

Kinohi Nishikawa  
G-85c: Why Black Bibliography Matters  
26–28 July 2021

### **Narrative Evaluations**

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
  1. {no response}
  2. No, it worked pretty seamlessly. Thanks for all the hard work everyone did to make these classes available online during these trying times.
  3. {no response}
  4. No.
  5. No.
  6. No. I appreciate the efforts for socialization and networking (Gather.own and Zoom) even though I did not use them and consider them to be less effective than an in-person experience.
  7. No, I do not.
  8. I enjoyed the course being online! Flexible and awesome.
  9. Posting materials earlier, as I would have appreciated more prep time (a couple other classmates also mentioned this point in small group discussions). Keeping class sizes smaller, especially given challenges with online participation; 20-25 students is ideal for me with this type of course so that everyone has more of an opportunity to participate.
  10. Nope—excellent.
  11. {no response}
  12. It was very useful to have the closed captions. I don't know if they could be turned on in the breakout rooms as well? Some people didn't turn their cameras on, and I lip read.
  13. For people zooming in from different time zones (Europe especially) it would have been useful to have had an earlier reception.
  14. A request to consider padding the course meeting times, especially after the first day. That is, keep the actual class time as is, but have a few moments on each end for folks to virtually gather in the Zoom room. This could create space for more informal conversation and community building, or for those working while simultaneously taking courses, more time to review homework/course materials.
  15. No, although I did not care for Gather.town. I actually gave up on it.
  16. Encourage all course leaders to use breakout rooms or other engaging activities to keep the online format varied. Lecture after lecture are not constructive—this was not the case for “Why Black Bibliography Matters” however, which did very well in an online format.
  17. No, everything ran smoothly.
  18. That was just about the smoothest-running course/seminar I've done in the past year.
  19. The online logistics went smoothly.
  20. No, everything was great; very helpful.

21. With larger class sizes it was hard to get to know people in the group. You almost need an online reception just for one class. The Google Doc bio introductions were a nice touch but turned out to be insufficient for what we ended up practicing in class—which was to be clear about your positionality in regards to the subject.
22. None.
23. Please do not give us the material an hour before the course begins. Do make sure that students have the readings at least a week in advance. Also white voices dominated the course. I would suggest that POC people write an asterisk next to their question so that the moderator can let them talk.
24. I would have appreciated an email before the class started from the instructor.
25. No, when the instructors make use of Gather.town, the experience is enhanced as it provides another opportunity to engage, which is limited in a 6-hour class.
26. It's clear that the staff has worked very hard to make this as workable as possible, I don't have any practical suggestions.

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

1. {no response}
2. They are always pleasant and helpful.
3. {no response}
4. Excellent.
5. Perfect!
6. Outstanding.
7. RBS staff have been incredibly professional in administrating but have also been intellectually engaged in the course work. This last part is truly refreshing as it demonstrates a respect for the areas of focus within the course. This is especially important for me as all the courses I have taken this summer (including this one) had African American book and/or print culture histories as their focus, an area not heretofore overly represented in RBS course offerings.
8. Awesome!
9. Fine overall.
10. Great.
11. {no response}
12. ABSOLUTELY FABULOUS. Will Norton was the Session Assistant for both classes I took this summer, and he was wonderful. Donna Sy was also really helpful. In several years of dealing with the RBS staff, I have never had a bad experience.
13. Fantastic.
14. Very helpful and responsive.
15. Minimal.
16. They have been helpful and informative.
17. My encounters with RBS staff were pleasant. Will Norton, the Session Assistant, was very professional.
18. Awesome!
19. I did not really interact with RBS staff in this course.

20. Excellent, cordial, thoughtful, helpful.
21. Positive.
22. Welcoming and warm.
23. I did not like that the RBS moderator interrupted the lectures. Instead of listening to the instructor, we only heard a few dominant voices.
24. Very positive. Will Norton, the Session Assistant, was wonderful.
25. Generally pleased but the RBS Session Assistant in the class often interrupted the flow of the conversation and lectures. That may have been the agreed upon workflow with the professor but it really impacted the class experience.
26. ALL of them have been positive, cheerful, professional, respectful, encouraging, and fun!

