

### **Narrative Course Evaluations**

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}
2. A lot of pre-course reading was suggested but not required. I intend to do it post-course. I wouldn't NOT list these materials because I still want to do the reading, especially to reinforce what I learned in the class.
3. I thought the pre-reading was very good. Unfortunately, as a working professional who is currently out of academia, I found the list to be slightly daunting, but it was not entirely necessary to have read all of the works—though I highly recommend DSK's work—and I look forward to reading more after the class.
4. Yes. And I should add that careful and attentive reading of them is necessary for full and active participation.
5. *Year of Lear* would be a good addition. Probably would have been a good idea to reread or play {illegible}, just to set the mood.
6. Yes, they were very well-selected, and beneficial.
7. Yes, absolutely. The strategy of assigning tentative reading "suggestions" meant that everyone had sampled a range of the literature, while allowing for flexibility across various areas of interest.

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 and handouts were very useful.
2. I enjoyed the materials in the workbook and am so grateful to have them to refer to in class and after.
3. The content was both very appropriate and useful.
4. The workbook was mostly useful for in-class reference. {private response}
5. Excellent.
6. The workbook was a useful selection of readings and other materials that I will use into the future.
7. The workbook was helpful, although some of the introductory materials reproduced the intro reading a bit. Perhaps exchanging some titles would create a better sequence.

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

1. N/A
2. They were both phenomenal. Both courses were taught by veritable experts in their respective fields.

3. N/A
4. N/A
5. Better.
6. N/A
7. N/A

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. I learned a lot more about the process of printing in this time period, and how it has affected our current ideas about Shakespeare.
2. I appreciated talking about Ben Johnson's folio. Comparing Shakespeare to his contemporaries and seeing those books. I enjoyed learning about printing/publishing of Shakespeare in the early modern period, and seeing various editions of Shakespeare. I loved learning about the Pavier Quartos, &c.
3. Every moment was deeply engaging. I am very excited and inspired to tackle my own research afresh.
4. The instructor was as important as the material we looked at. There was a gap in my knowledge about collection and restoration catalogs of playbooks that was especially useful to me. I feel more confident making arguments about sixteenth- and seventeenth-century books overall now.
5. The course was well described, and it met my expectations. Interactions with classmates were an unexpected and delightful bonus.
6. Many. The comprehensive discussion of the book/print culture in relation to Shakespeare was informative and inspiring.
7. The opportunity to engage directly with the early quartos was a great experience. Although I had some familiarity with the practice of textual history, it really enriched my awareness.

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. {private response}
2. I feel like I could learn about this subject endlessly. It is perpetually fascinating. The course delivered all I hoped it to and more.
3. Yes! DSK went over all ideas in great depth in a way that was charming, illuminating, and thoroughly thought-provoking.
4. We were all at different levels here and there was a good balance of information.  
{private response}
5. Yes, nothing was left out, although it would have been fun to look at some 1850–1950 books, if we had another day.
6. Absolutely! I also see this as part of a path that will lead to future discoveries, collaborations, and projects.
7. Yes. I suppose DSK in many ways did write the book on this subject, and I felt that it offered a very good sense of the scholarly conversation.

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

1. {private response}
  2. I hope to continue my association with the Beinecke and with our instructor. I will definitely continue my association with RBS, and continue to take classes.
  3. I hope to take these skills into my own intellectual pursuits and examine previous research afresh.
  4. Research and teaching.
  5. This will inform my collecting, and add to my enjoyment of both the texts and books themselves.
  6. I am leaving with many ideas and plans for future projects and courses.
  7. I hope to go on and do more research in special collections here and elsewhere. The class helped remind me why I enjoy it so much.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. It was a fairly high level, but accessible course, probably best for graduate students of some sort.
  2. The professor spoke to all students' levels and backgrounds. Our particular group had a couple of Shakespeare scholars who benefitted the most, I think.
  3. The people who would most benefit would be librarians, grad students, and professors.
  4. This is not an intro course. Graduate study in the early modern period or a number of previous RBS courses do seem to be necessary.
  5. I approached this as a collector—everyone else was a scholar, which I had not quite expected. So, someone attending should have a scholastic bent.
  6. A graduate student, early career faculty member, or any faculty member wishing to develop his or her skills and knowledge of book history.
  7. The range of background knowledge in the room was broad and the atmosphere casual, but I certainly came away with new insights.
- 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. When we discussed important textual discrepancies in *Othello*, *King Lear*, and *The Tempest* it was very illuminating.
  2. I loved learning about Francis Meres. I also absolutely loved looking at *Henslowe’s Diary* because it provided insight into the culture of the theater. I enjoyed learning about the printers who published Shakespeare.
  3. {no response}
  4. The discussion of what an archive vs. an edition is will be with me for quite a while.
  5. The course was just generally stimulating, without high (or low) points, in my opinion.
  6. Our exploration of the 1623 folio and its relation to the 1616 Jansen folio and 1619 Pavier/Jaggard project—the search of how contingent the publication of the 1623 volume really was.
  7. I was brought to consider a number of new “but how do we know” questions, especially as we went around the room and sought to narrate the publication

process. It was striking to realize how many uncertainties attend the process.

