

Will Hansen & Robert Warrior  
H-150: A History of the Indigenous Book in the Americas  
4–9 August, 2024, Chicago, Illinois

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. Drew Lopenzina; Red Ink.
2. They were useful, yes. The readings could have included at least one piece on Mexico, Central, and/or South America (even if translated from the Spanish) to fulfill the "Americas" (plural) designation in the course title.
3. Yes, the pre-course readings were useful. But I couldn't access some of them from my home library or online, so I didn't read them at all. I should have checked the Newberry Library for them. But having the Google folder was helpful to keep the readings and lecture slides we received. More info on where to get the readings would have been useful.
4. Yes, all around. It would have been helpful to have a bit more guidance on which suggested readings would most directly correlate to the materials we saw this week beforehand, but I know that's hard to do.
5. The readings were useful. For future iterations I'd suggest dedicating readings for certain days. It would help to have a baseline knowledge for the group.
6. The readings were important and valuable contextually, although they were hardly mentioned in the class. It might have been nice to more formally work them into class content. I appreciated that the required reading was not too onerous, and the recommended readings are a great start in terms of a bibliography of the indigenous book in the Americas.
7. I appreciated the targeted reading list. I would also add an optional "general" Native American History of the U.S. (like *Heartbeat of Wounded Knee*). I think a lot of the history was new to people and a reference point would be helpful.
8. Readings were immensely useful for me because this subject matter is out of my expertise, and I had not studied much Indigenous Studies in school. The readings selected were greatly varied in topics, authors, publishing date, and point of view, so gave a very wide base to prepare for class. Most all were easy to access and find through my library.
9. Fortunately, I had had actual previous experience with the required readings, so I could re-read them on shorter notice. That said, for the sake of time, it might be useful for future students to know which parts of which texts will be relevant to which days discussions.
10. I didn't have time to do much of the pre-reading though the bibliography will remain useful. One suggestion would be to circulate schedule of daily recommended readings ahead of time to help prioritize.
11. All very useful/things that are relevant to my field.

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. I'm still not sure I received the link to our shared Google folder...

2. Yes, the materials were appropriate. I will use what I learned in my research, teaching, and even program building.
3. Yes, the lecture slides helped to frame the discussion and provide visuals of resources discussed. The special collections themselves were interesting and having to look at the metadata sheet provided context. There were some discussions I didn't understand, about early modern people or tribe names, so I lost some of that, but would get a gist of what they meant.
4. The primary materials were absolutely fascinating and stunning. It will inform my teaching for years to come.
5. Amazing! Such a broad range of materials. I really appreciated being able to compare and contrast such disparate material in their content and materiality.
6. I wish there had been more active learning activities built around the hands-on sessions—this may have inspired more direct conversation/observation about items.
7. I found the content very helpful, and I will continue to work my way through it. I'm really grateful for the bibliography. I can't read it all now, but it's a wonderful reference for me to work through.
8. Wednesday, we had homework to select a collection item to share with the class. That was a new teaching activity that I liked and familiarized myself with Newberry's online resources.
9. There was not much in the way of in-class work, aside from one worksheet near the beginning of the first day. It was helpful for starting us off with the kinds of questions we would be getting to over the following days, which was nice.
10. N/A; Materials sessions were great and a good balance with lecture/discussion sessions.
11. No workbook or handouts, but tons of hands-on time with manuscripts, etc., which was great!

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. The week was amazingly stimulating. RW's personal and professional knowledge of the field, its history, and its materials was absolutely astounding, as was his generosity and patience in sharing them with us. WH was able to pull amazing things from the Newberry's collection and to contextualize them in its collecting history. The best course I've ever taken at RBS, due largely to RW's tone-setting: this felt like an incredibly safe space to share and learn.
2. It's become clear to me the many ways in which the Newberry Library is a kindred institution to me as a scholar of hemispheric literary studies. The discussion surrounding the collecting practices of Ayer and the role of D'Arcy McNickle were especially useful. I also thought the presentations were highlights because there was a broad knowledge base among participants.
3. This course was a great model of native-settler engagement on library/archival material. This is great because of questions on how to be more inclusive in libraries and archives and these discussions really showed me that for planning and executing collaborations, and also how they can inform library/archive policies and procedures. Also, great discussion on indigenous engagement with Western book technology and implication on today. The course challenged polarization of ideas and inextricability of collaboration across differences.
4. Primary materials and secondary materials. Yes, to all three!