3) *If you attended any of our optional evening events, do you feel that they were a good use of your time? Were there any that were particularly important to your RBS experience?*

1. {no response}
2. I really enjoy the Tuesday evening lectures.
3. {no response}
4. N/A I have not been able to attend any yet but I am very much looking forward to the upcoming evening event about Black bibliography.
5. N/A
6. The Hawaiian archives lecture was fantastic, and I'm looking forward to the upcoming Goldsby lecture.
7. N/A
8. {no response}
9. I liked the Beth Yale lecture. Otherwise, I found it a bit awkward to navigate Gather Town, but that's probably more my technological ineptitude :)
10. n/a
11. {no response}
12. I wish I could have done more of the Gather.town meetings—it seemed really useful and a reasonable substitute for face-to-face socializing. The hard thing, I think many of us found, was that since we were at home (or at work) rather than in Alderman, other things imposed on our time which wouldn't have normally if we were there for the week. I've attended several of the lectures this summer, and enjoyed them. I intend to attend next week's in particular because it's on Black bibliography, the subject of the course I was in this week.
13. {no response}
14. Yes, thank you.
15. I attended the Elizabeth Yale lecture. It was interesting.
16. {no response}
17. Not applicable.
18. Was not able to attend.
19. I did not attend the lecture this week as European studies doesn't appeal to me.
20. {no response}

21. I couldn't make the week's evening lecture, but I might stop by the Friday evening reception.
22. {no response}
23. {no response}
24. I did not attend additional events due to childcare and work commitments.
25. {no response}
26. The lecture was quite good and I felt it was a good use of our time. I value the added experiences that are a part of taking an RBS course.

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

1. {no response}
2. They were very useful.
3. Yes, they were definitely helpful.
4. Very interesting and useful.
5. Yes. It was great to read a novel as part of the course prep.
6. I found Telephone to be less relevant/useful to the course than other possible texts.
7. Yes, they were useful.
8. Make this a week-long course :) SO IMPORTANT.
9. I thought the reading load was reasonable, but the issue for me was more that the materials were posted rather late so that it was hard to prepare. Also, focus questions would have been helpful.
10. Reading was all excellent. I read the wrong article, though, because we got an incorrect link. There could have been more recommended reading. I would have liked to read 3-4 more brief pieces that were mentioned in the class.
11. {no response}
12. They were useful, but I would have liked to have had them a little farther out from the time of the class. I wasn't able to order the novel we were supposed to read for the last class in time, and there were several readings that were added pretty last-minute that I had to skim them.
13. The short readings that Professor Nishikawa assigned provided students with a shared vocabulary and a framework to which we could all refer. This, in turn, helped bridge the disciplinary distances between us.
14. Yes! Pre-course materials helped to situate the conversations had throughout the week, and introduce folks who are currently doing important work in the field of Black bibliography.
15. Yes. I would not have been aware of the Adamczyk article if not for this course. It was extremely useful.
16. The pre-course reading (a novel) was valuable but again under-utilized in the classroom. As with other courses, the Dropbox is made available far too late and readings often have to be done the night before—I would prefer to have materials made available much earlier. The knowledge that I would need to buy and read the novel was listed on the course description page but was not well highlighted meaning many participants had not read the material before class began.

