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H-165: Book History, Bibliography, and Humanities Teaching
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1) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*

1. Yes, I plan to return to them in the future. It would have been helpful to have more guidance about how the readings would be used or a list of objectives that students should aim to take away from the pre-course readings.
2. They are heavy but useful. I am glad to have read them. I do think that one or more of the general explanations of bibliography and book history could be replaced with something—a recent essay collection, perhaps—more focused on the study and teaching of diverse histories of books, especially in the Americas.
3. The pre-course reading assignments were useful. However, while I have professional leave time to attend the course, I do not have time during my work to complete the readings. As a 12-month employee, I do not have breaks and had some difficulty finding time to complete all of the readings on my own time while balancing personal/family responsibilities.
4. They were very broad and gave a good overview for having an idea of what we'd be discussing and the various aspects of bibliography and book history. I'll primarily use them as reference going forward though enjoyed getting a sense of the arguments and areas of scholarship prior to arriving at the class.
5. {private response}
6. Yes—the suggested order was useful as well.
7. Yes, absolutely. Maybe some of the old classic essays and books, like Roger Chartier's, could be on there to encourage broad context.
8. Readings were good but repetitive; a shorter, more curated list or excerpts of required reading would be helpful.
9. *Yes.* I see the required readings as a great little bookshelf that I can use in the future on syllabi or references sources for me. Great selections.
10. I found the readings for the most part a good refresher on some content covered in graduate school. I could see myself adding these to my private collection and working with my subject librarian to ensure we have these in our circulating collection.

2) *What are your thoughts on the course workbook and/or other teaching materials distributed during class? Was the content appropriate and useful? Will it continue to be useful for you after the course?*

1. The course workbook is a fantastic resource and one that I will continue to consult for years to come.
2. These are excellent, and I will be using a number of them the next time I teach my course.
3. It seems phenomenally helpful, and I will continue to use it after my course! It would be helpful to have access to the workbook in advance to better prepare for the course.

4. The course workbook will be great for planning classes and course reading going forward. It'll be good to use as a resource and know that the rest of the Lang fellowship cohort and MFS are available for specific questions.
5. The course workbook and other teaching materials was immensely useful! With the amount of information and instruction we received during class sessions having a workbook to facilitate reflection on course material and to implement instructional ideas and examples from the week is invaluable to creating a cultural of the book at my home institution.
6. The variety is useful to adapt or integrate into existing lessons in portions as relevant.
7. Extremely impressive, will definitely be useful for the future.
8. The workbook is great, but I would have appreciated receiving it sooner. I plan to use it extensively.
9. The workbook is wonderful! It provides what I most needed for pedagogical purposes: sample syllabi and classroom exercises.
10. I have only waded into the workbook a little, but the content there looks very helpful, and I plan to do a deep dive there soon and start applying the teaching exercises to my next classes.

3) *Which aspects of the course were most intriguing and relevant for you as an individual? Did you walk away with any new insights, ideas, or project plans?*

1. I have many new ideas and plans for projects, related to both teaching and research. Looking ahead, I can already tell that this course is going to have a significant impact on the future direction of my career. The broad range of book materials surveyed was a strength and conversations about how to teach various materials and how to navigate our institutional situations were extremely helpful for me.
2. Yes, tons of ideas! I appreciated that as the week went along, we students were able increasingly to hear about one another's situations and needs. The combination of instructor's assistance and peer-to-peer learning is generative and helpful.
3. Some of the most interesting aspects were hearing from individuals in disciplines other my own.
4. I really enjoyed learning more specifics about book history and bibliography. Also, our discussions as a group helped me come up with new ideas based on what others have worked on or are thinking of doing at their home institutions.
5. I walked away with tons of new insights, ideas, and project plans and altered perspective of how to teach information literacy in the sciences. This course focused on teaching in the humanities and opened up a new way to approach teaching information literacy grounded in book materiality that I would not have been able to do on my own. It is intriguing to think more about how to adapt and implement humanities teaching into science information literacy with the book being the anchor for information literacy sessions.
6. {no response}
7. The SC visits, MFS's talks, and his explication of the technical issues were so clear and edifying.
8. The SC visit and the opening day Harlequin exercise were **very** influential.

9. I was delighted to encounter several books that I teach in period and genre-based courses. I'm bringing home insights about these works as well as some promising suggested readings.
10. {no response}

4) *Did the instructors help you to acquire all the skills and information promised in the course description? Did you learn what you had hoped to learn?*

1. Yes, MFS did an excellent job of presenting us with information about book history and bibliography while also guiding us through very practical conversations about teaching.
2. Yes.
3. Yes, the course met my learning expectations and the course description.
4. Yes, this gave a really great base for knowing where to find scholarship and resources to use when teaching different topics while also giving a great foundation in bibliography and book history. Everything was "chunked" up into manageable sections and taught in a way that's easy to then impart to the students I work with.
5. The instructor was very good at modeling the power of storytelling as a pedagogical tool and a way to bring to life "dead" books or historical materials.
6. The pre-course readings and post-course materials ensure that learning extends beyond one week—which is useful for unpacking and rethinking what skills and information will be applied over time.
7. Yes, I think so, if I put it to practice.
8. Yes: some hands-on time with the press would have been cool/helpful, if time were allotted (perhaps in the evening or lunch).
9. *Yes.* I'm a very satisfied customer, I'm grateful to MFS both for his direction of our classroom discussions/exercises and his assembly of the *thick* workbook.
10. {no response}

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

1. They will apply to both my teaching and research. I also plan to build upon bibliographical skills established here in future RBS course(s).
2. I will be able to add new elements of book-historical work to multiple classes I teach.
3. I plan to use my Lang funding to host some sort of collaborative seminar with humanities faculty on incorporating the book into their classes and their students' research.
4. I'll be more confident working with rare books in our collections and in the teaching class sessions. Having a strong foundation and the ability to speak with authority on how to discuss various aspects of book production, how they have been created, and received, &c.
5. I plan to use the skills and knowledge acquired during my time at RBS to collaborate with the head of special collections and science faculty to build a teaching collection of books and other physical materials that can show students the importance of not only ideas through time, but of the information they containers of those ideas hold and how the two influence each other. This is not something I have seen much of in science librarianship, and I think it is an important aspect to bring into our practice of the profession.