5. Talking about production, distribution, and audience is always helpful. I really liked the paring exercise and am thinking about how to implement it in future sessions.
  6. Most of the course was intriguing and relevant. The content was largely U.S. focused, which was expected, but there was obviously effort to include as much as possible from the rest of the Americas (I acknowledge this is also a reflection of the Newberry's strengths/weaknesses).
  7. It's really difficult to overstate the impact this course had on me. I was especially struck by how this all came together day by day. The last day had me really reflecting on how, cumulatively, I am better understanding the long history. Amazing.
  8. The pairing of instructors RW and WH I believe was key. Their brains played off each other very well. RW shared his point of view as a writer, researcher, and personal experience as a native person, and WH gave institutional and collection context as well as his personal experience as a librarian working with native materials.
  9. Being able to handle and discuss materials related to my dissertation research was great. But also, my unfamiliarity with so many of the hands-on materials also proved a good thing: my peers, along with the teachers, helped me to learn so much!
  10. I wanted to learn a different way to approach book history and texts, outside of my disciplinary comfort zone. In this regard, the course was effective. I have many new insights and some nascent ideas of how to incorporate these into my work (but it is easy to dream/imagine and difficult to implement/create...).
  11. The thematic guiding questions were so helpful and will aid in my dissertation!
- 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. See above. I learned more than I ever hoped to.
2. Yes, even if the South American portion of the course was not as robust as I thought it would be.
3. The instructors were transparent on their intellectual and cultural backgrounds and training which served as a model to emulate in my own context. The selection and curation of materials seemed mysterious, and I would need to do it on my own to see if I actually absorbed something. There are some high level, detailed things to say about book history that I'm not trained in. But more familiar with Indigenous studies and archives processing and management.
4. Yes, they were incredibly helpful in my learning all I learned this week.
5. Yes.
6. Yes, I think so.
7. I came in with very high expectations. I expect a lot from RBS, the Newberry, and RW's reputation as a scholar and writer precedes him. I was not disappointed. This course lived up to all the high praise that RBS generates.
8. Yes, I did. I wanted to become more familiar in general and we covered so much time and space in a week. Yet, we had deep discussions of values, ethics, criticisms, and professional quandaries—I will take back when faced with indigenous materials at my workplace, these conversations had.
9. Absolutely! Both of the instructors made sure we covered material from a wide array of geographies and time periods. I feel confident saying I have left knowing more—and wanting to know more—than I did before.

10. The instructors' role was to introduce us to materials and ask questions. The course was less grounded in history than I'd expected, but I know what to read to learn more.
11. Yes!

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

1. TBD. I will immediately use some of the specific domain knowledge in publications and research, but I believe the effects of the course and the framework of bringing indigenous studies to bear on my work will have a permanent impact on my teaching, my research, my writing, and my experience of being "an American."
2. My participation will impact my own "rare book course," which will now include a much better unit on indigenous materials (perhaps artist books). I will also look forward to returning to the Newberry to carry out summer research on the institution's own history in light of inter-American literary, social, cultural, and political movements (with a particular eye on the role of indigenous people).
3. This info feeds into my Ethnic Studies teaching, especially the indigenous studies insight and use of books and media. But also, in planning exhibits and other educational events at the law library.
4. In my research and teaching.
5. In thinking about collections work and instruction.
6. I would like to propose offering a similarly themed class at my institution.
7. This work will immediately be impacting my work. Specifically, this will be shaping my program at my home institution.
8. I work with indigenous materials, mostly works on paper, and I feel better equipped at least having some historical context, a great bibliography, and a list of resources from my notes to refer to, better terminology and language to use in my own paperwork when interacting with indigenous objects, collection items.
9. I plan to use the skills and knowledge in my dissertation research and in the classroom. I believe my renewed interest in some of the later print, especially, will help me teach others about the intersection of book history and indigenous studies.
10. General background knowledge/awareness of the field is useful for my work.
11. I plan to apply these skills to my dissertation and research.

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

1. Tribal archivists! My fellow-students were absolutely wonderful interlocutors, but tribal archivists are a group that should be included in this work.
2. An assistant professor trying to figure out the scope of the field and define a proper intervention in a field as it relates to indigenous studies and book history.
3. Indigenous Studies, Ethnic Studies, American Studies, Women's Studies students, faculty, and researchers in addition to book historians, librarians, and archivists interested in diversity and inclusion and ethics and cross-cultural work.
4. Teachers, curators, archivists, historians, and tribal officials focused on archives/histories.
5. I think the mix of people for the course was good in terms of the background of education/career paths and interests.
6. Grad students, faculty, librarians, archivists (and all those aspiring/working towards these fields).

7. It might be helpful to do outreach at ATALM.
8. Anyone who is interested in this subject and additionally uses, hands, works with, studies, or responsible for indigenous materials, especially North American.
9. This is a hard question to answer...mostly because the instructors were sure to accommodate the interests and fascinations of myself, a Ph.D. student, as well as the others (which included librarians, archivists, professors, and conservationists).
10. Anyone thinking about the intersections between book history and indigenous studies. Interdisciplinarity will be helpful.
11. Graduate students, especially grad students in tribal colleges and communities.