17. {no response}
  18. Pre-course reading definitely piqued my interest.
  19. I thought the course readings were great. I appreciated the shorter length of articles too as it made it more manageable to read while also working my full-time job.
  20. {no response}
  21. Yes, great selection. Articles were short and topical. It was novel to read a novel for RBS—and I enjoyed reading Telephone.
  22. {no response}
  23. Yes.
  24. {deleted response}
  25. Yes, the readings greatly supported and supplemented the lectures and was a sufficient amount of homework given the abridged class format.
  26. The readings were useful. It would have been helpful to have had a little more advance notice of the readings especially since people are busy and travelling during the summer months and might not have been able to get to the online readings that were posted shortly before the course began.
- 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. {no response}
  2. Yes, it was very helpful. We continued to compile resources that were discussed so that everyone could have a list of works for further reading.
  3. The materials were helpful as was the content. It will be useful after the course, not only during.
  4. Yes, they were appropriate and useful and will continue to be after this course
  5. The content was useful, but almost none of it was discussed at length during the course, which was disappointing.
  6. Strong course and instructor, with some minor issues to be worked out as far as making reading materials available/listed in a more timely manner.
  7. The content was always appropriate and useful, not just in its utility for us as students but as models for how we might engage other similarly situated texts.
  8. Extremely useful!
  9. The Dropbox materials were useful.
  10. I would have benefitted from having the syllabus a bit more in advance, and also knowing up front that there were readings during that time. I didn't realize I should be setting aside time this week to do readings outside of class. It would have been great to have a complete list of all required readings before the class began so I could plan ahead—either reading them in advance or knowing how much time to set aside. I work full time and it was impossible for me to do the readings I only found out about on Monday. I also think it would have been great to have access to the breakout room exercise materials earlier. We spent a lot of time in our group just trying to open and skim through and get a general sense of the Shange items, which I think took up a lot of time we could have spent

discussing if we had looked at them on our own earlier. Having those in advance to read through and think about would have enriched the breakouts.

11. {no response}
  12. I think the subjects discussed in class, as much as anything, will be extremely useful for me in an ongoing way. The materials were basically jumping-off points.
  13. Not only will I incorporate some of the materials/examples we used in this class in my own courses on Black Bibliography, but I hope to adapt some of the wonderfully generative exercises too (with attribution to Kinohi, obviously).
  14. I very much enjoyed and found value in all materials that were shared during the class, and plan to return to them for deeper study.
  15. Again, the material (archival and other) presented via lecture was amazing, not to mention relevant and useful. The Gerrey and Reti material is a gem that I would not otherwise be aware of, also, the Baker article. I will be able to draw on these for my own work in the future.
  16. Dr. Nishikawa's lectures were extremely productive and informative. The breakout room activities were also well thought out.
  17. The readings did not always seem to directly connect to the topic of the course, but at least they introduced me to scholars and concepts in Black Studies, which I appreciate.
  18. Great use of digital materials during breakout sessions.
  19. I enjoyed all the readings and the Batiste one is particularly useful for my own research. I thought the Rakine class exercise was an incredibly powerful way to show the limits of canonical bibliographic practice.
  20. {no response}
  21. I didn't get a notification when the course syllabus was uploaded and totally missed it until the second day of class. Otherwise I enjoyed the flexible framework of the class. Our session assistant compiled additional resources that were mentioned during class into a Google Doc and another classmate created a Zotero list. So it was nice to have knowledge shared.
  22. Excellent course design. Loved breakout sessions.
  23. Yes
  24. {deleted response}
  25. The course workbook was useful but since the syllabus and readings were not provided until the day before class it was hard to complete them in a timely manner.
  26. We didn't have a workbook for our course and I think that might be a helpful thing to add when this course is taught the next time.
- 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. {no response}
  2. {no response}
  3. I plan on using them within my research as well as in the work that I am doing in Special Collections.
  4. {no response}

5. Yes: the insights from this course were extremely useful for my own research, and the interdisciplinary nature of the discussion was invaluable.
6. We had important conversations regarding the fetishization of firsts and the ideal copy that will likely work their way into my book.
7. Yes, this course prompted me to ask new questions about method and also calls for a much more nuanced, careful consideration of texts. I absolutely had an "aha" moment on the second day of class that is still spilling over.
8. Exhibition work, teaching with Black Arts Movement materials, embodied knowledge, absorbed into my practice/teaching, sharing with colleagues and home institution.
9. I'm an intellectual historian and have used bibliographies and other lists relatively unthinkingly in the past, and I haven't really incorporated that much pre- and post-production information into my thinking about books, so I'll be doing that now.
10. The entire class was packed with aha moments! I have lots of ideas for teaching, it will help me to think about how I frame a writing project I'm working on, and it will just help me generally to think a little differently every time I look at a Black book. Hugely valuable for me.
11. {no response}
12. This was a really interesting and eye-opening course. I kept wishing that it was a 22-hour class, because there was so much we only had time to touch on! I definitely came away with more thinking to do about my own praxis.
13. I walked away with so many ideas for both teaching and research. The course attuned me to new ways of teaching the materiality of post-WW2 texts with facsimiles (we were on zoom after all). This will prove especially helpful in teaching with multiple editions of key African American texts, many of which my University library will not have.
14. I look forward to applying my learning from this course directly into my praxis as an archivist. I see this taking shape most immediately in collection development efforts, but as I continue to reflect I'm sure the reach will be even more broad.
15. I will draw on the skills and knowledge acquired during this course for my manuscript in progress and future work.
16. I will be approaching my understanding of Black bibliography much differently and considering smaller details of books and publications than I had before.
17. I plan to incorporate new ideas and citations provided in the course in my research project.
18. My aha! moment came more through the chat, with comments about where to go to learn more about the Black reading experience.
19. I have no background in bibliographic studies or Black US literature so I learned a lot through the course and also realized how much I have to learn! I really would like to have a stronger understanding of "traditional" bibliographic practices to better understand how to deconstruct what is not applicable to materials from BIPOC communities.
20. {no response}

