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G-65: Forgeries, Facsimiles & Sophisticated Copies
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1) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*

1. I enjoyed the readings and found them helpful to set the context for the course. I had already read some of the texts and didn't reread them (Bowers and *ABC for Book Collectors*).
2. I would have appreciated more guidance a month or two prior to the course about which reading assignments would be most helpful. Mostly because I have a full-time job and tend to procrastinate, so having a deadline is extremely helpful! Thanks!
3. The readings were informative and useful. *Cultures of Correspondence in Early Modern Britain* was a bit long and a bit off my learning path. The net result was that I could only skim it. Other readings were engaging and useful background information.
4. The readings were very useful—they gave me some good theoretical grounding without being overwhelming, and the case studies were particularly helpful. I wouldn't mind a somewhat longer list of recommended or further readings, as I'm trying to gain a much better foothold in this field and know I have a lot more to learn. But I also know it's a lot of work to assemble a reading list and that it's fine to expect students to do their own work!
5. Readings were useful overall, although some were difficult to locate, as I don't really have a secure academic affiliation. Not all of the topics covered in the readings were addressed in class.
6. The pre-course readings were useful but it would have been helpful to have some advance guidance on how they would be used, e.g. Gaskell for background, McKitterick for historical framing, and some of the case studies for further discussion.
7. They are useful. But it would be nice if the Google Drive were shared with us earlier.
8. Yes. All were very useful. My only note would be to make one more reading required (along with Gaskell and McKitterick) that gives background on the various natures and kinds of forgeries like the Nelson Goodman piece for people that already aren't familiar with the definitions of these items.
9. Pre-course reading assignments were useful to establish a shared vocabulary and background knowledge, especially for students who may be working on other periods or traditions.
10. The requirements for my class were very undemanding, but useful. Some optional material suggestions would have been helpful.
11. Yes, all the readings were great. I think more on the development of sophisticated copies would be helpful.

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. The workbook is helpful in class. I don't know that I will see myself using it in the future. I would label some of the images more carefully so that I can go back and refer to the images, knowing what's there.
2. The images in the course workbook were mostly good, though perhaps the Waldseemuller images could've been printed in color and a bit larger
3. The workbook was very helpful and the examples fit our class well. They informed the discussion and the paper format was welcome.
4. I really liked the Milton case study in the workbook—that was a fun activity. Some of the images in the workbook that we didn't look at much are kind of blurry and could perhaps be redone or replaced with something else.
5. Overall good, but some pages (36–43 in my copy) were illegible. If no better copy could be made, this article should have been omitted.
6. The course workbook was helpful and appropriate. Many of the materials were available online at a higher resolution and/or in color, so it may be useful to either update the book for future iterations of the course and/or make it available online.
7. The workbook is not really very structured and helpful. It can be improved if the structure is more closely aligned with the course structure, with more detailed list and explanation of the material we look at.
8. Definitely useful during class but would like it to be labeled a bit more carefully so we can revisit it after the class and know definitively which items we were referring to when looking at them. At times I got lost in terms of which book we were looking at versus talking about because multiple materials were being passed around simultaneously.
9. The materials distributed in class were fascinating and helpful for understanding--through hands on experience—the subject under discussion. {private response}
10. Okay, but not well indexed or organized.
11. The workbook had great info, but was only read sporadically. It would be nice if more of the slides were included, and the plates would benefit from captures for my own future reference.

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

1. I loved the philosophical and theoretical discussions. I was honestly blown away by that aspect of the course as I wasn't expecting it. I walked away with many ideas about framing that hadn't occurred to me before.
2. The change in perspective and approach was most helpful as well as realizing the close reading necessary for detecting forgeries.
3. I came for the forgeries, but I stayed for the facsimiles. The former category has so much intrinsically fascinating, so I wasn't expecting the latter to be where I actually found my intellectual interest to be activated. Be it Veronese or other examples where facsimiles produce the effect of gaining aura or being “even better than the real thing”—here I found myself learning more than I could have anticipated.

4. All the theoretical discussions about what constitutes an “authentic” object were very helpful for my own work. And I especially loved NW’s presentations regarding his own work in this area—those were super engaging and showed precisely what kind of background work and attention the detection of forgery requires. I also very much enjoyed the session where we looked at paper. That hands-on experience with materials is always valuable.
5. Virtually everything was of interest and will be of use to me in the future.
6. I appreciated the hands-on components of the course, both handling materials from RBS and UVA collections and the press demo. I do not intend to forge any books moving forward, but I do have some new information about what makes a book bibliographically correct, and ideas about how those might be applied to my own work with early books.
7. The theoretical framing in the first day, especially the Latour/Benjamin ideas on aura is very inspiring. Yes I walked away with new insights.
8. The nature, motivations, and posthumous effect forgeries can have for years after the act is committed. I've spent a lot of time reading about forgers, but never considered the material act, and all the factors that must be taken in account for one to be successful. (I say this knowing there are many successful forgeries even when things like provenance are taken into account).
9. The course was inspirational and enlightening on many fronts. In particular, beyond coming to a better general understanding on how books were created as material objects at this time, I feel as if I now have a toolkit that I can turn to to begin analysis of a given item in front of me, and to know what questions to ask of it. I walk away from the course humbler, with a healthier anxiety over the shocking potential for forgery where I might have once thought it impossible. The course has inspired me to imagine several new projects, including the compilation of some basic reference materials I now know I need to evaluate items in my specific field of research.
10. The stories behind the examples were very interesting. Overall, I think the organization was a bit scattershot. Organizing by time period, production methods and the like might have improved the course. But overall, I learned a great deal.
11. The discussions of the philosophy of what makes a forgery were intriguing and reappeared throughout the course. When I get back to my collection, there are many items I want to take a closer look at, and I will be more discerning in the future with my items.

