

Brian Cassidy

G-80a: Identifying and Understanding Twentieth-Century Duplicating Technologies

27 June – 2 July 2021

Narrative Evaluations

1) *Do you have any practical suggestions for improvements to RBS's online logistics?*

1. {no response}
2. Online logistics worked seamlessly. I knew where to be, and when, well ahead of scheduled events.
3. No.
4. Worked well.
5. Ask the students to send in a quick bio of themselves to share with other students prior to the first class. Could be done on the listserv.
6. Logistics went smoothly!
7. Went very smoothly, both zoom and gather, and all email communications too.
8. Everything worked very smoothly for us--access to the class listserv, our shared drive, &c. Instructor (Brian) and facilitator (Nina) always made sure we had access to the resources we needed including PDFs of readings, slides, chat logs, and so on. We had no technical glitches!
9. I thought that this class was run *superbly* and I have no suggestions for improvement.
10. No, everything seemed to go very smoothly with logistics
11. Practically speaking, the system worked very well. I wouldn't want to over-complicate the process and risk inviting possible technical headaches.
12. {no response}
13. {no response}
14. There were a few emails received about the course in the week before that could've been combined into one so that the important info and the vade mecum were in one email. Also, it would've been great to receive these materials a little sooner than the Thursday evening before the course's start.
15. No, everything worked really smoothly. Gather Town isn't really for me, but I think it's a good thing to have for people who do want to interact in this way.
16. I'm amazed at how virtually seamless all of the classes were, given that we had to do them all online and the instructor had to contend with multiple cameras (document, microscope, &c.). Kudos!
17. Wow. I was nervous about taking an identification class online, where we couldn't see objects in person but I had no reason to worry. It was excellent.
18. For an online class I would prefer a lunchtime lecture instead of an evening one. It is hard to stay on my screen late into the evening after being online all day.
19. {no response}
20. very well organized and information is communicated clearly
21. very well organized and clear

2) *How would you describe your encounters with RBS staff?*

1. {no response}

2. RBS staff were responsive, courteous, and extremely accessible.
3. Pleasant overall.
4. Helpful.
5. Please do not send out information prior to the class that suggests you will be policing student's clothing choices during the week. There was some discussion on Twitter prior to the class that was careful not to name RBS, but the statement about outfits throughout the week plays into the narrative that libraries/archives are elite gatekeeping institutions that limit who can access resources.
6. Professional, pleasant, and upbeat.
7. Prompt, helpful, polite.
8. Wonderful--Nina helped moderate discussions, draw attention to those with questions, and made sure the tech ran perfectly. Really grateful for the way she helped support our class.
9. Minimal, but always a pleasure.
10. Not a lot of encounters other than orientation, course assistant, &c. but very pleasant
11. Cordial, prompt, informative
12. RBS staff are unfailingly kind, helpful, and prompt in their replies. Nina Thomas was an exemplary assistant this week and kept things running so smoothly.
13. Very helpful and friendly!
14. Great, cordial, helpful.
15. Always awesome! Professional, helpful, curious, kind.
16. Everyone was very helpful and pleasant.
17. RBS staff are always kind and helpful!
18. Pleasant, professional, super well organized.
19. Excellent
20. Nice, friendly and helpful
21. Nice, friendly and helpful

3) 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?

1. {no response}
2. N/A
3. I did not attend any optional evening events.
4. Did not attend.
5. Please find ways to weave more information about how Native Communities are organizing their own histories. For my own research, learning more about the importance of training Native Hawaiian scholars to organize and catalogue their own history was useful.
6. I found it difficult to attend evening events, given my work schedule. Remote attendance meant that I was still partially in my office, keeping things afloat.
7. Yes. Lecture was great (will it be on Youtube?) and nice to use Gather.town since we couldn't chat in person. I thought it worked well for chatting as if you were in the room for real.
8. {no response}

9. {no response}
10. Yes. Although I missed most of the Tuesday event due to a conflict, I hope to connect with the speaker regarding some relevant materials in my collection that may be of interest. That is the type of connection I see as value to the RBS experience.
11. I could not really attend the optional online events as being both on Central time and being expected to be in my office at work to do work-related tasks while on breaks from the course meant that it did not make sense for me to log on to a lecture that began half an hour before I had to clock out.
12. {no response}
13. {no response}
14. Definitely. The Tuesday night talk was great and gave me a lot to think about.
15. I always enjoy the extra lectures.
16. I attended the introductory webinar on technology, as well as the opening reception. Both were good. I ended up not using Gather.Town--seemed too clunky and weird, and I needed to use breaks between classes and before/after class to catch up on some work email. I think the opening reception was pretty essential, particularly since this year was all online.
17. {no response}
18. See note above about the difficulty of online events at night after a full day of Zooming.
19. {no response}
20. {no response}
21. n/a

4) Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?

