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H-165: Book History, Bibliography, and Humanities Teaching
1–6 June, 2025, Charlottesville, Virginia

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. The pre-course readings were intense, and I wish they had been in more of a priority listing. I didn't know what to get from them. I wish we had gotten our workbook ahead of time
2. Yes, they were definitely useful. They were a bit heavy: some guidance to know where to focus would help. There are texts that I am certain to use in the future.
3. {private comment}
4. Great set of readings, but there was a lot. Could have been more pointed/streamlined.
5. The readings were useful; however, we did not discuss them in detail.
6. Yes.
7. No. I found the amount of reading overwhelming, and I was taken aback by the lack of representation within BOTH the types of books and authors and the narrow (Western doming culture/male-centric) focus. I wanted a more curated set of more representative/diverse (and recent) readings.
8. Yes, useful. Though I felt they were often very repetitive. We had a lot of reading, which was fair as a fellow, but perhaps a suggested sequence in which to read would have been better.
9. I thought the readings were useful, but I would have liked a bit more of a roadmap as to how to approach each one. It was a lot to read, and it was hard to prioritize. That said, everyone has different experiences coming to these, so it's hard to know what an individual will need.
10. The reading list presents a useful introduction to the field of bibliography and book history. However, it was an ambitious list for a working professional. I would have gotten more out of it if it had been somewhat more circumspect.

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. I've not had the time to really look at the workbook, but the in-class materials were great. I will definitely use many of these things.
2. Absolutely fantastic—I really appreciate the collaborative Google Drive that we can access in our future teaching.
3. Yes—thank you! I appreciated the mix of “pre-loaded” materials, takeaways, and the collective wisdom of the group (and the reminders to put it in the shared Google Drive folder).
4. These {illegible} are wonderful for building a teaching cabinet of book historical manuals.
5. Still going through the workbook, I can see it has valuable teaching resources.

6. Teaching materials were useful, and I will continue to use samples and resources for teaching.
7. The teaching materials were useful for understanding the concepts covered—I don't think I'll get much use out of them after the course. I think checking with people about their course/teaching needs would really help.
8. Truthfully, I've only had the chance to browse the workbook (it was provided I believe on day two or three), but it seems to be a good resource.
9. I think things will be useful, but it is a lot and I'm already having trouble finding my way through. Maybe that's a "me" problem.
10. I don't think there was a course workbook. Material in the Google Drive was somewhat difficult to find. I will not access the Drive again because it is difficult to get to.

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. This class was incredibly helpful for conceptualizing a book history class as well as collaborating with folks on campus to make a book community.
2. Many, more than I can list here. I really appreciated the SC time and the emphasis on teaching what we have.
3. Of course I loved seeing books relevant to my field, but I think the community of awesome women peers is going to be a huge benefit of this course and the fellowship more broadly. It was incredibly helpful to see tangible objects which will inform my teaching going forward.
4. The careful detailing of the human labor involved in book making changed how I will present literary material to my students. Tons of new course ideas, collaboration ideas, and project ideas.
5. I enjoyed hands-on learning and learning from peers. Not much related to my work directly, but it will have general use.
6. The space that was created for peer-to-peer sharing of information and expertise was so valuable. The course content was great, but the discussions that the content elicited will stay with me when I go back to my institution.
7. I LOVED our first session using Harlequin Romance novels, our discussion-based pedagogy sessions and the presentation assignment/hearing my classmates' presentations (which were informed by, and would not have been possible without, the other class sessions).
8. Discussions on pedagogy, sample lesson ideas and hearing what has/hasn't worked. I feel more confident to tackle my book history project now that I've seen several demonstrations.
9. I appreciated the mix of technical and theoretical. Personally, the book business and printing history was the most intriguing because I know the least about it. Lots of new ideas I want to try.
10. As a scholar-librarian with a background in book history, I was familiar with a lot of the ideas presented by MFS. However, it was really useful hearing what other people in the class are doing with collections (or aspire to do with collections) at their institutions.