4) *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. The instructor was extremely helpful with the skill and information. His expertise was a bit before my time, but there were instances when he offered information that were more applicable to my own era. But even when seeing earlier things, it was useful to see how things remained the same or changed.
2. Yes, I learned what I hoped to learn, although it was also more metaphysical and theoretical than I had imagined!
3. It's an amazing thing to be in a room with someone who not only knows the bibliographical forgery stories, but who's been an integral part of them. Unparalleled access and frame of reference to make the stories come alive.

4. Yes, and then some. But this course also taught me that I have been perhaps too naive in my approach to texts and have a lot more work to do on my own.
5. Yes and yes: VERY much so.
6. Yes. Although I'd still like to try my hand at aging paper and actually creating a photopolymer plate. (I totally get why this might be good for me to do on my own time however.)
7. Connoisseurially I don't think I am able identify and date things yet. But the course helped me to know certain aspects of skills exist in book connoisseurship. I expected to learn something about artificial aging but did not learn as much.
8. Yes. My bibliographical vocabulary has expanded tenfold since starting this class, and I was able to look at more printed materials across a much broader time period than I ever have before. The ability to physically handle these materials amongst peers who bring an incredible range of knowledge and experience to the discussions has been invaluable and irreplaceable.
9. NW was incredibly informative and delivered as promised, guiding us through his personal experiences with how both to identify features of books that are of importance, as well as to think about which questions are most useful to ask.
10. I would have enjoyed a unit on methods of detecting forgery—what to look for, and how.
11. Yes, I learned all I hoped to and more. It was an engaging, broad-ranging, helpful course.

5) *How do you plan to use the skills and knowledge acquired during your time here?*

1. I've got several articles I'm thinking about writing from which I will draw upon this course. I also will bring many of these skills into my daily work at the library where I work.
2. I'll be more observant of the items I look at; looking at things with a different eye and wondering not just the origin, but also the intent of the creator of the object.
3. The course has improved my framework of reference and vocabulary for this area.
4. I have a research trip coming up later this summer, so I'll be using some of these skills when I look at materials. This course has helped me build a better conceptual frame within which to plan for that trip. And, again, I now realize that I have to do a ton more work before I can even begin this project (which is fine and, frankly, not all that shocking).
5. I still do teach a bit, and my students are always interested in this subject matter.
6. I am most excited to think through some of the theoretical issues raised in the class, especially regarding the social context in which an object might be said to constitute a forgery, and the blurriness of the lines between restoration and fabrication, and facsimile and forgery.
7. Certain case studies can be used as comparisons in my future articles of non-Western materials.
8. Ideally, to get a job. And to show off.
9. I am already itching to get back to my work, and bring to it a new, more material-focused perspective, that can help me better understand the books in front of me.
10. This made me a better collector and more discretionary buyer.
11. I feel I will have a more discerning eye when looking at books / print material in the future and will be much more aware of what to be on the lookout for.

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

1. Scholars in the field of libraries, archives, and higher education.
2. Anyone who might be responsible for procuring printed documents for their institution, or who works closely to catalog books or documents... Catalogers, book dealers, archivists, conservators, scholars, &c.... I think most people would find this course very enlightening, but it's not an entry-level course, either. Knowledge of basic book production and printing is assumed and built upon by the instructor.
3. Librarians, collectors, archivists, and even nonspecialists—it has wide appeal.
4. I think anyone who is involved in the exchange of documents/books in any way could benefit from this—booksellers, book buyers, collectors, curators, &c. But this course would also be great for anyone who wants to sharpen their thinking about the history of the printed book more generally. A lot of the questions you should ask about a suspicious object are just good questions to ask about any printed object.
5. Folks directly involved in the buying and selling of rare materials. But scholars dealing with primary sources would benefit as well.
6. For me, this was a great way to approach material I regularly use in my teaching and research from a new angle. There's an obvious benefit to librarians, conservators, and dealers from the course content.
7. Scholars working on forgery/facsimile/copy. Book dealers. Curators. Librarians.
8. Those who have encountered sophisticated copies or facsimiles in the wild, but don't know how they relate to the larger print histories of books.
9. Anyone interested in books, their histories, markets and meanings.
10. Curators, auction houses, collectors, and book sellers.
11. Rare book librarians, dealers, conservators, and collectors could all benefit. People involved with acquisition would benefit the most.

