

## **Narrative Evaluations**

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
  1. Not really. Having assigned helpers worked wonders.
  2. I normally don't need accommodation. However, I hope going into the future, if the instructors can zoom in to show the fonts on the books' images to have larger font sizes, that would be better. Thanks.
  3. The platform and logistics were flawless! Good job!
  4. N/A
  5. {no response}
  6. There were no particular logistical issues.
  7. The online space worked seamlessly, thanks.
  8. We ran out of time on the last day. Mostly due to one of the students taking far more than her share of time. While the instructors advised her to wrap it up, in keeping with the relational indigenous paradigm they were trying to foster, they chose not to cut her off. Therefore, the class went long and several people had to leave before it actually concluded. Nor did we have a closing wrap up. I'm not sure how this could have been handled given the environment the instructors were trying to create. There is no good answer.
  9. No. The Zoom venue worked as well as could be for an online format.
  10. Given the circumstances, everything went well.
  11. RBS online logistics were great - very well organized and ran smoothly.
  12. I thought the logistics were handled very well
  13. {no response}
  14. Structured unstructured time! Or, put otherwise, specific times for gathering and chatting outside of class that are built into the schedule. I popped into gather.town a few times, and there wasn't anyone there so I, too, left (perhaps compounding the "no one there" problem). But, perhaps dedicated coffee hours, explicitly named, maybe, some with instructors there and some without? And I'm not sure how that would work -- I think a lot of people still had a lot of stuff on their calendars this week, outside of class, which may preclude meeting outside of class.
  
- 2) *How would you describe your encounters with RBS staff?*
  1. Our assigned assistant, Curtis Neal, was excellent and prompt.
  2. Excellent! Thanks so much, Neal and all the RBS Team!
  3. Friendly and professional.
  4. Incredibly helpful
  5. Very positive
  6. Great. Folks were friendly and welcoming and also quite helpful.
  7. They were very supportive and collegial.

8. Neal was fantastic!
9. Outstandingly positive.
10. Encounters with RBS staff were great.
11. Excellent! Very professional, courteous, informative, and timely.
12. The RBS staff were friendly and efficient and helped the course run smoothly
13. Neal did a fantastic job of circulating technological information. I had been using Zoom before, but I still found his tech info session useful in making me feel prepared for the class. I was also confident that Neal and others would be able to solve problems as they arose.
14. Positive; the staff were v. welcoming and obviously were trying to make this a good experience.

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. I wasn't able to
2. I did not use Gather Town after the orientation. When we did have group meetings, we met on Zoom since we need to share our screens and Google Drive.
3. I was not able to attend the extras.
4. I would have loved to but schedule did not permit
5. I did not attend any optional evening event. Only one of them was listed and I could not attend.
6. I attended the social events on Gather after class once or twice. As far as I could tell, participation was low. I think that's mostly a function of people scheduling their time tightly around the class sessions. But it might've been helpful to publicize that platform more, or at least to have the instructors mention in class that they'd be attending, so that there's more of an impetus for all to participate.
7. {no response}
8. Unfortunately, I was unable to attend these, due to time constraints imposed by my job.
9. I did not attend.
10. Unfortunately, I was unable to attend events after class due to work meetings.
11. I was unable to attend any extra RBS events or social hours.
12. {no response}
13. I think that the "meet and greet" session on Sunday was a waste of time. It was weird to all gather in the virtual space together but then not be allowed to introduce ourselves or talk to each other really. I understand that this was partly because Kiara couldn't attend the Sunday session. However, in practical terms, it meant that the first session of Monday was devoted to "meeting" each other rather than starting to discuss and engage with the material at hand.
14. n/a