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. Overall, yes. I hoped for more pedagogy but learned so much that will help with my teaching.
2. I hoped to get ideas and support for my courses, and I got that from my instructor and classmates.
3. {private response}
4. Yes, but it's clear this is only a start
5. Yes. Although I had hoped to learn more about non-Western texts.
6. Yes, and more.
7. No—this course was WAY too narrowly focused on the seventeenth- and eighteenth-century book history of Western Europe and a little about colonial America/the U.S.; NOT very representative! I learned a ton, though.
8. By the end of the day on Friday, yes—mostly :) I think I will always feel like there's more to learn (especially as a librarian/archivist and not a scholar of literature), but having a collaborative cohort moving forward will be priceless and I'm so grateful.
9. Overall, yes. I have a much better sense of Anglo-American publishing and a taste of broader European publishing, and I have enough to get started on the next phase of application.
10. I do wish there had been a bit more focus placed on the opportunity presented by small teaching colleges. Of course, a grounding in critical bibliography is wonderful, but what are the pedagogical opportunities? Could we design an ideal syllabus together? Or revise existing syllabi? How is it different teaching a class capped at twelve? 16? 25? What resources does your college have—actually, not theoretically—in its library? What is your collection development plan? Why? How are you achieving that? How does that serve the institution's stated learning outcomes?

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

1. I will definitely create a history of the book syllabus and look into a teaching collection.
2. I would like to build more of a community of book studies—leverage the resources in my community to do this.
3. I still plan to do the things I said I'd do in my application, but a new use will be to re-center the material book in my classes—not just the “pure” book.
4. Reframe my teaching of early literary texts; spend ongoing, quality time in local archives, for and with students; create a book materiality track in our college (longer-term goal).
5. Create class modules, partner with librarians, and revive our rare book collection.
6. I intend to incorporate MFS's recommendations for pairing texts and putting texts “in conversation with one another” for future classes. That's just one of many strategies I plan to take with me for future instruction sessions.
7. Book arts/hands-on crafts at school; more in-depth book history research in my field!

8. Exhibit work with student and faculty collaboration, review of my collections, potential speakers.
9. Develop a cohort at my institution; tweak how I teach—I was already doing some of the things taught, but there are nuances to bring forward.
10. I will move forward with a greater sense of the engines that drive critical bibliography in America and the state of the field today.

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

1. I have two colleagues in English who would be great, and I may recommend it.
2. Instructors and staff from under-resourced institutions.
3. I appreciate the mix of faculty, librarians, and printers/makers.
4. Literary scholars; librarians, especially archivists; media scholars and practitioners.
5. Current and future librarians; professors of European history
6. Anyone who teaches with historical materials.
7. The types of people in our current course—a GREAT mix!
8. Perhaps new librarians, professors, &c. The Lang Fellowship description is accurate!
9. Someone who wants to infuse their teaching with rare materials/primary sources; the mix of librarians, archivists, book artisans, and academics together is critical.
10. E.J. Carter, Rishona Zimring, Matt Johnston, Dawn Odell, Mary Szybist.
- 11.

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. Working w/ librarians Harlequin romances!
2. The connections between teaching and humanist ideals. The stories behind the books.
3. Lots of takeaways: I appreciated the shift from “Behold, it’s old” to finding moments of “wonder.” I enjoyed the presentation more than I initially expected I would (in such a busy week!). Mostly, it’s a great group.
4. The amount of time it takes to put together a book; the historical power of presses, publishers, and booksellers; the need to find the archives of less-visible authors, collectors, and publishers.
5. {no response}
6. Ways to think about pairing texts for deeper analysis and instruction.
7. I loved the book presentations! I got a huge amount out of the course—so much of it was really wonderful.
8. Theoretical discussion from MFS will stick with me. “You can’t love what you don’t know.” And also—book history has ALWAYS been about finding the humanity, whether or not we would like to admit it!
9. I think the “less is more” and slow looking exercises. Teaching in multiples of same/similar items.
10. {no response}