21. Wow, yes! Can't say enough about how I appreciated how this course unfolded and how much it aligns with my own research in book cover design, performative bibliographies, and my current book project. I have some ideas already for revisions to my current project that will help make it stronger and connect up to concepts explored here. In general I feel quite inspired.
  22. {no response}
  23. No new ideas, but a lot of new information.
  24. This was a very useful course, and has given me lots to think about for my own teaching of Black bibliography. Dr. Nishikawa was a thoughtful and welcoming instructor. However, I think I could have gotten more out of the course if we had received the syllabus in advance.
  25. Yes, the framework introduced by the course will be indelibly linked to the way I approach descriptive bibliography especially when working with texts by Black authors.
  26. I did have "aha" moments especially in our discussion about separating out what it is about the bibliographical description of Black texts that needs to differ compared to all literature of the 20C (much of which often does not fit as well with bibliographical descriptive norms as pre-1900 materials). I do have a new project! I plan to add separate records to OCLC/WorldCAT for each of the three variants of our required-reading novel, Percival Everett's *Telephone*! I think that each version can actually be considered a separate edition following DCRM(B) rules and definitions.
- 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. {no response}
  2. Yes, KN was wonderful to work with.
  3. Yes!
  4. {no response}
  5. Yes.
  6. I felt like I had a brief introduction appropriate to a short course. I hope this class might be offered in a longer version in the future.
  7. Yes, I was at such a deficiency in this area when I entered this course, as it isn't my area. And while I took a course on 19C African American Print Culture with Derrick Spires this summer at RBS that will be invaluable to how I structure my own similarly oriented course in the fall, I am surprised that this course on 20C Black Book history is also so generative for my 19C course.
  8. Yes! And more! Loved the examples and lectures and breakout rooms.
  9. Yes, KN was excellent.
  10. Yes. I did learn what I hoped to learn. I think it was fantastic that three examples we focused on were all post-1960. Having that as a default time period really was eye-opening.
  11. {no response}
  12. KN was great. I really appreciated the kindness and respect he showed everyone, including those of us who were plumbing the depths of our ignorance :)

13. KN did an amazing job of framing the stakes of our discussion so that they would be immediately discernible to people across fields and specializations. I was impressed by the ease with which he connected student comments into meaningful clusters of topics and with the seamless transitions between different materials and activities. It was useful for me as a teacher to watch KN manage this large and diverse classroom and to think of ways to adapt his thoughtful exercises.
14. Yes, absolutely. I'm grateful to have shared this course experience with other BIPOC colleagues.
15. Yes and yes. I cannot praise the instructor enough—his deep knowledge of the literary field as well as bibliographic studies was on display throughout the course. I would take another course with him if offered.
16. I feel like I learned something different to what I was expecting but in a very good way as it made me rethink my preconceived notions about what Black bibliography might mean. I feel like the course offered even more than it promised.
17. Yes.
18. Yes!!
19. Yes, KN was extremely knowledgeable, great at answering questions and allowing space for students to ask questions and learn from each other.
20. {no response}
21. Things that I had a hunch about in regards to Black bibliography seemed to magically connect up this week. I was excited that KN started class with W.E.B. Du Bois's 1905 bibliography (which was one of my main touchstones coming in), then filled in my knowledge gaps along the way. I wasn't coming out of a Black Studies program but have a background in Visual & Critical Studies. The class went above my expectations and I was thrilled to be a part of this week. This class as a model was also informative to me as an educator and thinking about how to present challenging, emotional material to a class.
22. {no response}
23. {no response}
24. KN facilitated a class that was welcoming and interesting for a classroom of people from many different backgrounds and with many different interests and special areas of knowledge. I learned strategies for thinking beyond the catalog, the importance of comparing different copies of even the same edition, and language for thinking about authorial and editorial choices for printing.
25. Yes, the things I learned were above and beyond my expectations for the class.
26. Yes.