6. Both information and teaching approaches are equally useful takeaways from this course.
7. Teaching a class on the History of the Book, building a teaching collection, and introducing bibliographical literacy to intellectual history classes.
8. Revamping existing class and develop a new class on book history.
9. The exercises and some of the readings will now be added to at least two of my existing courses.
10. This week gave me numerous new ideas for collaborating with faculty across my campus in areas that had not occurred to me before.

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

1. It's appropriate for professors and librarians at small institutions (the target audience for the Lang Fellowship).
2. {no response}
3. Individuals who have the opportunity and potential to promote a book culture on their campuses.
4. Anyone who has done some teaching and has a good basic knowledge of bibliography but wants to drill down into more specifics.
5. Anyone in the business of ideas, information, and literacy and how they interplay in the flow of information through time.
6. The variety of materials and examples are well suited to small college faculty and library staff.
7. Other scholars and teachers.
8. Other SLAC faculty librarians.
9. I'm going to encourage other humanities faculty at liberal arts colleges in my network to apply.
10. Library deans and directors! We need more administrators to advocate for creating book cultures on campus.

7) *If applicable, what were the most original, powerful, or otherwise noteworthy educational moments in the course? Were there any "aha!" moments you'd like to share?*

1. {no response}
2. {no response}
3. SC visits. Actually, seeing the materials and seeing demonstrations of them being taught makes me feel far more prepared to teach with rare books on my campus.
4. Really getting to talk to the rest of the class and become a cohort to think through ideas and difficult situations. Also seeing how MFS tells stories about the items and make the books engaging, which is something to work towards.
5. {private response}
6. Storytelling as an approach to teaching.
7. The Doves Press and Golden Cockerel texts in SC. Those floored me.
8. {no response}
9. Strangely enough, I found the collation exercise to be very helpful in thinking about both the book as object and bibliographical teaching. I also loved the edition questions related to Pope's *Works* (1717).
10. {no response}

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

1. {no response}
2. {no response}
3. None.
4. I appreciated that we were nimble throughout but having a better idea going in about what exactly would be covered to help focus the readings would have been helpful.
5. {private response}
6. {no response}
7. I don't think so. Maybe an allowance for individual research time or more, less structured time with the RBS Collection or UVA SC.
8. I would have loved to learn more about my classmates on Day 1: spend more time learning about their interests, expertise, and guiding questions.
9. *No.* Don't fiddle with the formula!
10. {no response}

9) *Do you feel that you got your money's worth? How likely are you to recommend this course to others? On a 1-10 scale, 1 would indicate that you disagree that you got your money's worth, 5 would indicate a neutral response, and 10 would indicate that you agree that you got your money's worth.*

1. 10
2. 9
3. 10
4. 9
5. 10
6. 10
7. 10
8. 9
9. 10
10. 9

10) *If your course made any (virtual) field trips outside of the classroom or had guest speakers, do you feel that they enhanced the course experience?*

1. Yes, loved all of the SC visits.
2. We went to SC a number of times, and yes, those trips certainly enhanced the course experience.
3. SC visits. Actually, seeing the materials and seeing demonstrations of them being taught makes me feel far more prepared to teach with rare books on my campus.
4. {no response}
5. The trips to SC definitely enhanced the course because it exposed us to more teaching examples and we got to hear a little about how an archivist at UVA teaching with the collections.
6. SC visits were a highlight!
7. Yes.
8. {no response}

9. All visits to SC were informative. I also liked the changes of pace that these visits created.
10. The SC visits were the highlight of each day.

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

1. Be open to how the course and your fellow participants can shape your vision for how to implement your Lang Fellowship. My plan for the next two years has definitely evolved over the course of this week.
2. {no response}
3. N/A
4. If you aren't sure, just take it! You'll learn something new and get to interact with others from similar institutions to feel like you aren't alone in your work.
5. Apply. It will expand you as an instructor and a person no matter your discipline. The exposure to people who hold expertise in areas different from yours and what you all learn from each other is invaluable.
6. The pre-course readings are important to start thinking about the material before diving into the week!
7. {no response}
8. It is intense! Plan for limited free time and come ready for high engagement all day.
9. I think MFS is already trying to solve this problem—and that is that participants will need **continuing** conversation partners **after** the class ends.
10. {no response}

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

1. {no response}
2. It's great to think about books and pedagogy in community!
3. An inspiring and empowering learning opportunity!
4. This has been truly an enlightening week and has helped me think through all different new possibilities for my teaching and helping students understand the importance of books.
5. Altering.
6. RBS is an incredible professional development experience and is making me a more passionate educator!
7. I have a totally expanded awareness of what book teaching and scholarship can be, it's like a whole other continent of scholarship and knowledge. Excited to keep exploring.
8. Thank you!
9. Milton was not wrong that books “are not absolutely dead things.” **Books are very much alive** and we just need others to feel their heartbeats.
10. After this past week, I have new tools, knowledge, confidence, and inspiration (and a network of fellow collaborators!) to return to the classroom and invite my students and colleagues to join me in cultivating a robust book culture on campus. Thank you!