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

1. I would have loved to have something tangible to take home to start my book history journey, like a syllabus (or start of one). A Lang Fellow reception for past and current fellows
2. I loved the discussions, but just a bit more structure might have been good.
3. Lang Fellows reception for past and current fellows!
4. A bit more visible structure, day-to-day. A reception for past Lang fellows would be great!
5. {no response}
6. Expand it to two weeks? Maybe one week on history of the book and week two a deep dive into pedagogy and collaboration with the cohort.
7. YES. More representation. A wider range of book history topics from elsewhere. I'd love a past-and-present Lang Fellow reception. Please let us take our specialized/personally selected course FIRST. Bring in MORE DIVERSE types and examples of book history. REIMBURSE/give stipends more effectively!
8. More explicit introductions in the beginning and getting to know. Perhaps some brief small group discussion and bring it back to the group.
9. More time to workshop ideas for next steps at home institutions. Would like to see the cohorts have a reception together and maybe a weekend event together. Cluster cohorts? 2024 and 2025 and 2026? &c.
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—I would have happily paid for this.
2. 10
3. 10
4. 9
5. 7/10. The course should consider more diverse texts.
6. 10—I didn't pay for the course, but I would have!
7. 10. Yes, and yes. I think the value will increase as I tap into the relationships created here
8. 8/10—only because as a scholarship, I still paid quite a lot out-of-pocket for meals, which are not covered by my institution.
9. {no response}
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. SC was great, and there were some great revelations in that space.

2. The class discussions about the guest lectures was helpful.
3. I found Janine Barchas's talk very helpful and I loved our time in SC.
4. N/A
5. N/A
6. We took trips to see books in the rare book room and they absolutely enhanced the experience.
7. N/A
8. Yes! SC is excellent! Thank you, UVA.
9. SC visits were great additions to the classroom activities. Examples of editions, impressions, states, and issues.
10. {no response}

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

1. {no response}
2. No, very useful class, compassionate instructor, fantastic information.
3. {no response}
4. Be open to all the information, even if it's far afield.
5. Perhaps mentioning that students will be standing for 15-20 minutes while in SC. This is an accessibility suggestion.
6. Don't have any preconceived notions about what the class is and entails. Be prepared to stand to look at materials and wear comfortable shoes.
7. I think it would be GREAT to have sessions with guest speakers from other book history areas. ACCESSIBILITY! It would be VERY difficult to take this course if you had trouble walking or standing.
8. Come in with a clear plan or goal for the course so that you can work with others on making it happen.
9. Have an open mind and be a student.
10. It is very difficult getting to Virginia from the West Coast. Apparently don't fly in the afternoon (who knew?). This program—the Lang Fellowship—is really great for anyone in the field to participate in, but the course itself is (as one might expect) a rudimentary introduction to critical bibliography with a focus on Europe and the seventeenth, eighteenth, and nineteenth centuries. It is focused on printed books and not manuscripts. If you work in manuscripts, in non-European fields, in the twentieth or twenty-first centuries (or the tenth or eleventh centuries, for that matter!), you will need to extrapolate how these lessons apply to your field, but this can and should be done. It makes sense that we learn through MFS's example—in his own field—but it might be useful to expect that that is what will happen.

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

1. This allowed me to rethink the idea of a book and reenergized my work.
2. Community, support, brainstorming, and lots of books.
3. Connections.
4. Let yourself spend the time.

5. RBS was a great experience that I was fortunate to experience. Thankful to have met such wonderful professionals who I plan to stay connected with.
6. Transformative.
7. It was a genuinely WONDERFUL, revelatory, amazing, enriching experience. Thank you!! I'm so grateful for the Lang Fellowship as well.
8. ~THANK YOU~
9. Explore and expand.
10. RBS is weirdly a grind—why? Why not make it less nerve-wracking and intense? Why not make it easier to get to? Why not make the accommodations lightly comfortable? Why not encourage collegiality? What is the goal of RBS? Of this fellowship? I enjoyed the intensity, in a way, and made very nice companions there, but was very surprised by the overarching humorlessness. But it was refreshing to be intensely serious for a week.