1. {no response}
2. {deleted response}
3. All pre-course reading assignments were helpful. I will be retaining this list for future use.
4. All readings were useful.
5. The instructor is currently working on the only reference that would be helpful for this class.
6. The bibliography for the course was very handy in situating the literature already available about this topic. I hope that the presence of this course will increase the amount of relevant scholarship, too!
7. Yes, all the readings were helpful. The bibliography provided was also useful.
8. The pre-course assignments were wonderfully helpful and Brian did a great job of incorporating them but also not making his expectations overwhelming.
9. I found both the content and the amount of reading assigned before the course to be excellent. It was a good introduction to the course, but not overwhelming.
10. Extremely useful. As the cultural histories around the topic could not be fully examined given time constraints, perhaps some articles on such to help orient future students to the cultural importance of the topic.
11. Very useful, but, and I know that it went out of print only recently, checking to see if the main course book was in print before sending out acceptances would have been really,

really useful. I had wanted to do the core reading ahead of time and this was, obviously, not possible without access to the Batterham book.

12. Yes.
13. Yes. I can't say I did all the reading, but it is useful to have those books on hand.
14. Yes, they were though there were two texts (Gaskell/Gascoigne) that were more so deep background than immediately impactful on the course topic, and I would like to see that more strongly indicated in the annotations to help future students organize their reading schedule.
15. Yes, the reading was helpful. I was very grateful that Batterham was provided for us--I will certainly be spending more time with it in the future. My only request would be that we had had access to it even sooner. It also might be useful to provide the homework videos and readings farther in advance for those of us with complicated schedules.
16. The pre-course readings (Gascoigne and Gaskell) were helpful, but not essential, so pretty much, as advertised.
17. Yes. Very useful. I will definitely be referring back to it in the future.
18. The required and suggested bibliography are wonderful and wide-ranging.
19. Yes, the pre-course reading assignments and the additional reading list were extremely helpful for understanding the material covered in class and for returning to later.
20. {no response}
21. Quite useful! It would be nice to add some content from the Architectural Photoreproduction from Kissel and Vigneau.

5) 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. Yes, these items were very useful.
2. {deleted response}
3. All content was appropriate and useful and will continue to be so after the course.
4. Content useful.
5. The powerpoints will become important resources to me in the next few years.
6. The video assignments were useful in situating the technological processes that we discussed, and I plan to reference readings/teaching materials after the class.
7. Excellent. I will definitely refer to the materials on a regular basis.
8. Content imminently useful during the course and for a long time to come.
9. All of the teaching materials distributed were well-selected, useful, totally appropriate to the subject, illuminating, and well-organized. I will absolutely be using these again.
10. Workbook was extremely helpful and will be a source I refer to in the future. Same with the class session slides, which will be combined with my own notes. The class slides will be useful reference points as I continue to explore different duplicating technologies and specific documents in the future.
11. Great! Very clear and concise, well-constructed, thoughtful graphics. I plan to refer back to them often
12. The course materials alone are worth the cost of tuition. It is so generous of Brian Cassidy to share his hard-won expertise in this way. I intend to refer back to these materials on a regular basis and can't wait to purchase Brian's book when it comes out.