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. {deleted response}

2. I really appreciate all the readings. However, I found myself not having enough time for reading, since I have a lot of responsibilities as a department head. I do wish we had more time to discuss the readings. More class hours per day maybe needed.
3. All of the readings were useful and informative. It \*was\* a lot for four days.
4. It wasn't clear at the outset how the readings related to the book history content. I still loved them.
5. Very useful. I wish they had been distributed earlier.
6. I found the readings quite useful. Given the amount of in-class time that we had to discuss the readings, however, there were perhaps several that could've been removed. I feel as if perhaps half of the assigned readings were not mentioned, even tangentially or in passing reference. Of course it's great to read more things, and not all readings need to be the crux of the discussion, but I would have liked to know more from the instructors about how these readings all worked in the service of the narrative they were constructing around the course.
7. Really appreciated the breadth of readings assigned, especially for a course that engaged Indigenous histories and presents. The attention to the way that book history needs to be anti-colonial led to important questions and discussions of community engagement and collaboration.
8. Many of the readings, especially the Wilson book, were fantastic. Some could have been eliminated as required reading, however, to reduce the heavy reading burden, which was inappropriate for the length of the class (10 hours). A longer "suggested reading" list and a shorter "required reading" list would solve this problem.
9. The course readings were excellent, but it might be more beneficial to narrow down and further thematize them. They didn't always seem directly related to Native books, specially. Perhaps some that gave introductory information about Native history and studies could be moved to a recommended reading list.
10. The readings were useful and great. The list was solid.
11. Yes, very useful. It was such a robust list I could not make my way through everything, but I can now work through them at my own pace to continue learning.
12. I enjoyed and appreciated all of the reading, but for a non-pandemic year would have needed more lead time between the reading list being made public and the course starting to get through it. On a side note, a lot of the reading assumed access to a university library or JStor. In future it might be nice to give unaffiliated students further options for accessing the journal articles which were limited by subscription paywalls.
13. I think one of the most helpful things about this course was the readings. The readings offer a "crash course" of sorts for those less familiar with Indigenous and Native Studies. Shawn Wilson's *Research is Ceremony: Indigenous Research Methods* proved especially important. Overall though, the amount of reading for this course was huge compared to the minimal amount of time spent discussing it. In the future it would be great if the day's reading might be divided

into "essential" things we will discuss and "recommended" or "background" reading.

14. {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. {deleted response}

2. The assignments were a bit confusing. Any updates/changes should be sent to students as updated documents in the Dropbox. For the content, they are great! I'd like to see more background information like an online list of government documents for the original bills/laws impacting Native Americans.
3. Very well-conceived and useful.
4. There was some vagueness on the assignments that caused confusion. A bit more clarity would have helped but I understand this virtual version was the first one so some hiccups are inevitable and it didn't affect my positive experience.
5. Very useful, and will continue to be in the future.
6. The timeline that compares Native and Euro-American publishing histories is interesting, but it wasn't discussed in class. I could see it being useful to me in the future. The other material in the workbook is specific to Amherst's collections and their projects -- interesting, for sure, but not of particular use.
7. Will definitely use it as a resource for teaching and research in the future.
8. We never really engaged with the workbook, other than the introductory material with the assignments and schedule for each day. The bulk of material in the workbook could have been presented in a separate document for us to refer to if we needed to.
9. I gathered a number of helpful resources from the class that will benefit my future scholarship. I also immensely enjoyed presenting on course material with a partner--it helped to build further networking connections and positive class dynamics.
10. Course workbook was good. The content was appropriate and useful. The readings were great and will be useful as I will seek to incorporate them into my practice.
11. The course workbook was very useful, as it laid out how each day would be organized. It doesn't have too much further info to use after the course, aside from readings and web resources.
12. The workbook was very helpful, especially the publishing timeline. I will definitely use it again.
13. The reading list is something that I will keep for my own future teaching. I really wish that the course readings had been circulated via dropbox or some other format. Many of us had to spend a lot of time requesting readings via ILL, and this just seems like unnecessary labor that everyone in the class had to replicate. I think it would be great if RBS courses could provide students with digital copies of required readings if they are things like articles and book chapters that can be circulated for educational purposes without copyright infringement.

