

Brian Cassidy  
G-80: Identifying and Understanding Twentieth-Century Duplicating Technologies  
11–16 June, Charlottesville, Virginia

### **Narrative Course Evaluations**

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 assignments were very useful.
2. Very helpful, informative and set the tone for the class—technical yet fun.
3. {no response}
4. Reading assignments were helpful. Would not change them.
5. The Batterham was actually a great reading. While there were moments it veered towards technical, it was overall very accessible and I think those more technical passages actually did a good job at priming me for BC's explorations of machine mechanics.
6. Yes, very, although I have to admit that I didn't have time to go through them all. The course still worked perfectly without pre-course assignments.
7. Yes.
8. I think that the advanced readings could just as easily be presented as "further reading" for following up after the course. It would have been helpful to know that it was unnecessary to bring the advanced reading books with me to Charlottesville. It would have been useful to have access to the main text, Batterham, earlier than a few days before the course.
9. Yes.
10. Yes, they were, especially videos that BC shared.
11. I only browsed the Rich Dana book but it was cool.
12. The readings were very useful, especially since BC wrote out descriptions for each and how (and how not) we might find them helpful.

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 have to admit that because the workbook was not a huge part of daily class, I was not referencing it frequently throughout the week, but I do anticipate that it will be a great resource after the class, and that I will apply this content to my professional work quite frequently.
2. Yes, definitely save all these resources.

3. All content(s) was/were appropriate and useful.
4. Excellent and helpful. I will refer to the material (with my notes and the course reading list and bibliography) again and again. Thank you for the glossary.
5. The workbook—especially the vocabulary!—and materials are of amazing post-course use. Though I eagerly await BC's book on the subject, I actually feel I now have a thorough and usable collection of references for cataloging.
6. Incredibly helpful! It was a piece of art and I would treasure it even after this course. Amazing reference book.
7. I LOVED the course workbook and found it to be a great supplement to the class. I intend on using it for future reference.
8. I anticipate that the workbook will be very useful to refer back to.
9. They are all well curated, well organized, and out of the box. Yes, absolutely. Yes, I will continue to refer to the materials.
10. Really helpful. Yes, I'll refer to them again and again while examining specific duplication technologies in the future for sure.
11. The workbook is AMAZING and will be an important reference. All the materials we saw in class were super helpful.
12. BC did an enormous amount of preparation for this class, going above and beyond to provide us with a detailed workbook, PowerPoint slides and PDFs. His thoughtful descriptions of future reference materials for different disciplines will be invaluable in the future.

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 think this class teaches a way of interrogating historical objects that transcends the subject matter—although of course it provides nuanced insight into the specific subject area. For an area of bibliography that still feels so unfixed, BC does a tremendous job creating a schema through which to understand such a voluminous body of material.
2. The explanation and examples of how the different duplicating processes worked.
3. The hands-on process was very useful and provided a huge understanding of "how did they do that?"
4. The twentieth- and twenty-first-century processes were the most helpful and meaningful. I got important concrete information about twentieth-century duplicating that I will use a lot on projects I am already involved in. I was also able to see how my project on a niche topic might have broader relevance.
5. Gaining a greater understanding of Mimeo's mechanical operations will allow me to deepen my historical research into certain poets and publications and may in fact, greatly expand the scope of at least one in-progress essay.
6. I would like to say everything—from the most granular to the grander observations on

reprographic culture politics. I am walking away with so many new ideas and plans. One of the most informative and inspiring courses I've ever taken in my life.

7. I really enjoyed and found the practical applications of the course useful—such as the quiz on identifying and group work. I learned so much and hope to add the notation of duplication processes to our materials' records.
8. This course has totally changed the way I see all documents—in research and in everyday life. I will use the skills I learned every time I consult a primary source.
9. Yes, absolutely. All are most relevant and intriguing: the lectures, examples (many mind-blowing samples), but my favorite was when we walked through the analysis together with BC. Love the test as well. And the hecto/spirit demonstration was a lot of fun!
10. Yes. The technological aspects of books and documents.
11. I learned so much about how to ID twentieth- and twenty-first-century materials and feel relatively confident in putting these skills to use. I can appreciate now what BC said about understanding how the tech works is essential to identifying. Also, it was FUN to learn this material. I felt like a detective.
12. All aspects were intriguing and relevant. I appreciated how thoughtfully BC crafted the course, mixing lectures with labs with discussions. The best part of the course was the substantial quantity of BC's collection he brought for our examination. I was blown away by the amount and variety of teaching and instruction he fit into a week without making me feel overwhelmed or lost.

