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H-165a: Book History, Bibliography, and Humanities Teaching (2020 cohort & 2021 cohort)
14–18 June 2021 (2020 cohort of Lang Fellows), 26–30 July 2021 (2021 cohort of Lang Fellows)

Narrative Evaluations

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
 1. The communication and online logistics were clear; one small note would be to make the zoom link more prominent in the important info packet
 2. None at all. Very easy and intuitive.
 3. No, I appreciated the number of breaks that were built into the course. Sitting in a Zoom certainly proves to be more draining and each time I felt myself fading we were a few minutes out from a break.
 4. No suggestions.
 5. Everything went swimmingly! It was very hard to use gather.town (i.e., spend more time online) to socialize after a full day of class via zoom, though.
 6. Under the circumstances, I think the course's online logistics worked great! Instruction adapted well to the online environment, and all classroom experiences proceeded without a glitch. Unfortunately, I did not have the time or opportunity to engage the Gather.Town platform.
 7. Gather.town is... awkward. Having fewer hours when it's available might encourage more people to gather the courage to attend.
 8. Overall it was admirably done. It took me a minute to find the link to the class on the first day, and it's not altogether intuitive to seek out a PDF in the course dropbox so that I might access all of the virtual meetings. Maybe calendar invitations? Or including them in an email (for which I could search).
 9. Appreciated careful adherence to daily schedule and breaks between sessions; this is a lot of time on zoom and the instructor pulled this off in a way that was very impressive. Also appreciated the attention to community building in zoom and Gather.town. For online teaching in the pandemic, I would have appreciated some asynchronous sessions as a way to manage some of the screen fatigue (especially for lectures) as well as additional guidance through navigating pre-reading and session materials.
 10. Overall, online delivery was fine. Some materials made available through Dropbox exceeded the 260-character limit for PC users and titles/folder structure could be truncated.
 11. No, it was managed beautifully.
 12. This was an exceptional year of course. Nina Thomas was remarkable and capable in all of her capacities, and Michael Suarez is adept with the logistics as well. The largest challenge I saw was with Gather. Didn't love it. That's a personal thing, I know, but if the goal is to create a social space, I'm not sure it was completely successful. That said, I'm not sure what would be successful, so that's a fairly light critique and perhaps an unavoidable problem.
 13. The planning, preparation and outreach were excellent. I would revisit the policies for course recording and dissemination (less may be more) and make

them available to students prior to registration (ideally) and before class starts. It would be useful to establish a google drive set of folders to share material (perhaps with folders for readings, assignments, syllabi, etc) where participants can upload/share. It is much easier to add to something that exists than to build from scratch. And if you have the same starting/basic structure across classes, it might help instructors/students across the institution and benefit administrators as well. If you are using google listserv, why not use GoogleGroups for the listserv/chats. It works well.

14. I really appreciated the Dropbox Folder of materials for the course. It might have been good to include with it some sort of table of contents (I know this was included for some of the individual folders).
15. Everything ran smoothly. I wonder if it would be a good idea to keep the Zoom room open during the breaks so that informal conversations can happen more organically between the sessions.
16. I appreciated the thoughtfulness that went into the design of delivery, course sessions, and preparatory communications. I do not have suggestions.
17. I do not have any suggestions at this time. I thought the speed and organization was very helpful for remote learning.
18. A fair amount of filling out forms is required of applicants, but the rationale for this became clearer to me when I realized the scale of RBS. Moreover, the next steps are always pretty clearly explained. As a Lang fellow, I was a little surprised that I had to apply for my course, since it was restricted to (and mandatory for) Lang fellows. But I realize that by filling out an application I provided the instructor with some information about myself that he could use in planning the course.
19. {no response}
20. {no response}

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

1. Wonderful, collegial, and informative
2. I always leave these encounters impressed. Professional, talented, courteous--the staff are all of the above and more.
3. Excellent
4. I have found RBS staff uniformly helpful and gracious. Thank you so much!
5. Absolutely wonderful. Professional, kind, helpful.
6. Outstanding and professional, all the way around.
7. Pleasant; helpful; cordial!
8. Awesome. Nina was fantastic, as was orientation.
9. helpful and communicative
10. Staff were responsive and helpful.
11. Generous and kind.
12. Professional, warm, and engaging.
13. Staff were professional and helpful. It would have been wonderful to hear directly from our staff member about her interests.
14. Everyone was kind and professional

