” was especially helpful for rethinking my project. Also learning about some important collections in Penn Lope!
 4. RC’s bringing together of book history and role of reader in literary criticism,

- thinking about editions, and translations as mobilities.
5. So many! The history of the history of reading on day four was breathtakingly brilliant.
 6. Many, especially the student presentations most of which were fascinating.
 7. {no response}
 8. Really liked the instructors' lectures on Las Casas and history of reading.
 9. {no response}
 10. {no response}
 11. RC's march through twentieth-century literary turns and coordination of the changing triad of reader-author-text was SENSATIONAL! General rigor of intellectual genealogy and frameworks was a major plus.
 12. Instructor's lecture on bringing together literary criticism and bibliography studies.
 13. The very idea of "mobilities" as a way of intertwining approaches to the book (literary criticism, history of the book, movement of goods).
 14. The case study method embedded within a rich historiography, aligned with physical books. A very productive methodology. The case studies were all "aha."
- 9) *How could the course have been improved?*
1. {private response}
 2. Perhaps the detailed reading list could have been distributed a bit earlier. Also, a bit of time set aside to consult the library collections would have been appreciated.
 3. Less lecturing, more student-centered activities.
 4. A bit more time allotted to discussion.
 5. It couldn't—amazing.
 6. More class discussions!
 7. More time to complete readings in advance. Opportunities to challenge readings.
 8. Great as it is....
 9. {no response}
 10. Reading list distributed much earlier; expected discussion rather than lecture; a bit Cervantes/Shakespeare-heavy.
 11. More material emphasis on books themselves. Stayed much more on either abstract or semantic level rather than material object readings.
 12. More interaction/discussion; more time to discuss individual projects.
 13. {private response}
 14. Designating the importance of readings.
- 10) *Do you feel that you got your money's worth? Would you recommend the course to others?*
1. {no response}
 2. Yes.
 3. Definitely. But bring a couple of sweaters.
 4. Yes. Yes.
 5. Yes. Yes.
 6. Yes.
 7. {no response}
 8. Yes, absolutely fascinating course. Take it!

9. Yes, definitely!
10. Yes, probably.
11. Yes.
12. About half, but I think RBS is very expensive if you pay your own way.
13. Yes.
14. Yes.

11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*

1. {no response}
2. N/A
3. N/A
4. N/A
5. N/A
6. N/A
7. {no response}
8. {no response}
9. We didn't.
10. {no response}
11. N/A
12. N/A
13. N/A
14. N/A

12) *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? Any that you could have done without?*

1. {no response}
2. The lecture on Gotham Book Mart was very interesting.
3. N/A
4. N/A
5. {no response}
6. N/A
7. Not really helpful.
8. {no response}
9. {no response}
10. {no response}
11. N/A
12. N/A
13. {no response}
14. I think the "fellowship" is extremely important and the outside events aided this.

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

1. RC is an inspiration. Having multiple lectures from him per day for a week was an incredible experience.

2. Be prepared for, and excited about, a very inter-disciplinary conversation!
3. {no response}
4. {no response}
5. {no response}
6. See Q9.
7. {no response}
8. {no response}
9. {no response}
10. {no response}
11. If this topic relates to your work, this class will make you think about it from many new angles. This is not a materially focused class, but a true tour of the intellectual historiography of Crit Bib, History of the Book, and related fields.
12. {no response}
13. {no response}
14. Thank you.

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. Excellent and illuminating.
3. Enlightening!
4. {no response}
5. {no response}
6. {no response}
7. {no response}
8. Simply wonderful.
9. Come, enjoy, and learn!
10. First time I could start planning my dissertation topic in earnest. Very helpful introduction to the discipline, or a series of disciplines.
11. FANTASTIC.
12. Still processing.
13. Brilliant minds in the same room.
14. {no response}

Student Data

Number of respondents: 14 (of 14)

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

My institution/employer gave me professional leave time: 3 (21.43%)

My institution/employer did not give me professional leave; I used paid or vacation days: 1 (7.14%)

I am a student or non-year-round employee, with a more flexible summer schedule: 9 (64.29%)

My situation does not fit any of the options above: 1 (7.14%)

Who paid your RBS tuition costs?

I paid 100% myself: 2 (14.29%)
My institution/employer paid 100%: 6 (42.86%)
My institution/employer paid part; I paid the rest: 1 (7.14%)
I used a scholarship/fellowship to pay/waive 100%: 5 (35.71%)

Who paid your RBS housing expenses?

I paid 100% myself: 3 (21.43%)
My institution/employer paid 100%: 3 (21.43%)
I used a scholarship/fellowship to cover 100%: 3 (21.43%)
I used a scholarship/fellowship to cover part; I paid the rest: 1 (7.14%)
I stayed with friends/family, or stayed in my own home and commuted: 3 (21.43%)
My situation does not fit any of the options above: 1 (7.14%)

Who paid your RBS travel expenses?

I paid 100% myself: 4 (28.57%)
My institution/employer paid 100%: 2 (14.29%)
I used a scholarship/fellowship to cover 100%: 3 (21.43%)
I used a scholarship/fellowship to cover part; I paid the rest: 1 (7.14%)
I live locally, and had no travel expenses: 3 (21.43%)
My situation does not fit any of the options above: 1 (7.14%)

*Which of the following **best** describes your current occupation?*

Library disciplines:

Curator: 1 (7.14%)
Special collections librarian: 1 (7.14%)

Student working toward a/n:

Ph.D./D.Phil: 4 (28.57%)

Professional educator:

Lecturer/adjunct: 1 (7.14%)
Assistant professor: 3 (21.43%)
Associate professor: 1 (7.14%)
Full professor: 2 (14.29%)

Other occupations/vocations:

Post-doctoral fellow/researcher/scholar: 1 (7.14%)