*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. Absolutely!
2. Yes.
3. Yes.
4. Very much so. I found the course validating—that the processes and materials in archives that have piqued my interest have been doing that for good reason. And I learned information that will help me understand my curiosity/discomfort better.
5. BC's clarity and structure were astounding and made the information very digestible. I learned all I hoped to.
6. Yes, absolutely.
7. Yes. I did and more.
8. Absolutely. BC delivered all that was promised and more. He is a fantastic teacher.
9. Yes, 100%.
10. Yes.
11. BC is an EXCELLENT instructor. Course was extremely well organized and packed with useful information. I learned much more than I anticipated.
12. Yes, and yes!

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

1. I plan to use these skills to more accurately and precisely describe duplicated objects in my cataloging for the book trade.
2. I hope to share this knowledge in classes I teach on the history printing and grassroots publishing.
3. To better catalog my collection and be sensitive to further purchases.
4. I have been planning a certain paper presentation for this summer and will use the material over the next few weeks to enhance my project. I am writing a book that involves the role of women in using twentieth-century duplicating processes and will use it for that. I will also use it in collecting and teaching.
5. To improve my cataloging and processing, and gain a greater clarity into the processes of the creators whose materials I handle.
6. I will use it in my scholarship, creative/collaborative projects, and in teaching for sure. Inspired by this class, I would love to look more closely into various reprographic technologies in East Asia and how they informed/preconditioned the digital cultures there.
7. I plan on using my new skills when analyzing and appraising materials I research and those coming into our records. I plan on adding a duplication process notation to our collections database.
8. I plan to apply lessons from this course in my academic research and my amateur collecting.
9. I'm going to incorporate some of the materials in my teaching. I'm also going to do research on some of the topics BC brought up. It enriches my own research.
10. I will use the skills of identifying duplication technologies in my historical research.
11. Can better understand the materials in our institutional collections and can better assess future collections for digitization and preservation. I also want to work more with curators and metadata colleagues to see where it would make sense to incorporate metadata about reproduction processes into cataloging.
12. On a micro level, I will use skills/knowledge to inform my work as a processing archivist to enrich descriptions when possible. On a macro level, I feel I am well-equipped to start conversations at my institution regarding enriching metadata due to the fact that duplicating technologies can carry significant meaning, re: the creation and life of a record.

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

1. Anyone in the book trade handling modern material.
2. Librarians, catalogers, archivists of Zoc printed documents.
3. Cataloguers; graphic designers; book dealers; archivists.

4. Curators of modern lit, poetry, avant garde literature, archivists, collectors, booksellers, scholars.
5. I think the mix of curators, librarians, booksellers, and collectors was an ideal example of who could benefit, though I hope more booksellers will participate.
6. Everyone (interested in learning more in their everyday experiences with/struggles with documents)?
7. Collections managers, booksellers, collectors, archivists, librarians, appraisers and researchers.
8. Anyone working in any context with nineteenth- and especially twentieth-century documents.
9. Scholars, students, archivists, activists!! Librarians.
10. Researchers and professionals who have to deal with twentieth- and twenty-first-century duplication technologies in their work.
11. Curators, archivists, museum professionals, dealers.
12. Archivists, librarians, curators, collectors.

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

1. There were too many to count.
2. Hands on experiences of printing techniques and opportunity to hold and examine closely examples of different printing technologies.
3. Creating a hectograph.
4. The "quiz" and the "document interrogation" schematic and paradigm.
5. Frankly, understanding both the overlapping timelines at play and the abundance of offset printing are great take-aways.
6. BC is incredibly good at pointing to a larger picture for all meticulous attention to technical details. I was deeply touched by the moment when BC commented on the danger of "twenty-first-century duplicating monoculture." Exactly why I'm working on the twentieth century.
7. The hands-on activities were the best! I also enjoyed the inclusion of videos and the lab where we got to experience/see some of the duplication processes first hand. It really helped to fully understand the process.
8. I especially liked puzzling through "zebras" as a full class—documents with unusual processes, with multiple processes, or that were intended to deceive.
9. The one on forgery!
10. When we really dive into the visual and material traces of techniques.
11. I really appreciated having the "test" of ID'ing materials to apply my skills. It helped me see what I had learned and which areas were still fuzzy. It might be nice to ensure there are opportunities like that throughout the class. BC's scholarship in Ginsburg really illustrates why curators and archivists could use this course.

