

Will Hansen & Robert Warrior
H-150: A History of the Indigenous Book in the Americas
3–8 August, 2025, 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. Yes! I learned a ton in reading the pre-course assignments. I think there was something there for everyone. I also loved the guiding text by Erdrich which we began and ended with.
2. Yes, I found the pre-course readings to be extremely helpful and relevant. {private response}
3. I thought the reading assignments were thoughtfully chosen and very helpful for future reference, too, as I look to construct my own course based on what I've learned and read. It was tremendously helpful that my instructors told us which of the many advance readings were the most important, as I was not able to read everything on the list. But again, it gives me the opportunity to return to these readings in the future for deeper dives into different topics we covered in class.
4. {no response}
5. They were useful in giving a broad overview of the field, but I wish I knew more about the specific individuals, historical events, and important pieces that we studied during the course. I know this would be challenging to give in advance, but having a list of the pieces we reviewed beforehand would have better prepared me to engage and appreciate them during the hands-on sessions.
6. {no response}
7. The “required readings” were an excellent introduction not only to some of the materials we would encounter over the week, but also to important questions and ideological frameworks that guided & informed many of our discussions. The “recommended readings list” also provided some important temporally & geographically-specific contexts that students wishing to broaden their knowledge scope would benefit from reading.
8. Yes! I thought the required reading list was extremely helpful for the course & that the entire reading list is a great resource not only for the course but also in my personal life.
9. I liked and was able to read all the required readings easily. I appreciated how the optional readings were split up by day, so it was easy to see and choose which I wanted to read ahead of time. Nothing stood out that I thought should be removed for the future.
10. The pre-course reading assignments were very useful. In the future, it would be helpful to have PDFs of the articles in advance. I appreciated the extensive bibliography, but was unable to get all of the readings before the seminar.
11. The instructors gave us — me, at least — a superb list and portable digital library (PDFs) for much future use.
12. Most of them were useful, though some more preachy than rigorously scientific.

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. n/a
2. There was no course workbook or any teaching materials distributed in class, to my knowledge, except for the slides. Digital copies of most of the readings were shared a few days before the course and that repository would be very useful after the course.
3. We didn't receive a course workbook, but WH and RW had very helpful and engaging slides. RW brought pieces of his own library collections to supplement the amazing array of materials we saw from the Newberry collections. The content was all appropriate and useful. We did spend a good deal of time talking about Native representation (and misrepresentation) — a difficult topic — that I think could have been condensed, but still was worth the conversations we had. I'm grateful for WH and RW for making space for this.
4. {no response}
5. Again, I wish I had more time to digest the context of the pieces we looked at. I didn't think there was enough time to figure out what the piece was, why it was important, and thoughtfully look through it — especially when other students may be queuing to look at the same piece. I would've preferred to collectively look at one piece at a time. WH gave terrific insight to each of the pieces, but I didn't get to fully absorb some of that context because I was looking at another object.
6. {no response}
7. The slides used during class & distributed to the class are incredibly helpful, particularly as they include guiding questions that are not only useful for thinking about materials in the class, but for thinking about books & literature in & outside of Indigenous studies/Indigenous book theory.
8. There was no workbook — please refer to 4.1.
9. I appreciated being sent the slides w/ links each day. It will make pulling together my notes much easier. I liked how the course was set up and the variety of items we saw and talked about each session and day.
10. Very useful. Grateful to have the slides.
11. The richness of the range of materials laid out — that we could handle, photograph, consider in context. I took many, many photos for future reference.
12. There was none, except for gifts, but I don't think they were needed.

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. It was incredible to sit with so many of the books and documents we'd read about in the pre-course readings. The instructors' knowledge of these materials is immense. I appreciated the academic breadth as well as the lived experience, stories, presented and shared.
2. Virtually all parts of the course were relevant to me but the weaving together of Indigenous Studies scholarship, material culture, historical context, and the sharing of personal experience (from the faculty and the fellow classmates). I walked away with many new insights about Native American engagement and

experimentation with books, especially inspired from RW's conversations about the complexity of sovereignty, critique of textuality, importance of dissent AND relationality, role of infrastructure, and "intellectual trade routes." Similarly, WH had an incredible talent for selecting and contextualizing materials from the Newberry's collections that tied to readings and class discussions in powerful and creative ways.