13. The course workbook was really helpful, and I'll be referring to it in the future, especially the annotated bibliography. The slides will be good summaries to have on hand.
14. The course workbook was supremely useful--especially the timeline and glossary and bibliography in addition to the schedule! I will definitely continue to refer to it. It might be worthwhile considering combining the homework and day-by-day schedule into one schedule as I found myself having to page between the two to prepare for the course, especially in terms of reviewing the relevant Batterham readings in addition to watching the homework videos.
15. All of my RBS notebooks have become bibles, and this one will be the same. I have already been using the bibliography to order books and request books from the library. The timeline is beautifully done, very easy to understand, and something that I referred to frequently throughout the class. The glossary is also very useful, and I know it will continue to come in handy. I appreciate the supplemental readings as well.
16. The readings from Batterham were very useful. I usually read them before class, which helped me have some sense of the flow of the lectures. That allowed me to concentrate more on the examples being shown.
17. Yes!! The notebook provided is extremely helpful and I will use them in the future as well.
18. All the slides and narrated information Brian shared in class was vital information that collectively I don't think I would be able to find anywhere else, so every component was appropriate and useful. The course inspired me to want to read everything that was recommended. Also, the video homework was a great way to digest sometimes quite technical information, *see* the technological processes at work, and sneak in additional learning without making it feel like work. Infotaining!
19. Everything was excellent and helped me apply what we were learning
20. {no response}
21. The course workbook will be useful especially to be used as a point of reference later.

6) *How do you plan to use the skills and knowledge acquired during your RBS course? Did you walk away with any "aha!" moments, new ideas, or project plans?*

1. I will be using what I learned to expand on descriptions of items in courses that I teach, and to inform my zine history research.
2. {deleted response}
3. I will use the skills and knowledge acquired in my cataloging work and potential improvement of cataloging work predating my own. I believe the course has given me a new way of approaching duplicated materials overall, and I look forward to implementing this new framework.
4. Located good resources.
5. I actually changed my idea for my next research project based on this class to practice my new identification skills.
6. I look forward to incorporating greater description of 20th c. duplicated materials into my dealer descriptions and archive prospectuses, as well as pursuing research related to these topics in the years ahead!
7. So many new ideas, for teaching, description/cataloging, research, preservation, &c. I was able to recognize most of the duplication process from items I've seen in my

- institutional collection, that I hadn't realized what they were before, so each of those was another "aha" moment. I will create a small teaching collection on duplication processes.
8. The best thing about this course, and Brian's approach, is that it was structured around asking questions and being curious. Building a skillset that is rooted NOT in an assumption of expertise, but in an examination of evidence is not only generous, but generative. The information I took from this class is of course excellent, but the encouragement to approach materials with openness is the strongest element.
 9. I had so many "aha" moments, it's really hard to enumerate them. This was the fourth RBS course I've taken, and it was by far the best one (*not* online circumstances notwithstanding, but best RBS course, full-stop). Not only did I learn a concrete set of skills, but I was exposed to new ways of thinking about the material I research, material that is far removed from the core subject matter of the course (I work on pre-modern objects). Brian integrated instruction in these skills with broader contextualization, as well as demonstrations of how these skills open on to broader questions that could be applied to other material. The lectures were expertly devised and timed, the materials were fascinating, and Brian is amazingly adroit at distilling necessary information and conveying it in an engaging and easy-to-follow manner. It was all inspiring.
 10. So many "aha" moments during this course! I was able to apply each day's discussion to materials in my own collection and my institutions. This class will certainly be beneficial for an upcoming personal project and I plan to take back information to my institution to share with staff to better describe/catalog certain materials.
 11. I will, of course, be applying these skills in my descriptive/interpretive work as a librarian. I think this has really helped me appreciate not only what is needed to do this kind of identification work, but also helped me understand how I might approach a more comprehensive survey of library material that merit re-description. I had several aha moments - really everything about the course felt novel, fascinating, and well-grounded in the realm of what was "familiar enough" to allow me to make sense of things. I fear I have not only caught this bug professionally, but will be trying my hand at a few of the duplicating technologies for some zine projects at home.
 12. {no response}
 13. I'll use what I've in my future curatorial and instruction work, and in my research. The course has helped me gain a broader and yet more precise view of twentieth century duplication, which will help me put a current research project into more meaningful context. It will also benefit my teaching, which, broadly speaking, often deals with twentieth century book history.
 14. Definitely! This course completely opened my eyes and clarified A LOT in terms of the different duplicating technologies and their histories and cultural contexts. This course is a great springboard into future work in more contemporary book history, which is my research area. We spoke a lot about how sometimes documents were offset rather than mimeographed or xeroxed due to quality/cost, and that has me thinking and wanting to look again more closely at the minicomics that were published alongside/within the 90s riot grrrl moment that we assume to be xeroxed. Maybe they were, but there's more digging/thought to be done here.
 15. So many AHA moments!! I feel like a whole new world has been opened up to me. I have said of RBS courses before that they have given me new eyes. I am absolutely chomping