12. See Q3.

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

1. I would suggest breaking up the side-by-side lab, and moving half of it to an earlier session. By the time we were looking at these objects on (Wednesday?) there was some material from Monday that I felt fuzzy on. This was a byproduct of the tremendous amount of material that we covered in a short period of time.
2. Not really.
3. Having a "touchable" board throughout the class showing different types of paper that is/was used.
4. One small way would be to move the "document interrogation" earlier. Then, make the quiz a round of 12 items (shorter) then stop and review this and discuss, then quiz again. Though time is a little tight for that. Otherwise, the course was perfect.
5. N/A
6. This is honestly the best version of this course I can imagine!
7. Would have liked to see a mimeo process first hand.
8. I found it less helpful when we passed around documents early on and tried to decipher them, but without reconvening to check our understanding. I wasn't sure how to tell whether I was on the right track without that feedback/discussion.
9. It's perfect! The pedagogy is varied, materials are diverse and BC is an excellent instructor!
10. Could be longer? Maybe contrast some of the duplication technologies with commercial printing technologies more? (In order to better clarify the difference between the two?).
11. I can't think of any.
12. {private 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. 10
3. 10
4. 10
5. 10
6. 10
7. 10
8. 8

9. 10
10. 10
11. 10
12. 10

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

1. N/A
2. {no response}
3. N/A
4. N/A, not necessary, BC is full of knowledge and experience and there is no time.
5. The SC visit was very welcome as the best way to get a handle on material is to handle as much as possible.
6. N/A
7. Absolutely.
8. N/A
9. Yes, the SC definitely enhanced my experience.
10. Workshopping around a selection of materials from the UVA SC really helps apply our knowledge to specific objects and open discussions.
11. N/A
12. The visit from SC was a good supplement to examining BC's materials. Otherwise I was happy to not have field trips or guest speakers to keep our time focused on the course.

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

1. {no response}
2. BC showed examples which had particular cultural importance. This enhanced our understanding of the printing techniques—how and why they were used.
3. Try to attend any book fairs to see what is being offered and talk to the dealers about their descriptions—bring that experience to class.
4. Don't bring outside work with you. Do the reading and homework. Study your notes. It's a lot to absorb.
5. You almost cannot overestimate how much you do not know about the possibilities of twentieth-century duplication. This course is the first step to improving that, and really opens up your mind to the possibilities of what a greater understanding can offer creative practice and scholarship.
6. Look forward to a transformative week that would entirely change the way you look at the mundane, quotidian documents that we live and struggle with.

7. If possible, do some prep work (watch videos, read some of the recommended reading) to familiarize yourself with the course content.
8. This course will revolutionize how you see documents and will reveal meaning in them that was previously invisible. BC is an incredible teacher with fantastic energy, wonderful knowledge, and a keen ability to clearly explain complicated ideas.
9. {no response}
10. N/A
11. I would highly recommend this course to people who know they work or will work with the twentieth-century materials discussed. You will be excited about the materials after taking the class and want to put your newfound knowledge to work.
12. Some background knowledge of either publishing or some sort of production processes, I think, would be instrumental for getting the most out of the course.

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

1. BC's class was an exhilarating survey of duplicated materials; it succeeds by taking these processes as serious expressions of literary, historical, cultural, and artistic value.
2. Thoroughly delightful!
3. Mind popping, ink splatting, awesome time.
4. Better than *Cats*. I want to go to this again and again.
5. I have nothing but gratitude to ALL involved in this week. THANK YOU.
6. A close look at reprographic is a close look at the forgotten chaos and creativity of our century.
7. Just Do It! {private response}
8. The realm of zebras is perilous for the bookseller.
9. THIS CLASS IS SO DOPE! {private response}
10. Do not read the book, look at it.
11. Fantastic course, better than I expected!
12. Amazing instruction, excellently timed class. Wonderful connections with like-minded people from diverse backgrounds. Enriching conversation. Intensive interrogation of process and meaning. Beautiful campus. Tasty snacks. Be prepared for humidity.