15. Wonderful. Nina Thomas is organized, kind, and thoughtful. She was on top of everything.
16. The staff I dealt with were all knowledgeable and helpful.
17. My encounters were very pleasant. They always offered their assistance, which I greatly appreciated.
18. Everyone was extremely helpful and kind. I particularly appreciated that Flannery sent us the course materials for a collation exercise wherever we were located.
19. {no response}
20. {no response}

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. Yes, the lecture was wonderful and informative; I did not participate in any after hours gather.town events due to screen fatigue!
2. I appreciated Gather.town, but it was hard after a full day of zooming to motivate myself for more screen time.
3. Yes. I'm glad I finally tried Gather.town Friday evening. Gather.town was a fun and different way to socialize over video.
4. I attended the talk about the book as archive. It was interesting; I was just *so* tired after spending all day on Zoom. I did like that the talk seemed geared for academics; last time I was at RBS we had two talks from collectors, and I preferred this topic which was much closer to my wheelhouse.
5. I enjoyed the opening talk/reception and the evening lecture on Tuesday - they opened my eyes to the depth and breadth of the RBS community.
6. n/a
7. The evening lecture was great! The closing online reception was the only time when all our classmates were on Gather together, and it was nice to have a chat.
8. I attended the optional orientation. I didn't necessarily need the Zoom primer, but I was able to tune out for that and then check back in for the Gather tutorial, which was essential. I also went to the closing reception and met up with folks from my class. It turned out to be very important to my RBS experience, but I wouldn't have known that had I not gone. I had a great interaction with some folks from my cohort.
9. Yes, enjoyed getting fuller sense of participants and ongoing activities at RBS
10. The lecture was interesting and worthwhile. I only minimally attended the Gather interactions, which were difficult after a full day on Zoom and with family responsibilities.
11. N/A
12. Beth Yale's talk was excellent, and yes, it was significant for me this summer and this week.
13. N/A for timing reasons.
14. I didn't have time to attend any of the events unfortunately

15. Due to family obligations at home, I was unable to attend any evening events. I assume that it would be easier to attend these events should the classes be in person.
16. I attended the opening lecture with Michael Suarez and Beth Yale's Tuesday evening presentation. Both helped me to see the applications of bibliography, book history, and manuscript work in the scholarly and public realm. I especially valued Yale's discussion of the voices that are consistently left out of this work (enslaved people, women, etc.)
17. I only attended the Beth Yale lecture, which I thought was a worthwhile presentation and discussion.
18. I was unable to attend Elizabeth Yale's lecture due to a time difference and scheduling conflict. In normal times I would have enjoyed the lecture as a chance to reflect with my peers on what we had seen. However, I am so burned out by screens that I never tried out Gather Me. Once class was over I needed time alone and outdoors to process the experience and to decompress from spending so many hours hunched at my computer.
19. {no response}
20. {no response}

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. Absolutely, there was a lot of reading - but all useful and supremely helpful!
2. The pre-course readings were voluminous but ALL enriching. I'm not sure I would add or remove any readings, but I might encourage some excerpting of a few of the lengthier ones.
3. Yes, they were useful. I would like to see some primary source/ book history instruction case studies added in the future.
4. The pre-course readings were helpful! I especially learned from Sarah Werner and from Gaskell. I found Gaskell less intimidating and more helpful than I'd been led to expect. The Houston book was also a real gem. The Mole book had little that was new to me, but was easy to read. I found less useful some of the readings that were mostly literature reviews / state-of-the-field, but I understand why they were on the list, and was able to get what I needed to from them.
5. Immensely useful. I am a bibliography and book history novice, so the pre-course readings were both vital and fascinating.
6. The course readings were excellent. They provided an excellent foundation for the subject matter. The only extra guidance that would have been valuable would have been some suggested sequencing for the readings.
7. Yes! The list was very extensive, but also covered a huge range of disciplinary approaches. I wouldn't change it.
8. I think the pre-course readings were great. I wouldn't lose Houston's "The Book" at all. Maybe some prompts to guide our reading would be useful.
9. Comprehensive overview of history of the book and print, good balance between texts designed for specialists and others designed to bring students into the field.

Could be useful to suggest ways of sequencing the pre-reading list and/or questions to answer while reading.