at the bit to start pulling out materials from my library's collection to examine them more closely, update the cataloguing (or recommend that it be updated since that's not my job), and most importantly, to teach with them. I am going to use this knowledge in my own class sessions a great deal. What was especially enlightening and helpful was the understanding of how these processes can tell us something about the circumstances of production--not just how they were made but why and by whom. I have always been more of a cultural history person than a descriptive bib person, but Brian did an amazing job showing how bibliography and identification can lead to more accurate cultural history. His ideas for future work that need to be done in this area are wonderful, and I cannot wait to see what some of the very, very smart people in this class will do with it. For me, I think it will most impact my teaching and also my interest in acquiring more copied and duplicated material for my institutional and personal collections.

16. I will probably use this course almost every day in my professional work, since I acquire a lot of 20th century duplicated documents. This course has given me a more refined, precise vocabulary for describing and talking about duplicated documents, and some very practical tips for identifying different processes. It will be invaluable for evaluating materials and teaching with these materials.
17. I had no idea that so many punk materials were offset! I recently wrote a book chapter on using zines to teach the framework and will definitely be adding this.
18. I will be able to thread my new knowledge throughout all of my research and teaching. I am now confident in my ability to suggest educated identifications of documents and ephemera that I frequently encounter in my work, and I can more clearly see the research holes in my subfield that this new knowledge can help fill. I wish I had been able to take this class before publishing my last major project. I am so grateful that I can now distinguish between a spirit duplicated document, mimeograph, and offset.
19. I am so excited to call out these processes and formats in classes I teach with this material. I plan to apply this knowledge to an exhibition my library will be mounting and now I'm dreaming of hands-on workshops with carbon paper, hectographs, and maybe even a ditto or mimeo to show visitors how these things were made. I've also come away with several scholarly inquiries about tamizdat bootleg duplication methods. In short, I'm buzzing!
20. {no response}
21. I cannot wait to examine the collection with my fresh eyes. The terminologies introduced will also be very useful for writing description of 20th century materials.

7) 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. {deleted response}
3. Yes, the instructor helped me acquire all skills and information promised. I learned what I had hoped to learn (despite the class being held online rather than in person).
4. Yes.
5. I learned more than planned.
6. The course was staggeringly thorough and well-organized; it is clear that the instructor has spent decades immersed in this research and is an expert on the topic. For

everything the instructor had to learn "the hard way" in the field, we benefited from this information! Plenty of examples helped drive home the course concepts, and practices of identifying duplication processes on printed material. I learned even more than I had expected to.

7. Yes, exactly as expected, with many great resources for more information provided if interested in learning more.
8. Brian's thoughtfulness and thoroughness were on display constantly throughout the course and the description of what we would be doing/learning held true. I learned what I hoped and more. The limitations of a virtual course notwithstanding, I still walked away from this class as I have from all the best RBS courses I've taken--having seen incredible things, having learned from my instructor and my classmates, and with a renewed sense of fascinated energy for working with special collections materials.
9. Yes, and I learned far more than I hoped to learn. In all honesty, if I could take this course a second time onsite (i.e., not remotely) for free, I would 100% do so because of how great it was.
10. Certainly. This course was exactly what I hoped it would be...provided increased knowledge, some technical skills, and a wider discussion amongst colleagues on 20th century duplicating techniques.
11. Absolutely and then some. This was far, far more informative and rich than I had expected for an online class when physically being present with exemplars was not possible. Far, far beyond what I had hoped to gain from this course.
12. Without a doubt. I had some misgivings about taking this course virtually, all of which I can now say were entirely unfounded. Brian took extra pains to make up for the less than ideal circumstances.
13. Yes. Brian was very generous in sharing his enormous body of knowledge.
14. Yes! This course was a fantastic and super-organized whirlwind! I learned so much in a systematic way throughout the course and it was really useful when we circled back to review and put our skills to practice in various ways across the week, which helped to cement a lot of the knowledge we acquired. Though it was unfortunate that we couldn't be together in person, seeing so many documents under magnification was super helpful and a workable surrogate in many circumstances.
15. Yes, yes, yes! I learned what I hoped to learn and so much more. Brian is an outstanding instructor and guide--if I didn't know I would never guess that this is the first time the class had been taught. The information was well-organized, and the flow of the class was well orchestrated. There was a good balance between lecture/presentation, using the document cam to look more closely at materials, and opportunity for questions and discussion. LOVED the guest lecture (please say thank you to Kevin Johnson). I was apprehensive about the group project, but it was very fun and just the right amount of time--I would not have wanted to take up more time with group work, so it was just perfect. I think at some point we requested more time with the document camera and Brian complied--the class online was outstanding, and I can only imagine it would be even more thrilling in person with these items in hand.
16. Absolutely! This was a *fantastic* course! The class sessions were well-organized, described the various processes clearly, and provided us with important/ distinguishing

characteristics. At times, it was a lot to take in, but I feel like I've learned an immense amount this week.