7) *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. The initial look at a book without a lot of preconceived notions and trying to find what does or doesn't make sense about that book. It's a wonderful way to approach a new text.
2. Seeing a book bound by Middleton and thinking “WTF, Bernard??”
3. NW's stories are fascinating. I did like the opportunity to share something from our own research or specialty area and the “create a forgery” exercise.
4. I am planning to develop a course for undergraduates about forgery in the future, and I'm going to absolutely steal the “Fake Off” exercise when I do. I will of course pass it off as my own brilliant creation. Honestly, the questions about when something becomes a forgery or what distinguishes a forgery from a facsimile or copy in general definitely were eye-opening for me. I'm going to spend a lot of time thinking about that.
5. {no response}
6. Actually printing from a photopolymer plate and seeing what a difference using different kinds of historical paper made to the impression of antiquity in the result.

7. Case of Galileo: the intermedial transmission in the falsification process; the supply of forgery to demonstrate an academic theory; the network of people in cultural institutions.
8. I didn't have an aha! moment per se, but I have expanded my list of why forgers do what they do to the following: compulsion; "can I do it?"; passion; influence; money.
9. The class gave me a much better appreciation for the possibility fluidity of books, which can be taken apart, put back together, sophisticated, mixed with facsimiles, and so much more. No longer will I presume stability in a book object! The tip to check for continuity in worm holes as a way to reveal possible insertions was especially cool and potentially helpful for my work!
10. {no response}
11. Seeing the difference between pen and type formula was eye-opening, and learning that relief printing can be made to look intaglio, and vice versa.

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

1. Honestly, the "forgery-off" could be hit-or-miss. I think it's a wonderful exercise to think through the steps to forge something, but I would love to explore the technological or other immediate implications of those hypotheticals.
2. {no response}
3. Nope.
4. I thought this was a wonderful course. Thank you so much.
5. Nothing that I can think of off-hand. It was THAT good.
6. The focus is really on Western printed materials, but other students in the class brought in expertise on non-Western and non-printed materials as well. It would be great to engage that material more directly in future years through additional readings or a guest speaker.
7. Sometimes if scholars/dealers/forgers' names are mentioned, they can be written down on the white board.
8. No.
9. {no response}
10. A video of bookmaking process would be very helpful.
11. The {illegible} were on of the last parts, so more would always be helpful. I think a far more {illegible} John Milton "spot-the-difference" would be good.

9) *Do you feel that you got your money's worth? How likely are you to recommend this course to others? On a 1-10 scale, 1 would indicate that you disagree that you got your money's worth, 5 would indicate a neutral response, and 10 would indicate that you agree that you got your money's worth.*

1. 10
2. 10
3. 10
4. 10
5. 10
6. 8
7. 9

8. 10
9. 10
10. 10
11. 10

10) *If your course made any (virtual) field trips outside of the classroom or had guest speakers, do you feel that they enhanced the course experience?*

1. We went to SC twice and the printing shop once. I felt it was extremely valuable use of time.
2. The session in the printing studio was fun!
3. SC was helpful.
4. I definitely enjoyed our session in the print shop. Thank you, Kevin!
5. Yes; trips to SC were great as well.
6. {no response}
7. We went to the printing office. Yes, it enhanced the course experience.
8. {no response}
9. {no response}
10. I'm glad we visited the print shop and conservation lab.
11. All the items from the UVA collection felt relevant, and were well-selected examples of the topics covered in class.

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

1. Be prepared to think through implications and the theories of forgeries.
2. The session in the printing studio was good, but I think it might be beneficial as well to observe a demo of the common press in SC. It doesn't have to be a full session; we could even observe a demo that another class is doing?
3. No.
4. Take the course. Do the advance reading. Do not use the information to create a forgery.
5. One of the best RBS courses I have ever taken.
6. If you are already anxiously paranoid about authenticity in the books you deal with, this is either definitely a course you should take or definitely *not* a course you should take.
7. {no response}
8. {no response}
9. {no response}
10. {no response}
11. After taking this course, I feel I have a deeper understanding of not just forgeries, but print in general. Even if you do not expect to work with forgeries, I highly recommend looking into this course.

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

1. Come for the rare books, stay for the rare books.
2. {no response}
3. The access to an instructor with such a prestigious role in this field who also possesses a genuine humility and interest in the students is a remarkable combination. He also has a wicked Sean Connery impression whenever the lack of a J in the Latin alphabet is required.
4. I cooked this paper/in a low oven, over/a tray of acid.
5. High expectations well met.
6. “Old books—or are they?/Forgery, facsimile,/Who decides what's what?”
7. {no response}
8. Titanic, Mormon, Gandalf, and Dave. <3
9. “Fur-geries”! Beware the smell of cat urine on your books, something could be amiss...
10. A week well spent/will prevent/your wallet from getting a dent/from someone who is bent.
11. I can't wait to return for another course!