10. The readings were useful, though not much referred to in the course. A few of the required texts might have made more sense as optional ones, which would also serve to direct attention to the texts that were most referenced throughout the course.
11. I thought the list was a bit too heavy. But others seemed to have managed.
12. The readings were excellent. They represented a compressed version of a prelims list in the area of book history, and particularly as they were supplemented during class sessions, were excellent and relevant throughout. Some of them I may not use myself, but I am all the more grateful for knowing they're out there and being aware of the strengths and limitations of each resource.
13. Yes. I enjoyed the range of styles and content of required and suggested readings. As the course evolves, additional readings to directly address questions of ethics, inclusivity and the challenges and advantages of thinking 'books' as tools of information storage and communication in the digital age would be great counterpoints. At some point (during the course?) it would also be nice to have a bibliography that divides between "things you might find really great for teaching" vs. "things you as an expert should know exist and ideally have read"
14. The pre-course readings were useful, though there may have been too many of them. It would have been useful to have a guide to which readings would cover what materials, and also which readings would be most useful for a specific class day, so that we would have time to review a bit ahead of time.
15. Yes, the pre-course readings were very useful and I know that I will be referring to them in the future. I did not find the *The Secret Life of Books* by Tom Mole to be useful, however. I especially appreciated his Broadview reader though. I think it would've been useful to have a map for the readings -- in other words, what is the best order for reading the materials?
16. The readings were helpful. Although I felt there was some duplication in the bibliography sources, I was able to find something uniquely useful in each one. I also appreciated the more popular sources, because I think those are excellent resources for promoting what we do in the humanities, and I was not aware of these sources before.
17. I thought all of the readings were extremely important, especially with viewing the multiple perspectives and areas of study. I do not have any further suggestions.
18. The readings were all useful in different ways--it is helpful to know about even the ones I didn't love or find as useful. I think that it was a bit like reading, instead of consulting, a reference shelf--there was a bit of overlap between the different descriptions of bibliography, at differing levels of complexity. Many of the other books I was deeply grateful to discover and will return to as I continue along this path.
19. {no response}
20. {no response}

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. The workbook/dropbox materials are incredibly rich and I haven't even begun to dive into them, it's a treasure trove I can't wait to spend more time with. I would recommend a clearer organization schema within the dropbox, or an overview of what's where, but the information itself is invaluable.
2. The facsimile pages for understanding format are outstanding.
3. Yes, all very helpful.
4. We were given such an enormous amount of material in the Dropbox, and I know it will be useful. I'm very grateful for the generosity of Michael and other RBS faculty who were willing to share materials with us. While I probably won't use every item, I'm glad to have such a range, both so that there are many things I'll directly draw on and so that there are things I can use as inspiration to try to help interested colleagues, too. The organization of files in the Dropbox isn't very intuitive, but I'll have fun going through the folders in these weeks after the class.
5. I am so grateful that the instructor generously shared so many materials with us. Totally appropriate. The various materials give me greater confidence in my ability to enrich book culture at my institution.
6. A cornucopia of wonderful materials! They enhanced the course, and I will be drawing upon them for years to come.
7. Very helpful! The dropbox was so huge as to be a bit overwhelming, but I'm looking forward to spending more time with it soon.
8. The material certainly will be useful, and it was useful during the week.
9. Abundance of material shared throughout the seminar. It was very easy to stay engaged and on track from day to day and it will take time to organize and digest the materials for use in future years. I especially appreciated the modeling and debriefing tied pedagogy around bibliography and book history.
10. The distributed materials were useful in class and will remain so for my own teaching. A class like this is difficult to conduct virtually and the materials helped to maintain a physical emphasis on the book.
11. Yes.
12. Yes, and yes. The paper exercises are so important, and so much fun! I also enjoyed the daily "bibliograma," in which we received a deluge of rich materials across a panoply of topics and themes in book history and bibliography, as well as in pedagogy. So useful, so varied, so rich! Many thanks for all of those resources -- my future self also thanks you.
13. I appreciate everything we have. Yes, I will use what we have in the folders/chats going forward. Thanks for making the hands-on book page folding exercises possible even though we were scattered geographically and meeting online. I very much appreciate discussing and having access to (digital) handouts from the professor and materials and syllabi from a range of courses that we engaged with in class.
14. The teaching materials will be more useful after the class than they were for the class itself. They provided a good jumping off point for discussion in some cases,

but I think they will be extremely useful in planning courses and lectures in the future.