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

1. {no response}
2. {no response}
3. I wish the course was a week long rather than just 3 days. I think there was so much we could have covered but due to the time constraints we were unable to.
4. {no response}

5. {no response}
6. {no response}
7. Nope, I was so pleased with this course.
8. {no response}
9. Maybe a more formalized lecture, like on the first day, delivered on the other two days. Day 2 and 3 struck me as more inductive learning whereas Day 1 was more deductive. For novices like myself, the basic information in relatively straightforward form is helpful.
10. I think the class should have been twice as long!! There was so much richness in the topic, and I think KN had much more to share with us and not enough time. In part I wanted more examples that would help flesh out the class's argument, and to expand the discussion back in time a bit to more mid-century books. In part, I wanted more of my classmates' expertise. It was an amazing group of people from a wide range of professional or intellectual perspectives and I think there could have been quite a bit of discussion, examples brought by students, and so on.
11. {no response}
12. Again, I would have loved to have more time to expand our discussions!
13. I only wish the course could have been longer! We covered so much ground in 3 days, but I would have loved to have taken a 5-day course on this topic too.
14. More time! Perhaps an additional day or two.
15. Perhaps a smaller course. The breakout rooms were quite large.
16. {deleted response}
17. {no response}
18. Needs to be a whole week!
19. I would have liked to have the syllabus with more advance notice (it was not in the Dropbox until the first day of class). It would have been helpful to have the readings in the Dropbox with more advance notice as well. Office hours with this professor would have been great too since there was so much we did not get to discuss due to the limited time. I would have also preferred to have the 6 hours distributed throughout the week like M/W/F instead of M/T/W. This would've allowed for more time to read. I thought the Session Assistant interrupted the professor too much and it disrupted the flow of the professor's lecture. Maybe that was their agreement but it was distracting as a student. I appreciate the efforts that RBS has taken to diversify its course schedule. However, there could be more support for structuring the classes in ways that better support the supposedly more diverse participants. For example, this course was on Black bibliography yet the majority of the students were White and they dominated the conversational space. The Session Assistants should be better trained in anti-oppression moderation that recognizes when certain groups aren't speaking and holds space for them to participate and not just cede the floor to whoever feels comfortable speaking up first. Answering questions in order received often means that more privileged people take up more time since they are more likely to talk first. I appreciated that KN asked people to vocalize their positionality before speaking. Hopefully in the future, all courses can have a community

agreement that asks people to adopt a "step up, step back" frame for their participation AND have the Session Assistant actively facilitate the conversation with this framework in mind.

20. {no response}
21. The only improvement I can think of would be to be in-person. I liked the small group break-outs but it was still hard to get some folks to chime in or to get to know your classmates.
22. {no response}
23. {no response}
24. {no response}
25. I wish that there was more time for discussions and that the class would be better suited for a longer format.
26. I think we clearly would have benefitted from more class time. This could easily be a full week course rather than just the 6 hours. That would give us more breathing room for the class discussions which were extremely productive and interesting. There would be time for just looking at examples of this area of literature which many people may not have had the opportunity to do prior to attending the course. It would allow time at the beginning for introducing ourselves and understanding who we all are a little better in order to create more of a feel of our class time being a safe space in which everyone can speak up. I realize that this just wasn't feasible with the large group that we had attending online this summer, but moving forward, more class time and a smaller group could help facilitate that. We were such a large group that even our breakout rooms felt crowded!