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. {no response}
2. There were many wise tidbits. For example, the erroneous assumption that gaps in the archive mean there is nothing there. I think that's a wonderful operating principle for a young scholar in particular, and a basis of discovery. Many such moments occurred during conversations at break, lunch, &c.
3. It was just very satisfying to be a student of a course bridging Indigenous Studies and Book Studies because they represent my own professional and scholarly fields. It provided me with useful reframing and language to talk about these fields that I thought would be at odds with each other, but actually have really important things to say to each other to stimulate exciting research in our multicultural societies.
4. Every hands-on session had several—truly incredible how much we got to see and experience.
5. {no response}
6. I enjoyed the narrative insights and stories offered by RW in relation to the content.
7. It really was reflecting on everything we had learned and seen over the course of the week. The long dureé, if you will, is vital to this discussion including the current moment and recent works.
8. More like the "gasp" in unlearning and re-learning early American book history I had in college, which had zero mention of the indigenous book history and contributions to the global story.
9. I research early Cherokee print, namely the Phoenix. But my interests often lead me to have blinders on: I only look at the Phoenix. Seeing the paper alongside other Cherokee print and manuscripts helped me to think about the newspaper in a broader sense.
10. {no response}
11. Seeing people's signatures and notes in phonebooks was very moving.

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

1. {no response}
2. I would reach out to the participants along with circulating the readings more clearly. Perhaps ask the participants to share a question for pre-circulation so that the instructors know their own scholarly interests. Also, consider ways in which the expertise of the students in the room could be better utilized through participation to avoid too much silence and/or fatigue.

3. I would like to have heard Analon's experience being an indigenous curator. She did a small talk, but it would be cool to hear her speak more about professional practice.
4. N/A other than more cost help via scholarships, etc.
5. {no response}
6. A little more structured active learning activities in relation to the hands-on portions would have been nice.
7. Having this course in conversation with so many professionals and the items was stunning.
8. None I can think of. Someone in class mentioned in addition to the great catalog record print outs, placed near the object, for the instructor to verbally refer to which reading this relates to. I appreciated the slides and visuals on the big screen blown up. It was helpful.
9. My only suggestion would be to push the Wednesday lecture in the evening back by just a little. This would give people more time to get there and get settled in after a long day.
10. {no response}
11. More time to discuss assigned readings!

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. 8
5. 10
6. 8
7. 10
8. 10
9. 9
10. 5
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. {no response}
2. One guest speaker. I found the talk useful, though a bit unfocused. Wonderful venue at that UChicago Business School building!
3. Guest speakers were cool because they modeled indigenous-settler collaborations.
4. The library tour and the several guests we had did enhance the experience, especially Blaine Morsean and Kelly Wisecup's talk followed by their investigation of primary materials with us.
5. I appreciated seeing the conservation lab.
6. The guest speakers were added value.
7. The guest speakers were wonderful!

8. Our guest speakers and special visitors were a wonderful addition. Thank you for all the coordination that made it happen!
9. Yes. The talk/lecture at UChicago was great.
10. Yes!
11. Absolutely! Touring the Newberry and having Blaire Morse and Kelly Wisecup was great.

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

1. {no response}
2. Take this course if you are interested in the intersection of indigenous studies and book history. Bring your own working research agenda to the course and share it early in class. You will see many different examples, some of which you will find less/more useful (but you will cherish them all).
3. How can we defend or protect studies and libraries from political influences that want to defund Ethnic Studies, Indigenous Studies, and other DEI initiatives?
4. Do it!
5. {no response}
6. I felt a little out of place as a non-U.S. citizen/resident—but I think I was the only such person.
7. I just want to emphasize that RW and WH's approach to this topic was exceptional. For this topic, which can be fraught, they brought nuance, warmth, humor, and rigor. They were excellent leads.
8. If you can afford the expense and time, it is worth it for one's continuing education. It is appropriate for any time in one's learning journey. Our class was diverse in its learners.
9. Maybe offer students more time one or two days out of the week to request materials to look at. Or, alternatively, implement one more show-and-tell session.
10. {no response}
11. Sleep well, stay hydrated, and be prepared to learn a ton!

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

1. Being in community/with books.
2. Rare Indigenous Books and the appropriately named "Chicago" summer. What's not to love?
3. A way to talk about decolonization in book history and special collections.
4. I will think about and use this experience in my research and teaching for years to come—I can't believe it all fit in five days!
5. I'm going home feeling satiated.
6. I'm no poet, but I enjoyed it and hope to attend future RBS courses.
7. This course will impact my thinking and my work for years to come. Exceptional.
8. Heart RBS.
9. I am a better scholar for having taken a course through RBS.
10. {no response}
11. "Books. Why?" - Louise Erdrich