15. Yes, everything was useful, and I plan to use the paper folding assignment and refer to the Dropbox folder in the years ahead.
16. I am really excited to spend more time working my way through the resources in the dropbox folder. It was a good blend of practical material to use in the classroom with articles addressing issues in the field.
17. I thought the course materials were helpful, especially the copies of the folio, quarto, etc. I can visualize myself utilizing similar examples in classes for teaching the format of a book.
18. The course materials that were shared online will definitely be useful, as Michael demonstrated some of the exercises with us that we ourselves could adapt for our own classrooms. The simple collation exercise (folding a folio, quarto and octavo with the materials provided by RBS) for example is very easy to introduce into a classroom. And I am sure I will find use, whether direct or indirect inspiration, for many of the other materials, too. I appreciated the videos, the list of suppliers for rare-book materials--so many useful suggestions.
19. {no response}
20. {no response}

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. 1000%! Many aha moments, lots of note-taking and generative ideas in class discussions as well as zoom chat! My browser has so many open tabs I cannot wait to dive into regarding teaching resources, books to read, and exhibits to design!
2. So many "aha!" moments throughout the week. The instruction was superb (of course), but the interactions with classmates were similarly rewarding.
3. I am full of so many ideas now. I think the charge of the fellowship and our course discussions worked well to generate new ideas and to revitalize my creative process after a very hard 16 months.
4. So many new ideas! As I had hoped, I am coming away with some specific ideas about how to use book history in courses other than my semester-long book history course. I also think I'm better positioned now to develop ways to do that in additional courses; that is, I might not have the specifics yet, but I feel ready to work out some new ideas for incorporating book history into courses.
5. I have already made plans to meet up with three colleagues at my institutions to generate ideas for how to more fully incorporate our rare books into their classes for the coming academic year - I've scoured the course catalog for a few other classes that would also benefit. I intend to approach my colleagues to suggest books that fit with their class topic and exercises/resources they can do as part of a visit to the viewing room. SO MANY aha moments this week!
6. I plan on integrating "Bibliography, Book History, and Humanities Teaching" ideas and practices into many of my courses. From introductory courses to

intermediate surveys and upper-division offerings, I anticipate a tremendous boost to my teaching!

7. So many! Even when the session topics weren't immediately relevant to my teaching, they sparked other ideas and possibilities.
8. Geez. Yes. Of course. Each day, multiple times a day. And, importantly, I was bathed in the discourses I need to make arguments about the culture of the book.
9. The RBS course was energizing both for course design and classroom activities but also for general brainstorming around how to invigorate book studies in a broader campus setting. Peer to peer and general brainstorming sessions allowed for the building of community between participants and onslaught of practical takeaways.
10. I learned so much in such a brief period of time that I will still be processing for quite a while, but I have already started to re-imagine how I might infuse book history and bibliography more clearly into all of the courses I teach and how I can build a more robust culture of the book at my home institution.
11. I plan to integrate this material into both my teaching and research/writing activities. Yes
12. There really are several. One "aha!" was that this could be incorporated well into work I already undertake in classes. Another was that engaged exercises and hands on projects in this area can fully meld academic content with deeply experiential learning quite nicely. A third was that I don't have to be the expert in everything, but that a little bit of solid foundation coupled with a bit of strategic digging will go a long way toward teaching many of these questions. So, that's all for the better, in my view.
13. This course will help me work with librarians and archivists on campus and in my college community. The sessions also sparked connections with classmates working within driving distance. Aha! moments emerged from some great conversation about finding ways to bridge knowledge and interest 'gaps' between generations (among other divides) and finding ways to use small or ad hoc collections to inspire love of books. In other words, we really dove into making the history of books exciting from a student perspective.
14. Certainly I will look at the books in my own life with more care and attention, but more importantly the course provided me with some good ideas for teaching and for how to look for resources.
15. I plan to incorporate the readings, teaching assignments, and knowledge in almost all of my classes in the future, and I would also like to teach a book history course on the upper level now. I also plan to keep in touch with many of my fellow classmates and collaborate with a few of them. We already have ideas! I now have a notebook full of aha moments and ideas. I would like to use the Harlequin romance assignment and others, and I plan to incorporate deeper discussions of both textual editing and the affordances and problems of digital texts into my teaching. I also will develop a teaching collection based upon our seminar discussions. I am hopeful that this seminar will rejuvenate my teaching.
16. I have so many ideas after taking this class. I am already changing up some of my assignments for the coming semester's classes, and I have talked to one of the

members of my cohort about visiting one of my classes as a guest scholar. I had not considered building a teaching collection before this seminar, but now it is one of my goals. I even intend to build a class assignment around the project.