17. Yes!! I especially appreciated the group project, which made me feel more confident about the skills I learned too.
18. Yes, absolutely I learned what I had hoped to learn. What's more, I have the resources to keep learning based on the extensive bibliography that Brian shared. What a gift! And I can't wait to read Brian's book; I hope he publishes it soon!
19. Absolutely, Brian was an engaging and thoughtful lecturer who imparted his expertise with care and a dollop of panache. The course was extremely well-organized and I appreciated the plethora of examples Brian came prepared with both in his slides and live via the document camera. I could tell Brian spent a lot of time considering how to adapt this course for a virtual learning environment, which isn't true of some other courses I've taken over the past year (not at RBS, through other institutions). I absolutely came away with more knowledge and tools for identifying 20th c duplicating processes, which was what I'd hoped for.
20. {no response}
21. Brian was very helpful and patient. There was a lot of question time and office hours built in the course, which is very helpful in consolidating what was newly introduced to us. I was hoping there would be some content about architectural print and reproductions and their comparisons.

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

1. One week is too short for this, but a global understanding of duplicating technology would be great! Understanding these processes from the perspective of class, race, gender, country, and purpose of materials would be really interesting.
2. N/A
3. No.
4. Problem sets helpful in understanding content.
5. {no response}
6. Other than being offered in-person, for closer examination, I was very satisfied with the course. Perhaps more small group activities (that are shorter and lower-stakes) would have helped us meet each other, which happens organically within in-person classes.
7. It would have been slightly easier to see the items in person rather than on a computer screen for identification purposes, but the document camera, microscope, and powerpoint slides were done extremely well, so I was able to understand exactly what we were looking at.
8. In-person will only amp up the awesomeness and interactivity. The small investigative group work was wonderful--low stress but rewarding.
9. Only holding it onsite, but, again, I didn't feel that the remote instruction detracted enormously.
10. The instructor did a wonderful job of adapting to a virtual environment; only improvement will be in-person!
11. It would have been nice to be able to do a bit more social mixing with the rest of our classmates, but that is very difficult in an online environment. Nobody wants to be on

zoom more than they absolutely have to be, so I fear that's just a loss we have to chalk up to the online environment.

12. {deleted response}
13. Not that I can think of. The only drawback was the necessity of the course being virtual--but Brian and RBS did a wonderful job replicating our experience in a virtual environment.
14. I would've liked to see a bit more on the evolution of the Xerox into the 90s to understand how the technology and fidelity of documents produced changed, but this was understandably so a bit outside the scope of the course. The course really was fantastic.
15. Nothing major--I really loved the class. I would love a really nice and succinct "cheat sheet" of all the processes we covered. We had this on the last day but I could have used it earlier--and it should be a separate document.
16. It's hard to think of any ways the course might be improved, other than to allow more time for class discussion of examples. This was a bit hard to do on Zoom, but I still think it worked really well, and it's useful to hear students puzzle things out together. I liked that our class presentations were basically problem sets.
17. Not that I can think of. It was great. My whole MLIS was online and I can honestly say this was the most engaging online course I've ever taken.
18. I would have liked more detail on the offset process: how one goes from an original mockup to a master to a plate, and how photo and text are prepared individually and together.
19. At the very end of the course, Brian showed the class some extremely moving examples of why these identification techniques matter. I can appreciate that this course lost a good chunk of time when it was moved online and that there was a lot to get through, but I did wish we had a little more time for this. It's good to be reminded of why we're doing this work.
20. {no response}
21. if time permits, may be including some general guidelines for differentiating professional print production, architectural reproduction and office copying technologies.