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

1. {no response}
2. {no response}
3. Anyone, I think this course shouldn't be contained to specificity to who would benefit. The course this week had scholars of many disciplines and professions which lent itself to the richness of the discussion.
4. {no response}
5. Anyone with an interest in theories and meta-theories about Black bibliography, arts, and aesthetics.
6. {no response}
7. I feel like this should almost be a required offering like the standard RBS Bibliography course. So many people from different areas of study spoke of how invaluable they found this course in reorienting their own perspectives, regardless of their occupation and area of focus.
8. Every single Special Collections librarian professional.
9. I thought there was something for everyone, from relative novices like me working interdisciplinarily to expert archivists who have more focused interests.
10. Anyone who does traditional bibliography would benefit from being exposed to the issues and examples used in this class. Faculty who work in book history and bibliography or African American studies.

11. {no response}
12. As a (white, middle-aged, middle-class) cataloger, this course really set me back on my heels and made me re-examine everything I'd been trained to do.
13. Anyone with an interest in bibliography should take this course because it illuminates the new pathways into this field of study charted by Black bibliographers and the field of Black bibliography. This course will change how you conceive of the objects and methods of bibliography.
14. BIPOC archive and library workers, faculty, publishers.
15. Anyone working in Black literary studies and adjacent fields. Much of the hands-on skills and theoretical work is transferable to other subfields, i.e., Latinx literature, Native American literature, etc.
16. Those who want to de-seat classic bibliographic practices from the dominant narrative and learn different approaches.
17. {no response}
18. Everyone.
19. As we were talking about book design in the publishing world, I thought back to many conversations I've had with a good friend who is a designer of color at Penguin Random House and I thought this particular course would benefit from perspectives of people in that industry since the attendees were primarily academics and librarians.
20. {no response}
21. Anyone interested in exploring the ways that Black texts push up against bibliographic practices.
22. {no response}
23. {no response}
24. {no response}
25. Catalogers, librarians and archivists anyone interested working with books.
26. I would like to speak just from my own frame of reference here: as a special collections librarian/cataloger working with a collection strong in 20th century materials from small presses and poets. This course has helped me to be better equipped to look at examples of Black print culture, notice their aspects of performance and temporality, and to be more thoughtful about how I might convey those qualities in the library catalog descriptions and tags.

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

1. {no response}
2. {no response}
3. Most definitely.
4. {no response}
5. Yes.
6. {no response}
7. Absolutely (even though technically, I didn't pay).
8. Absolutely!
9. Or my institution's money's worth; I find this a problematic question in light of the course itself in terms of our critiques of monetization when it comes to Black

art. I would say yes if the class size had been smaller, but that's not a reflection on KN but rather other factors.

10. Yes.
11. {no response}
12. Definitely.
13. Of course!
14. Absolutely, yes.
15. Absolutely.
16. Mostly—certainly more so than other courses I took. I just wish I hadn't felt shut down for 1/3 of the days.
17. No.
18. Absolutely!!!!
19. Yes. I would love to take this course in-person and/or see it offered as a 10 or 22-hour course.
20. Yes
21. Yes.
22. Yes.
23. {no response}
24. {no response}
25. Absolutely.
26. Yes!

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

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

22. 10

23. 10

24. 6

25. 9

26. 8

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. {no response}

3. {no response}

4. {no response}

5. N/A

6. {no response}

7. N/A

8. {no response}

9. N/A

10. N/A

11. {no response}

12. {no response}

13. N/A

14. N/A

15. N/A

16. {no response}

17. {no response}

18. {no response}

19. N/A

20. {no response}

21. N/A

22. {no response}

23. {no response}

24. N/A

25. N/A

26. N/A

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

1. {no response}

2. {no response}

3. Definitely make this course a week long class.

4. {no response}

5. {no response}

6. {no response}

7. Nope.

8. I would take this again! make this longer please!

9. No.
10. {no response}
11. {no response}
12. {no response}
13. Take this course!
14. I hope RBS will consider supporting course content in this subject area, and perhaps even offer continuation courses or seminars that build from this course.
15. No.
16. I would recommend this course. KN is extremely well-informed.
17. {no response}
18. {no response}
19. Great professor and subject matter! Hopefully the course can be expanded.
20. {no response}
21. {no response}
22. {no response}
23. {no response}
24. N/A
25. No.
26. {no response}