17. So many "aha" moments! I am especially excited to add and develop a teaching collection. With limited funding this year, I learned about the various (and manageable) ways of developing a collection for students to analyze.
18. I walked away with not one but a series of "aha!" moments. The whole course exceeded my expectations and really felt like a "revolution" in my teaching. I feel inspired to be a whole lot more creative in my teaching, on the model of Michael's fantastic pedagogy, from collecting different kinds of teaching materials to inventing more lively and creative assignments to using videos to keeping an open mind for new ideas and new inspirations! And I feel that I have been given all the tools I could possibly need (and more) to achieve that goal.
19. {no response}
20. {no response}

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. I had hoped to walk away with more confidence in how I teach one-off sessions on the history of the book and I have absolutely gained that confidence and so many resources to continue to build my knowledge, confidence, and teaching toolkit! Michael's pacing, demeanor, and availability to engage with questions, thoughts, and ideas was so inspiring!
2. The online format, necessary though it was, required us to depart from the course description a great deal. There were far more "meta" conversations than I think would have taken place with an in-person class. The instructor adapted to students' wishes, however, and the shift to more exercises and pedagogical discussions in the latter half of the class was a welcome one.
3. Yes, I felt I acquired new knowledge and I liked the information delivery. It was the right balance of community development discussion and examples of deploying bibliography in the classroom.
4. As above, yes. I have some specific ideas for new hands-on work with students and for revisions to things I have been doing, and also ideas for ways to develop new class sessions / approaches. A week was not enough, but it was a very full week and well worth the time. Especially useful were the sessions brainstorming possible ways to use our Lang matching funds and talking about ways to approach provosts / deans for funding. I also really appreciated the various bits of advice about ways to build a teaching collection (i.e., things that can be acquired relatively inexpensively and where to look for them).
5. Yes - I feel not only confident but excited to more fully engage classes with the rare books on my campus.
6. Yes. There is a great deal still to process and to adapt to my specific environment, but the course itself delivered on all promises.
7. Yes! We covered a huge range of topics in a short week (and an even shorter one than is usually possible in-person).

8. Yes, and then some. I learned about teaching book history, but I also learned a good deal about teaching writ large. Michael is an incredible model.
9. Michael Suarez exceeded my expectations in his ability to manage time and content, attending to each of our individual needs while finding common ground between librarians and faculty in the cohort.
10. I certainly learned what I had hoped to learn--and more! More importantly, I have a better sense of what else I might continue to learn and how I might do so.
11. Yes.
12. Yes, and yes. I learned more than I had anticipated, particularly in the applied and practical approaches to these techniques and inquiries, and even more spectacularly, from my peers in the seminar as often as from our sage and fearless leader.
13. The interdisciplinary nature of the course and its buffest style introduction to a range of approaches, materials and pedagogies, was more than I expected and very useful.
14. I felt a little overwhelmed by the amount of material that was provided in the class. I know there are things in there that will be useful in the future, but I know that I still need to do some digging to find them. The students in the class came from different backgrounds, and many of them were more well versed in the study of the book than I am, but I loved how everyone was able to contribute different resources and materials and also clearly took different things away from the experience. Personally, I have hoped to learn more about manuscripts, but I know the class gave me the resources to be able to find that information on my own.
15. Yes, Michael is a superb teacher -- generous, open, and enthusiastic. His knowledge is deep and broad, but he is not stodgy or pretentious. He was open to learning from us as well. His discussion of imposition in the hand-press era and his video on Alexander Pope -- and I don't even care about Pope! -- were highlights. Michael is clearly a lovely person.
16. I learned a lot about book history as a field, and I gained excellent teaching perspective. I still have more to learn about bibliography through practice with materials. Folding the books in sheets was great, and another exercise or two like this would have been helpful. Because we were not meeting in person with the books in front of us, some of the vocabulary and practices may not have "stuck" with me as well as they would have had we been meeting in Charlottesville. Fortunately, I have access to so many resources to continue this practice on my own.
17. Yes, I think there was just the right amount of bibliography, contextual notes, and teaching methods included in the course.
18. I learned what I hoped to learn and then some. Some of the things we explored were beyond what I had imagined was possible. Michael is an astonishingly creative teacher, and he demonstrated his methods and shared his "tricks" with us every day. It was constantly inspiring and overwhelming. When I wasn't euphoric I was overwhelmed by all the work that will be involved in translating this into my teaching practice. Yet on the other hand I found that via the

materials in the Dropbox and via the bibliographies I was so generously given I have all the instruments to see this through. It is a class taught in the spirit of generosity, and I hope I can pay forward all I have been given.

19. {no response}

20. {no response}

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

1. More time!

2. I'm sure that RBS feels the same way, but I really wish this course could have been experienced in person.

3. I did feel slightly disheartened at the end of the week that there were still faculty members of the cohort who felt their special collections or special collections librarians would not be valuable resources/partners. It felt like we began that discussion, but I think with our mixed cohort it would have been useful to talk about how to develop faculty-librarian partnerships specifically. I see the value of building teaching collections, but I think that idea distracted some people from looking to discover the value of their library's collections.