3. The structure of the course was helpful as we moved through big topics: Structure, Material, Authorship, Publication and Audience. This helped situate the day's activities and content and, even though our conversations often went beyond these boundaries, they all provided a solid anchor to bring us back when it came time. In addition to topics on the Native book, I was inspired by seeing the Newberry's philosophy of collections access that allows people the ability to engage hands-on with so many priceless pieces of history. There are so many ideas, insights, and projects that I will carry back with me from this week. Across all the spheres I hoped this class would inform for me — research, teaching, and collections management/engagement — this class met all my expectations and more.
4. {no response}
5. I liked the mix of older and more contemporary pieces and drawing connections across time and medium. Especially for Native American materials, I thought this approach was both necessary and appropriate.
6. {no response}
7. I was particularly interested in periodicals and newspaper production as they came up during several sessions. Also, our discussions about libraries, duchies, collecting, and policy were interesting & useful to me as a non-library worker.
8. The amount of hands-on time with actual materials was amazing. Also being able to use the Newberry's catalog and choose our own materials to see in class was a wonderful and great opportunity.
9. I really liked the frameworks for thinking about the items we discussed. It allowed for interesting conversations and themes to emerge versus if we just went in a linear fashion. From a pedagogical standpoint, I liked how we switched fluidly between the physical items and digital. It gave me ideas for how to do similar in my own teaching. Also, I liked the activities we did which I'll take back and try.
10. Seeing historical material along with more contemporary books, manuscripts, and ephemera was especially useful to me. Hearing about the Newberry's policies gave me new ideas for how to reconsider some of our policies and procedures.
11. For me, the most rewarding experience was the various kinds of expertise of the instructors. Their informal styles and also their range and precision were a pleasure.
12. Getting to explore the Newberry's collection gave me many ideas for future work. Some sessions could also be good models for classes.

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. Yes.
2. Yes! RW and WH were a wonderful and effective co-teaching team. I was thrilled by the complexity of the course and the way the faculty shaped the course around

Indigenous scholarly frameworks, personal experiences, and book history methodologies as to help guide us in exploring Indigenous book history. I learned so much more than I expected. This was the best RBS course I've taken so far.

3. Absolutely. It is an impossible expectation to cover everything there is about Native book history across the Americas, but our instructors gave us an impressively wide and deep coverage of such a capacious topic. It provided the intellectual framework that can allow me to fill in more details and contexts in my own research and future readings.
4. {no response}
5. I have a lot I want to look up after the course, but I feel like I missed a lot of the context due to lack of time. I think some of the lecture sessions were unfocused. I wish we focused more on the topic at hand and more deeply diving into history/background/figures/context/&c. of the objects.
6. {no response}
7. The range of materials addressed in the class — temporal, geographical, cultural, religious — can feel a bit overwhelming, not necessarily in a bad way, at first. But this range and discussions about the materials is rich, and encourages critical comparisons. In this way, I think the course teaches about more than books.
8. Growing up as a Native American living in a modern world, I already asked myself some of the questions asked during class and this course provided primary sources that helped to answer or justify what I already knew for the most part. It was great to see and hear all of us discussing what makes a Native book Indigenous — the answer is "all of the above."
9. Yes, definitely! The balance between WH and RW was super helpful and instructive. It helped reiterate the themes and frameworks that we went through. I know so much more now than when we started and am excited to bring back the ideas and knowledge gained into my own work & collections.
10. Yes.
11. I am glad to say that I come away with interesting questions to pursue further.
12. No to both. But I've learned other things.

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

1. I plan to share this info and perspectives with those I teach and collaborate with.
2. I plan to use the skills and knowledge I've acquired to improve my collaborations with Native American communities and incorporate more Indigenous perspectives and methods into my special collections instruction. I will also use the course readings as guides to deepen my engagement with Indigenous Studies scholarship and Native American book history.
3. This class will help me contextualize and provide literature around my ongoing research project. It will also help me to think about how to teach an Indigenous Book history course at my institution, engage visitors in our own collections viewing, and think about ways to open up such learning opportunities to members of our community.
4. {no response}
5. Learning about the Newberry's collection development policies and practices was both interesting and applicable to my work. I, again, loved WH and RW's approach to mixing historic and contemporary materials.

6. {no response}
7. I hope to fill-in the gaps of my own knowledge when it comes to teaching the history of the book or when addressing the question "what is a book?"
8. I plan to share with my colleagues what I have learned in hopes that our curators will be inspired to focus a little bit more of their time on the Indigenous collections.
9. I already knew of multiple classes I can talk to about the ideas learned this week. So, I look forward to also working to build out our collection a bit more to encompass some of the items we don't already have.
10. I feel like I got an example of a roadmap for approaching our very large and diverse collections of Indigenous materials. I have some new starting points and useful guiding questions to consider as I learn our collection.
11. To follow several paths further that are most relevant to my interests.
12. I will use some ideas and methodologies both in class and as a researcher.

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

1. Everyone takes away something useful. A librarian will use this knowledge in a different way than a historian, writer, or book collector.
2. Anyone! Librarians, archivists, cultural heritage professionals, book historians, writers, and academics, especially.
3. Scholars and library collections managers who deal with these topics are obvious beneficiaries of this kind of course. I wonder if THPOs and other Tribal cultural officers might benefit from these kinds of classes, if they can make it work with their busy schedules.
4. {no response}
5. Librarians or people working with Indigenous/Native American primary source collections.
6. {no response}
7. Those who have some familiarity with Indigenous literature & book culture. Those who are interested in bibliography & the material book.
8. Anyone who works w/ Special Collections, Native Collections, Tribal Archivists and THPO's.
9. Anyone interested in thinking about book history through a new lens. Especially those that have some Indigenous items in their collections, but want to think through new ways to work with them.
10. Anyone who deals with Native American books.
11. Any curious reader interested in the subject.
12. Graduate students, librarians — people in charge of acquisitions, professions from other fields.