9) *How could the course have been improved?*

1. {private response}
2. N/A
3. {no response}
4. {private response}
5. If we had more time, I would have enjoyed looking at 1850–1950 material.
6. The editorial project is an excellent assignment. It might be fun to let students spend some time with the original text(s) they chose for the project.
7. I think that the class might be refocused with a different group of participants, but I felt it made a lot of sense as it unfolded this week.

10) *Do you feel that you got your money's worth? Would you recommend the course to others?*

1. Yes.
2. Yes! Yes.
3. Absolutely.
8. With the caveat that I used research funds, yes, and yes. {private response}
- 4.
5. Yes.
6. Yes, it was a rich and edifying experience.
7. Yes—absolutely! It's a great experience.

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

1. N/A
2. N/A
3. {private response}
4. N/A
5. Not applicable in my case, since I already know the Elizabethan Club and print machinery.
6. Yes, small field trips to the Elizabethan Club and printing press were excellent.
7. {no response}

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. {private response}
2. Yes. I loved the tour of the press.
3. Absolutely! I felt that Kathryn James' talk was one of the most important experiences I had. Please convince her to teach as well!
4. Yes! They were delightful, mostly for the chance to learn a little bit and to socialize.
5. Yes.

6. {no response}
7. I think that different events offer different things. Dr. James's lecture was just great, the receptions offered a different kind of social atmosphere, and the opportunities to mingle at the beginning and end were great.

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

1. {private response}
2. A cursory knowledge of Shakespeare, his time period, and the timeline of the printing of the plays is necessary.
3. It is such a genuine treat not just to be with the fabulous Beinecke collections, but also DSK, who is so honestly excited about all of the materials and is a naturally generous person.
4. Do the reading and really prepare, especially in order to contribute.
5. Do it.
6. The reason to take this course is DSK. He is immensely generous and brings unparalleled energy and enthusiasm to the material. Getting to spend a week with him and take in some small part of his learning and erudition was, for me, a career highlight.
7. {no response}

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

1. I had a great experience and felt I gained a fuller understanding of both Shakespeare and book history.
2. This experience was amazing! Seeing the Shakespeare folios and quartos was a once-in-a-lifetime opportunity. And there is no better person to lead you through that experience than DSK.
3. {private response}
4. A delightful recharge for my research before writing for the next eight weeks, as furiously as possible.
5. I have lived with Shakespeare most of my life. Now I feel like I have a new roommate. Thank you.
6. This course provides a comprehensive approach to the topic of Shakespeare and print taught by a true master of the subject matter.
7. Great books, great professor, great week.

### **Student Data**

*Number of respondents: 7 (of 8)*

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

My institution/employer did not give me professional leave; I used paid or vacation days: 1 (14.29%)

I am self-employed, and can arrange my own schedule: 1 (14.29%)

I am a student or non-year-round employee, with a more flexible summer schedule:  
4 (57.14%)

My situation does not fit any of the options above: 1 (14.29%)

*Who paid your RBS tuition costs?*

I paid 100% myself: 1 (14.29%)

My institution/employer paid 100%: 1 (14.29%)

I used a scholarship/fellowship to pay/waive part; I paid the rest: 3 (42.86%)

I exchanged goods or services in lieu of tuition: 1 (14.29%)

My situation does not fit any of the options above: 1 (14.29%)

*Who paid your RBS housing expenses?*

I paid 100% myself: 3 (42.86%)

My institution/employer paid 100%: 2 (28.57%)

I stayed with friends/family, or stayed in my own home and commuted: 2 (28.57%)

*Who paid your RBS travel expenses?*

I paid 100% myself: 4 (57.14%)

My institution/employer paid 100%: 1 (14.29%)

I live locally, and had no travel expenses: 1 (14.29%)

My situation does not fit any of the options above: 1 (14.29%)

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

**Student working toward a/n:**

M.L.I.S./M.L.S.: 1 (14.29%)

Ph.D./D.Phil: 1 (14.29%)

**Professional educator:**

Lecturer/adjunct: 1 (14.29%)

Assistant professor: 1 (14.29%)

Associate professor: 1 (14.29%)

**Other occupations/vocations:**

Book collector: 1 (14.29%)

Other: 1 (14.29%)