4. This was a great course! Let me start there. Because we were online and therefore couldn't get to know each other over meals and between sessions, I would have appreciated more time in our breakout rooms. Those were the times we could really start to build relationships, and I was a bit sorry that we had so little time in those pairs (often only 10-15 minutes a day). When the course can again be taught in person, that will matter less. I also wonder whether some of the "bibliorama" could have been given to us on paper (pixels); while Michael's commentary on the works was helpful, a written list would have been nearly as helpful and would have let us reclaim that time for other discussion. The week felt short, so I offer that only as a possible way to find some additional time.

5. I *almost* forgot I was on zoom a few times... in person would have been nice, of course.

6. I wasn't sure what would be happening on each day and in each session, primarily (I think) because the course was being tailored to the needs and interests we expressed as a group as we went along. This makes a lot of sense. That said, I had some minor concerns going into each day about what we might be doing, and having some sense of plan going into each session would have been helpful.

7. It would have been nice to see more examples from beyond the traditional Anglo-European canon.

8. Can't think of any. Even the moments when I thought, "what is going on here?" were eventually examined as pedagogically strategic and intentional.

9. Some of the lectures could have been offered asynchronously as a way to manage screen fatigue.

10. {no response}

11. {no response}

12. It could be 2 weeks long in order to give us more space to work with this material in a less compressed form. I understand the difficulties and cost of what I'm

saying, but if I could change one thing, it would be to extend the single week format across two weeks.

13. The flexibility of the instructor and his ability to incorporate the students' goals and interests were wonderful. That said, a brief daily outline or weekly list of goals would have helped me prepare each day.
14. An intake survey would be really useful. The course itself is somewhat amorphous, and I think students will gain more from it if they have a sense of 1) what is coming and 2) what they hope to take away. This was addressed to some degree during class time, but I think if I had had time to think about it more and articulate it beforehand, I would have come into the class more prepared. Much of what I was hoping for was in my application, but I think it might have gotten a bit lost in the shuffle.
15. I would've appreciated a better sense of the trajectory of the course, so maybe a rough course outline or syllabus would be useful. The seminar gained in strength as the week went on so perhaps the first day material could be condensed a bit.
16. If the course were to be offered in virtual format again, I think stretching it over two weeks, with class three days a week might have helped us to take in even more (and have some recovery time from Zoom). I also wish I could have had one-on-one time with each of the members of the cohort, since I got to know the people I worked with in breakout rooms much better than my other fellows, and I love building opportunities for collaboration.
17. I don't have any major suggestions.
18. No, I don't think the course could have been improved. It is already more wonderful than a Zoom class has any right to me. Michael's teaching renewed my faith in the humanities, in book history, in teaching, and even, bizarrely, in the promise of Zoom itself. He is an extraordinary pedagogue. I loved the balance he struck between structure (a similar pattern every day, which made it easier to anticipate the rhythms of the day--from a partner exercise in the morning through various discussions to demonstrations in the afternoon and a video in the final session) and flexibility (he was constantly opening up the floor for discussion and willing to pursue whatever direction the group wanted to go in). I learned a lot about teaching from watching Michael. Above all I think we must wear our hearts on our sleeve--while I am very passionate about what I do, I leave the reasons for that implicit. I think going forward I will be more vocal with my students about why the humanities and book history particularly mean so much to me.
19. {no response}
20. {no response}

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

1. Faculty, librarians, and other liberal arts educators.
2. College/university community members interested in building a culture of bibliography and book inquiry at their institutions will surely benefit from this course.
3. Certainly the Lang Fellows