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

1. Archivists, librarians, artists, book sellers. People interested in understanding how print making works.
2. {deleted response}
3. The mix of professions and interests represented by those enrolled in the course suggest that librarians and archivists, book historians, and book sellers--among others--would all benefit.
4. Booksellers, librarians.
5. I wish I had taken this class much earlier in my career. I think early career archivists could especially benefit from this class.
6. I think a wide variety of people would benefit from the course, including catalogers at institutions, rare book dealers, and students/faculty who study 20th c. materials.
7. Anyone working in archives and special collections, library catalogers, booksellers, collectors, artists/book artists, historians conducting research with archival materials.

8. Those working with contemporary collections, particularly either ones that very clearly contain these types of materials OR with huge as-yet-undifferentiated materials that could benefit from clearer identification! If you're working with 20th century materials related to poetry, activism, counter-culture, artists, composers, advertising, politics, science, architecture, hip hop, or punk fucking rock? Yep—this is good stuff.
9. Anyone who thinks of themselves as bibliographers, book historians (of any period), or generally interested in duplication in twentieth-century culture.
10. catalogers and archivists who work with description; students of literary students; cultural historians
11. Any other archivist or librarian who encounters these kinds of materials in the wild, as well as any scholar working on 20th century materials. Also, I could see some very compelling applications for artist and printers.
12. {no response}
13. Anyone who is interested in twentieth century book history or print/duplication ephemera, or who deals with these materials regularly in their work. It was really productive that there were a mix of booksellers/librarians/scholars in the course.
14. Librarians, archivists, book dealers, and scholars were in our course, and I think that the course really does a good job of serving that range. It's good for people dealing with 19th/20th century documents that have been reproduced and often self-published.
15. ANY librarian or archivist with 20th century materials in their collections should take this class. Loved having a few booksellers in our class as well, and they contributed greatly to the discussion. Honestly I would recommend this class to almost anyone because I don't think we take this period of print history seriously enough. If you know how a printing press works, you should probably at some point learn the basics of how a xerox machine works. Also, it's just fascinating and fun and accessible and... yeah, if you are reading this, just sign up for the class already!
16. Academics, librarians, archivists, anyone who works with 20th century materials. That's pretty much all of us, at some level, right?
17. Archivists, special collections librarians, zine librarians, and booksellers.
18. Archivists and librarians who deal with 20th c. documents and ephemera; scholars who work on artists' ephemera, small magazines, zines, bureaucracy, and/or corporate culture; media archaeologists.
19. {no response}
20. {no response}
21. Myself (?)

10) *Do you feel that you got your money's worth?*

1. Yes!
2. Absolutely
3. I did not spend my own money--but, if I had: yes.
4. Yes.
5. Yes!
6. I was grateful to use a scholarship! But I do.
7. Absolutely.
8. Without a doubt.

9. Yes, and more.
10. Certainly
11. Absolutely! And I intend to demonstrate to my institution that this is the case by throwing myself into new descriptive work.
12. Yes, absolutely.
13. Yes.
14. Yes, definitely!
15. Absolutely.
16. Absolutely! Yes, it would've been better to attend in person in Charlottesville, but I think Zoom worked reasonably well and the lower cost of attendance made it more affordable and easier to do. I hope RBS will consider offering some classes via Zoom in the future, as well as offering in-person classes in Charlottesville.
17. Yes. I know this was the first time the class was taught and would highly recommend Brian be brought back next year.
18. I do, since the tuition was less than a normal RBS course. However, there were drawbacks to the online experience aside from not being able to see objects in person that would have made me happy to pay more for an in-person experience,Änamely the lack of out-of-class socializing and immersion in the experience, which was hard to compensate for virtually since I was already feeling Zoom fatigue from our class sessions. It wasn't the immersive experience I had with my in-person RBS class, when I was able to travel and put life on hold to fully focus on the class. My attention this time around was somewhat fragmented and life was very much happening in the background; it seemed this way for the instructor too.
19. Yes! I appreciate that the cost was lower for the online class but I can't help thinking that the class was far more work for the instructor. For this reason, I do hope the instructors were paid just as much if not more than they would have been compensated for an in-person class.
20. {no response}
21. Yes!

11) On a scale of 1–10 with 10 being most likely, how likely are you to recommend this course to others?