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. 1. Seeing, connecting with, materials we'd read about — holding it on our hands 2. Learning about some of the history of Indigenous bookmaking from RW.
2. The most powerful insights I gained from the course did not come from the usual "aha!" moments but from the sustained engagement with the materials and the

common themes that emerged from class discussions, readings, and the sharing of personal experiences. Themes like: intellectual sovereignty, intellectual trade routes, and the complex ways that Native American and Indigenous writers/contributors asserted agency and exercised self-determination and sovereignty were critical to shaping my experience through the course. {private response}

3. Having RW there to talk about his work and engagement with Native literature and books was a true honor and privilege. His discussions about “intellectual trade routes” and “intellectual sovereignty,” as well as so many other topics will keep me thinking for a long time. WH's knowledge about the Newberry, collecting, and publishing details was a gift and they are a dynamic team.
4. {no response}
5. The ledger books were incredible.
6. {no response}
7. I really appreciated our session on materials & birch bark books & the aesthetic of birch bark/birch trees in particular.
8. Everything was fantastic!
9. I think the most powerful thing to me was seeing how items across genres and time periods could tell a cohesive narrative or theme. You can do a lot when talking about Indigenous books with one or two good examples and linking them together with other related items.
10. Know that you are going to approach materials with a set of assumptions. Continually notice and query those assumptions. Also, Indigeneity arises because of modernism.
11. RW's remark: “Teach me how to know.”
12. Choosing one specific item from the library to do a hands-on presentation!

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

1. I would love to see a whole day dedicated to graphic novels, zines, handmade multiples, &c. — a mini survey — we got these at various times during the week, but it would be great to see them all on one day.
2. I would have enjoyed a field trip or two especially given Chicago's rich Native American history and number of other collections and institutions in the area. Also, having the optional readings match up more closely to the scheduled class discussions or hands-on workshops would have been helpful.
3. I don't think so. This was such a treat. I'm leaving Chicago with renewed excitement and energy to return to my own institution with new ideas!
4. {no response}
5. {no response}
6. {no response}
7. I would love 1 more student pick session! It was so fun and so rich!
8. My only critique is to add more time management when discussions occur — but WH did a great job trying to move things along.
9. Not really. You always wish you could go in more detail on specific items or areas, but you only have so much time.
10. The participants came to the course with a wide variety of experiences and prior knowledge. At times the instructors seemed reluctant to tell us something about a

text because they assumed we already knew it. They would ask “does every one know [XYZ]” which might make someone who doesn't know reluctant to speak up.

11. {no response}
12. The title is misleading. It was not a history, and it didn't cover “the Americas,” just the US and tiny bits of Canada, Mexico, and Guatemala. “The Indigenous Books” would be a better description Hands on activity could be more properly planned, “let's look around and talk” is not a good start for any class.

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. 8
2. 10
3. 10
4. 3
5. 6
6. {no response}
7. 10
8. 10
9. 10
10. 10 great class, would recommend
11. 10 This wasn't and isn't about money, though (as of course you know), but value: the wealth of discussions + materials
12. Hard to say, because my overall evaluation is good, but the course is really expensive. So, 4. I would recommend it as a general window into the issue.

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. The guest speakers expanded the discussions of topics a bit farther from the instructors' areas of expertise, which was wonderful.
2. This course would have definitely benefited from a field trip. However, I loved all of our guest speakers {private response}
3. Guest speakers were wonderful and perfectly selected to enrich our readings, discussions, and collections viewing.
4. {no response}
5. {private response} I thought the Newberry staff were extremely knowledgeable and enjoyed hearing their insight.
6. {no response}
7. N/A
8. Yes! Very grateful for Kelly Wisecup's talk and for the shuttle!
9. I really enjoyed the guest speakers. They helped dive deeper into a few areas that I didn't know much about coming into the class. So, I found them very valuable.
10. Guest speakers were good.

11. Definitely, yes.
12. {private response}

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

1. Do the readings! It enriches the in-class experiences and conversations.
2. Leave your assumptions behind and come prepared to learn how to think and see Native American and Indigenous materials and communities in a new way. Also, the optional readings are formidable but excellent!
3. {no response}
4. {no response}
5. Do the readings.
6. {no response}
7. N/A
8. Be prepared for walking and to wear comfortable shoes!
9. It will help you think about books generally and Indigenous books specifically in a new way.
10. {no response}
11. {no response}
12. Read the suggested texts.

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

1. Fabulous! And Books. Why?
2. Why book history?
3. Rich, powerful, and transformative.
4. {no response}
5. The Newberry is amazing!
6. {no response}
7. Books. Why? - Louise Erdich
8. Engaging, enriching, and informative!
9. So much information in such a short time, and so many new possibilities for using and sharing the new knowledge gained.
10. I wish I had two heads, four eyes, four ears to take in all that was offered
11. Books. Why? (L. Erdich) Oh, the pleasure of exploration, which never ends.
12. Indian or not,/Books are books, as feathers,/Not wings, may fly.