4. I thought Michael did a great job of pitching the course to both librarians and faculty members, and of distinguishing between our (very different) roles when that was appropriate. Lang fellows in both sorts of roles will gain a lot.
5. Other folks in my sort of position on a small campus.
6. Other early-career, small college/university professors who are looking to build their repertoire with practical advice. Also great for librarians who are actively engaged in classrooms. (Pretty much precisely what the Lang fellowship advertised.)
7. Lang Fellows, and if it's offered to other groups, anyone who is responsible for multi-session book history or bibliography instruction.
8. Certainly Lang Fellows. I think it would be interesting to seed the class with pairs of collaborators on campus: one librarian/archivist with one disciplinary faculty member might be interesting. I think that it's often the case that well-intentioned and well-equipped librarians will not have the visibility (or perceived weight, if you will) to affect change. Anyway, the point is to inculcate a culture of the book on our campuses, so folks who have the ability to *do* that would benefit greatly from taking this course. (I suppose the applications allow the committee to identify those folks, though, so, you know, grain of salt. Still, it might be interesting if later cohorts could produce campus partnerships, but, again, I suppose it's up to the applicants to make that case.)
9. Faculty, archivists and special collections librarians engaged with object-pedagogy (teaching history of the book or book studies experiences)
10. Faculty and librarians who wish to more substantially integrate bibliography and the history of the book into their humanities teaching.
11. Educators.
12. Any curious and intellectually wanderlust soul. Also, anyone who enjoys keeping the company of curious and interested fellow travelers.
13. A teacher/scholar or librarian/archivist interested in developing projects (whether research or teaching focused) that engage with the production, circulation, and consumption (reading of???) books ('zines, comic books, digital books, etc) as meaningful and leading to new questions and understandings.
14. This course benefits teachers and librarians looking to bring more practical object study into their teaching.
15. Humanities faculty at liberal arts colleges and special collections librarians. I especially encourage faculty at smaller and less well-funded liberal arts colleges to take this course since Michael is especially creative about brainstorming ways that faculty can teach book history without the resources of a more well-funded institution. And other people in the seminar were helpful with this as well.
16. I would love to see an offering of this course made available to faculty teaching in under-resourced institutions or regions. We learned a lot about how to do this kind of teaching even without having a large endowed Special Collections at my institution. There are many educators at community colleges and public schools who could learn about ways to build less expensive collections and collaborate with regional and digital archives in ways that would extend book history to students in all kinds of institutions.

17. I think anyone could benefit from the courses, but especially new students and scholars within the field of book studies and histories.
18. Liberal arts college professors should take this course. It is perfectly geared toward transforming one's classroom pedagogy. While English professors and modernists/early modernists may get the most out of it in a literal sense, given Michael's own specialization, in fact there are so many lessons that are adaptable across fields. I can't speak to librarians as much but it seemed to me that Special Collections librarians were equally inspired and heartened by the course. I think we will all be more creative going forward, as well as more expert--we now have the resources to dig deeply.
19. {no response}
20. {no response}

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

1. {no response}
2. Of course.
3. Yes
4. Absolutely! (Trick question: we were all on fellowship. But the course would have been well worth the usual RBS tuition.)
5. As the financial investment was made by Mr. Lang, I will say that this course was well worth the investment of my time and attention and professional efforts.
6. Absolutely!
7. Yes -- even if I hadn't had a fellowship to cover.
8. Yep.
9. 100%
10. Definitely.
11. Yes!
12. Absolutely, and I hope RBS got its money's worth for including me in this year's cohort.
13. Yes.
14. N/A
15. I received a fellowship but yes.
16. Yes.
17. Of course!
18. Well, this is a question for Mr Lang rather than for me. However, I definitely think that Mr Lang spent his money well and got his money's worth. There could not be a more thoughtful, organized, passionate and just plain inspiring teacher of this material than Michael. It was an absolute dream to spend a week in his (virtual) company. We all learned so much and are fired out to make changes in our teaching and on our campuses. I am so deeply grateful I was given this opportunity, and will do my utmost to make good on the opportunities I've been given. Thank you, Mr Lang, for funding this program--it has been absolutely transformative for me.
19. {no response}
20. {no response}

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

1. 10
2. 8
3. 10
4. 10
5. 10
6. 10
7. 8
8. 10
9. 10
10. {no response}
11. 7
12. 10
13. 8
14. 8
15. 10
16. 10
17. 10
18. 10
19. {no response}
20. {no response}

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

1. {no response}
2. NA
3. I appreciated the videos as another way to get into the example books.
4. {no response}
5. {no response}
6. n/a
7. n/a
8. We didn't have any.
9. n/a
10. There were short videos of special collections materials that might be considered field trips. Time well spent.
11. N/A
12. {deleted response}
13. N/A
14. N/A
15. {no response}
16. NA
17. N/A
18. I don't think we had either of these.