1. 9
2. 10
3. 10
4. 7
5. {no response}
6. 10
7. 10
8. 10
9. 10
10. 10
11. 10
12. 10
13. 10

14. 10
15. 10
16. 10
17. 10
18. 10
19. 10
20. {no response}
21. 8

12) If your course had any virtual field trips or guest speakers, do you feel that they were time well spent?

1. Yes.
2. {deleted response}
3. Yes. The guest lecture, while incredibly focused on one aspect of duplication, was helpful in considering course materials overall.
4. Good guest speaker.
5. Yes! I did not expect that information about evaluating scripts for accession/re-sale would be so helpful to my immediate work.
6. {deleted response}
7. The guest speaker was excellent, and provided unique insights into what we were learning during the course.
8. We had an excellent guest lecture that gave us the opportunity to dive deep into the specifics of scripts and their duplication methods--informative and helpful!
9. Yes.
10. Yes, Kevin Johnson's discussion of film scripts was entertaining and useful.
11. I had some mixed feelings about our guest speaker, Kevin Johnson. After reading Erin McGuirl's pieces and from the course itself, I did not feel that there was incredibly much value added by his discussion of scripts. I expected to love it, as 20th century Hollywood is one of my most passionate personal interests, but he did not really give the same kind of animating detail that her articles provided, nor did he really dive into new territory for identification and production of duplicated documents. I got a bit of an "off" vibe from him, which was only confirmed by the uncomfortable response to a question to the effect of women being more apt at script supervisor work through some kind of bizarre idea of "gender" and brain chemistry. Big red flag. He sells amazing stuff and has encyclopedic knowledge of scripts, but I would maybe revisit him as a guest lecturer.
12. It was an added bonus to have Kevin Johnson join us and talk about film script duplication. Definitely time well spent, and it opened the discussion up to a new genre of documents.
13. Because so much of this material skews white/male, it would have been a great opportunity to invite a guest speaker who could represent a more diverse perspective.
14. Yes, we had a guest speaker on Thursday and his talk, in combination with the readings for the talk, were great in showing the application of the subject to a particular industry.
15. Yes! Kevin R. Johnson was incredibly interesting and added fantastic knowledge about how what we have learned can be applied to film scripts.

16. I really enjoyed the lecture by Kevin Johnson on film scripts. We have these kinds of materials in our collections, and Kevin's lecture gave me a better sense of their historical context and what to look for when using them for teaching.
17. Yes. Although I don't personally deal with film scripts, the talk was really interesting.
18. Yes, I think so.
19. Kevin R Johnson's expertise in film scripts was very interesting and a nice diversion, but thought some of his comments were a little clumsy. I couldn't help but wonder if the class might be improved had Erin McGuirl been the guest lecturer instead of Johnson. Just my \$.02!
20. {no response}
21. Yes.

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

1. {no response}
2. {deleted response}
3. No.
4. Try to obtain some of the key references in advance.
5. {no response}
6. Take this course: you might think you know how things were printed in our most recent century, but the history that is closest is always the fuzziest. Get ready to open your eyes and challenge your close-looking abilities!
7. Highly recommended.
8. Do it.
9. Take this course!
10. {no response}
11. I would honestly recommend trying to assemble a set of reference materials early on - I found myself wishing I'd taken time out to pull things from our collection to practice on in advance of the class. Also, and I think this will be rectified in an in person class, not having to be at work in between sessions would have meant, say, being able to attend office hours and otherwise engaging more fully with the material.
12. {no response}
13. Take it! It was excellent online, and will be even better in person.
14. Take this course! You'll learn a lot about an overlooked mode of document production and transmission, and I'm sure it will make you think differently about book history in the contemporary era and what histories we need to tell and dig into further.
15. Don't hesitate--take it! You don't need advance knowledge of these processes to enjoy the course. But if you do have collections (your own or your institutions) with these kinds of materials, you will see them in a whole new light.
16. I would wholeheartedly recommend this class!
17. Brian was excellent. The class was excellent. It was all excellent.
18. I enjoyed and valued Brian's honesty about his own journey through understanding and identifying 20th century duplication technologies. He candidly offered stories of his own past mistakes, which not only facilitated our learning but added to a sense of wonder, excitement, and curiosity about these tricky materials and reinforced the importance of

and sense of community around teaching, learning, collecting, and researching these technologies. I was convinced by this course that the evolving methods used to study these types of materials represent the future of bibliography.