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

1. {no response}
2. {no response}
3. I wish I could take this class again and hope that KN is able to teach more classes here at RBS.
4. {no response}
5. A space for critical discussion, reflection, and collaborative learning.
6. {no response}
7. Generative.
8. {no response}
9. Illuminating (not to be cliché :))
10. Mind-opening.
11. {no response}
12. So mentally stimulating and exhausting, there is no way I could compose a haiku right now!
13. Despite the Zoom format, this course was exactly what I was looking for in previous years, but could not find in the RBS catalogue. I hope it becomes a regular course. Furthermore, I hope this course grows into a cluster of courses that trace the central question "Why Black Bibliography Matters" across different time periods (e.g. in studies of Modernism, the Nineteenth Century, the digital book).
14. I am so pleased and excited that this course has been part of my introduction to RBS. Thank you!!!
15. Awesome and thrilling.

16. Provocative.
17. My RBS experience was enriching.
18. Enthusiasm / for black bibliography / grew stronger each day.
19. Course was excellent.
20. {no response}
21. This was a class that connected head and heart. Thank you RBS.
22. {no response}
23. {no response}
24. {no response}
25. Expansive.
26. "Ode to 2021 / The pandemic continued / and with it, anguish / Our summer brains / were in languish / But RBS / with courses virtual / Created a space / that was purpose-ful"

## **Student Data**

*Number of Respondents: 26 (of 38)*

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

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

25. My institution/employer gave me professional leave time.
26. My institution/employer gave me professional leave time.

*Who paid your RBS tuition costs?*

1. My institution/employer paid 100% of my tuition costs.
2. I paid 100% of my tuition costs myself.
3. My institution/employer paid 100% of my tuition costs.
4. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
5. My institution/employer paid 100% of my tuition costs.
6. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
7. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
8. My institution/employer paid 100% of my tuition costs.
9. My institution/employer paid 100% of my tuition costs.
10. I paid 100% of my tuition costs myself.
11. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
12. I paid 100% of my tuition costs myself.
13. My institution/employer paid 100% of my tuition costs.
14. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
15. I paid 100% of my tuition costs myself.
16. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
17. My institution/employer paid 100% of my tuition costs.
18. I paid 100% of my tuition costs myself.
19. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
20. My institution/employer paid 100% of my tuition costs.
21. My institution/employer paid 100% of my tuition costs.
22. My institution/employer paid 100% of my tuition costs.
23. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
24. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
25. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
26. My institution/employer paid 100% of my tuition costs.

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

1. This is my first course.
2. 4
3. 1
4. This is my first course.
5. This is my first course.
6. 5
7. This is my first course.
8. This is my first course.
9. This is my first course.
10. 6
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. This is my first course.
18. 1
19. This is my first course.
20. 1
21. 3
22. 5
23. This is my first course.
24. This is my first course.
25. This is my first course.
26. 5

*Which of the following best describes your current occupation?*

1. Professional educator: Lecturer/adjunct
2. Professional educator: Lecturer/adjunct
3. Student working towards a/an: Ph.D./D.Phil.
4. Library discipline: Special collections librarian
5. Professional educator: Assistant professor
6. Professional educator: Assistant professor
7. Professional educator: Assistant professor
8. Library discipline: Curator
9. Professional educator: Assistant professor
10. Library discipline: Curator
11. Library discipline: Digital collections librarian
12. Library discipline: Cataloger/metadata librarian
13. Professional educator: Assistant professor
14. Library discipline: Archivist
15. Professional educator: Associate professor
16. Other Occupations/Vocations: Post-doctoral fellow/researcher/scholar
17. Student working towards a/an: Ph.D./D.Phil.
18. Professional educator: Lecturer/adjunct
19. Library discipline: Digital collections librarian
20. Library discipline: Curator
21. Library discipline: Special collections librarian
22. Professional educator: Associate professor
23. Library discipline: Special collections librarian
24. Professional educator: Assistant professor
25. Library discipline: Other
26. Library discipline: Special collections librarian