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

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

1. {no response}
2. Enjoy!
3. {no response}
4. Lang fellows should look forward to it with excitement! Also, the generosity of my fellow Fellows added a lot; come ready to share what you are already doing well and ready to admit what you don't know.
5. It was so wonderful to meet up with other like-minded folks from other institutions. I truly feel we were a "cohort."
6. I have already recommended it to others, and I will continue to do so. My only disappointment is not meeting in person and getting to know my cohort beyond the Zoom classroom. I would thus advise people to get to do this course outside a pandemic. That said, even with the limitations, it was one of my favorite experiences of my professional career.
7. n/a
8. If the reading list is daunting, as it was for me, know that one could read closely enough to (a) know what's in a given text and (b) know the character of that text -- academics only, easy reading, hard core bib -- and do well enough by the readings. The idea is that we know how we might use these texts in our situations, so whatever lens helps you to do that will suffice.
9. {no response}
10. {no response}
11. {no response}
12. I know that we will receive the slide decks from this week, and we received a gigantic amount of material via DropBox -- for all of that I am very grateful. I might also request in the future that the Works Cited pages of each of those slide decks be included as stand-alone documents for ease of reference. That's a very small concern, but finding each of those titles (despite my extensive and very scrawled lists!) would be made easier with a traditional hand list of titles as well.
13. Even if the course is online, and you had hoped (as had I) to spend a week with a magnificent collection and on-site engagement, the class works. The RBS put a lot of work into making an interactive, engaging and supportive learning environment for attendees.
14. Have a plan and don't be afraid to ask questions!
15. Michael is receptive to shaping the course based upon the interests of those in the seminar, so do consider reaching out to him early in the week and letting him know what you are interested in.
16. I recommend making the course the only thing you plan to do in the week. While this would have been the case if I had traveled to Charlottesville, I found that my home and work life crept into my studies this week. If I take another virtual class,

I will try to go away from home to do it in order to use all of my energy for the course. An immersive experience, free from other demands seems ideal.

17. I would suggest that students be sure to read the course materials, as it was nice to understand the discussions and bibliographical details.
18. Take it without hesitation or doubt! I believe this is one of the best things you can do for yourself as a humanities educator. It can renew your passion for your subject and fill you with new ideas and strategies for becoming a better version of yourself and achieving your goals in the classroom and beyond.
19. {no response}
20. {no response}

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

1. Inspiring!
2. A coalescence of human--and community--intentions!
3. I'm ready to be a change agent at my institution!
4. RBS is always heaven for book nerds!
5. This course whetted my appetite to learn more about bibliography and book history - and to share my enthusiasm with others.
6. Even with the fatigue of a Zoom room and the limitations of distance learning, I wanted it all to keep going for a few more weeks!
7. Michael Suarez' / experience is priceless; / no Zoom next year please!
8. Go to hell, COVID. / You kept me from these fine folks, / But not the wonder.
9. Marshaling resources for slow looking
10. Studying the book helps us to recover the human in the humanities.
11. Taking an RBS course is the only way to resurrect the Humanities from the Pharisees masquerading as identity-obsessed professors in colleges and universities.
12. I say: brill! It was five days of just pure brilliance. Thank you.
13. {no response}
14. It was a great experience and I really wish we could have done it in person!
15. Collaboration is key to the making of a book and to the study of them as well.
16. Books, manuscripts, sheets / Illuminated faces / Humming energy
17. Eye-opening.
18. Gladly lerne and gladly teche.
19. {no response}
20. {no response}

Student Data

Number of Respondents: 20 (of 20) [group 1 and 2]

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. My situation does not fit any of the options above.
5. My institution/employer gave me professional leave time.
6. I am a student or non-year-round employee, with a more flexible schedule.
7. My institution/employer gave me professional leave time.
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. I am a student or non-year-round employee, with a more flexible schedule.
11. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
12. I am a student or non-year-round employee, with a more flexible schedule.
13. My situation does not fit any of the options above.
14. My situation does not fit any of the options above.
15. I am a student or non-year-round employee, with a more flexible schedule.
16. I am a student or non-year-round employee, with a more flexible schedule.
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.

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. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
4. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
5. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
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. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
9. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
10. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
11. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
12. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
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. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
16. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
17. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
18. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
19. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
20. I used a scholarship/fellowship to pay/waive all of my tuition expenses.

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

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

Which of the following best describes your current occupation?

1. Library discipline: Special collections librarian
2. Professional educator: Associate professor
3. Library discipline: Special collections librarian
4. Professional educator: Associate professor
5. Professional educator: Other
6. Professional educator: Assistant professor
7. Library discipline: Special collections librarian
8. Library discipline: Subject specialist/bibliographer
9. Professional educator: Associate professor
10. Professional educator: Associate professor
11. Professional educator: Associate professor
12. Professional educator: Associate professor
13. Professional educator: Full professor
14. Professional educator: Assistant professor
15. Professional educator: Associate professor
16. Professional educator: Associate professor
17. Library discipline: Special collections librarian
18. Professional educator: Assistant professor
19. Much like Bartleby the Scrivener, I would prefer not to answer this question.
20. Library discipline: Library administrator