19. {no response}
20. {no response}
21. {no response}

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

1. Look at all the copies! / Mimeograph, it is not. / So many options!
2. {deleted response}
3. Among the most informative and enjoyable time I've spent on Zoom all year.
4. Great class.
5. Everyone brought their A-game every day. The student chat during the sessions added to the experience, a great running commentary from people with a variety of experiences.
6. A slogan that Cassidy offered to help us identify Xerox copies, which refers to toner placement: PROUD on the page!
7. My brain is full, but thankfully with lots of new knowledge from this course!
8. {no response}
9. Brian is a gifted instructor, and he and Nina made a dream team.
10. Both educational and entertaining...a wonderful way to spend a week with a knowledgeable instructor and colleagues
11. Brilliantly informative
12. {no response}
13. Ditto!
14. This course, as my first RBS course, really set a high bar for future courses to meet! Even though we weren't in person, it was a super collegial and friendly environment, such that I felt energized and not drained by each session--a real feat in the Zoom-verse.
15. This class helped me to see what is incredibly special in the seemingly-ordinary documents of the 20th century.
16. Gestetnered while hopelessly confused. Not a joke I would've understood before this class!
17. I never knew I could enjoy online classes this much :)
18. Book nerd boot camp!
19. "All products are ads / for the machines that made them / (yes, punk flyers too)"
20. {no response}
21. fun and exciting to gain knowledge along with a group of professionals!

Student Data

Number of Respondents: 21 (of 21)

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

1. My institution/employer gave me professional leave time.

2. I am a student or non-year-round employee, with a more flexible schedule.
3. My institution/employer gave me professional leave time.
4. I am a student or non-year-round employee, with a more flexible schedule.
5. I am self-employed, and can arrange my own schedule.
6. My situation does not fit any of the options above.
7. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
8. My institution/employer gave me professional leave time.
9. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
10. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
11. My situation does not fit any of the options above.
12. My institution/employer gave me professional leave time.
13. My institution/employer gave me professional leave time.
14. I am a student or non-year-round employee, with a more flexible schedule.
15. My institution/employer gave me professional leave time.
16. My institution/employer gave me professional leave time.
17. My institution/employer gave me professional leave time.
18. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
19. My institution/employer gave me professional leave time.
20. My institution/employer gave me professional leave time.
21. My institution/employer gave me professional leave time.

Who paid your RBS tuition costs?

1. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
2. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
3. My institution/employer paid 100% of my tuition costs.
4. I paid 100% of my tuition costs myself.
5. I paid 100% of my tuition costs myself.
6. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
7. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
8. My institution/employer paid 100% of my tuition costs.
9. My institution/employer paid 100% of my tuition costs.
10. I paid 100% of my tuition costs myself.
11. My institution/employer paid 100% of my tuition costs.
12. My institution/employer paid 100% of my tuition costs.
13. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
14. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
15. My institution/employer paid 100% of my tuition costs.
16. My institution/employer paid 100% of my tuition costs.
17. My institution/employer paid part of my tuition costs, and I paid the rest.
18. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
19. My institution/employer paid 100% of my tuition costs.

20. My institution/employer paid 100% of my tuition costs.
21. My institution/employer paid 100% of my tuition costs.

Not including this year, how many RBS courses have you attended?

1. This is my first course.
2. This is my first course.
3. 2
4. 2
5. 2
6. 1
7. 3
8. 3
9. 3
10. This is my first course.
11. This is my first course.
12. 2
13. 1
14. This is my first course.
15. 2
16. This is my first course.
17. 1
18. 1
19. 1
20. 1
21. 1

Which of the following best describes your current occupation?

1. Library discipline: Special collections librarian
2. Student working towards a/an: Ph.D./D.Phil.
3. Library discipline: Archivist
4. Professional educator: Lecturer/adjunct
5. Library discipline: Archivist
6. Book Trades: Antiquarian bookseller
7. Library discipline: Archivist
8. Library discipline: Archivist
9. Professional educator: Associate professor
10. Library discipline: Library administrator
11. Library discipline: Curator
12. Library discipline: Curator
13. Library discipline: Curator
14. Professional educator: Assistant professor
15. Library discipline: Public services librarian
16. Library discipline: Curator
17. Library discipline: Other
18. Professional educator: Assistant professor

19. Library discipline: Curator

20. Library discipline: Conservator/binder/preservation librarian

21. Library discipline: Conservator/binder/preservation librarian