14. {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. Research is Ceremony was an amazing book that I'm happy to have in my life. I'm hoping to use it as a way to illuminate research praxes in my methods courses.
2. I love the mapping idea and will apply this method to our own collections at my institution and also in connection to other outside sources.
3. I will take methods and content back into the classroom, as well as into curricular design going forward.
4. I am buzzing with ideas! Not being a book historian, I came away from the course with a stronger understanding of book history methodologies and it was instrumental to acquire them through Indigenous book history specifically.
5. I plan to apply them to a DH project I will start over the summer.
6. Yes, I found the discussions quite generative, if too short. Because the instructors had so much that they wanted to cover, and because the sessions were short, some of the more intriguing lines of inquiry were stifled in the service of covering all bases. I think that's fine and is consonant with the inclusive, respectful approach to in-class discussions that was modeled throughout. I can see some of the connections that I made with other students in the course being fruitful for later research inquiries and projects.
7. Definitely -- every conversation involved aha moments! There's so much anti-colonial work to be done at our institutions and our conversations opened up many ways to do that.
8. The Wilson book was definitely filled with "aha!" moments and I plan to rely on it in future in designing research projects--not exclusively those related to Native Americans, but to all my research.
9. Yes, I gained a number of digital resources that I can use for my scholarship and teaching.
10. I plan to use the skills for instruction. The different epistemologies that we read and discussed during class will allow me to have more discussions with students from a critical perspective.
11. I will carry the info and resources from this course into my professional life very deeply. I definitely had many moments of awakening, confirming how much I need to strive to decolonize the way I approach my work. The knowledge I acquired will spread not just to my professional activities, but to my everyday experience living in this country.
12. I am excited to use the skills acquired this week to improve my professional cataloging, and to seek out relevant material in the rare book market.
13. The mapping collaborative assignment was great. I plan to use a very similar assignment for my own students. I think it really helped emphasize methods of storytelling that we encountered in the readings.
14. {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. {deleted response}
2. There is so much to discuss and learn. I'd recommend longer hours per day for time to discuss and reflect on the readings and also to have the instructors' feedback to our presentations.
3. Yes. I really liked that Mike and Kiara brought their separate expertises to meet and mingle. I felt a bit underprepared on bibliographic matters, but I like the deep end of the pool.
4. I didn't really know what to expect from the course description. But what I got was an intro to book history through Indigenous books and that was an awesome way to acquire the knowledge.
5. Not entirely. I wish we had learned more about communication technologies outside the traditional codex format.
6. I wanted more specific instruction in book-historical methods and in particular how those methods interact with Native Studies. That said, between the instructors and the various expertises of the other students, I did learn quite a lot.
7. Yes.
8. Yes. They did an excellent job in the time they had. Sadly, the "brief overview" was much briefer in reality. There was too much of interest and not nearly enough time to really explore. I would have liked to learn more about the physicality of the books we reviewed--but that's my bias. We had a conservator in class and I'd have loved to have heard more from her. Fully 50% of the class were professors of English, so they rather dominated. Their conversation tended toward the faddish and impenetrable, but that's them as a species, isn't it?
9. Yes, although I would have loved even more presentations on Native books in the collections.
10. Yes, the instructors were great and gave me a lot of ideas on how to incorporate Indigenous epistemologies in my instruction.
11. They provided excellent resources, and each presented their areas of research, which are very deep and informative. Otherwise they left the students to guide ourselves during much of the course, so in a way we ended up learning from each other just as much, or even more, than the instructors. I did leave feeling that I gained so much from the experience, and everyone in attendance.
12. The instructors were great. I also appreciated the level of input from the other students. I think everyone vibed with the opportunity to put into practice elements of the Indigenous research methodologies from Shawn Wilson's book, and this was a really nice thing to see.
13. The course was beneficial and Kiara and Mike are excellent. However, I do wish time management of the class had been more structured. There was sadly very little time for discussion of specific readings or Indigenous research methods generally.
14. {no response}

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

1. {deleted response}
2. See all my comments above.
3. Maybe slow it down: add one day, or maybe two. We moved quite briskly through the readings and activities and discussions. (Now I know what it feels like to take a course from \*me\*! I teach at this pace, too. Very good to be on the receiving end!)
4. This course should have been longer! It could have been twice as long and we could still have much more to learn and discuss.
5. Considering that it was an online format, I think the course was very well managed. I would have given students a time limit to their ppt in advance so that everyone has time to present. Please distribute the reading list much much earlier: not everyone has access to academic libraries, databases etc., and obtaining the readings takes much time. RBS should be more explicit about the number of hours that the course will take, including the asynchronous work. The number of hours of synchronous time doesn't reflect the real engagement time with the material that is needed. Because the course was listed as 9 hours, my institution still expected to complete most of my usual work hours, which was challenging.
6. The course was a blend of demonstrations from the Amherst archives, research presentations by the instructors, presentations by students, and brief open-ended conversations. I think the open-ended conversations should have been foregrounded much more; the imbalanced timing on all of these was perhaps the most frustrating aspect of the course. We've convened 20 or so brilliant folks, all from different areas/fields and interested in this material -- just give us a little more time to sit and stew with the ideas, rather than moving us through a variety of events or planned lectures/demonstrations.
7. I would have enjoyed time set aside after formal discussion times for conversations to informally continue. Zoom is hard because of screen fatigue, but having some time tacked on the end of each day for conversations to continue in unstructured ways would have been nice.
8. Online courses are inherently difficult. Obviously the physicality of exploring the books was not possible. However, I would not have been able to take the course in person, so it's a trade off. Something is better than nothing.
9. Time management was a struggle in the shortened version on this course, but I appreciated the time spent on community-building as a primary importance.
10. Perhaps making the course longer. Given the readings and topic, having a longer course would have allowed for more discussions.
11. It would've been useful to have a timeline or more general overview of indigenous book history to introduce the course content - although the readings ultimately served this purpose. One of my favorite parts of the course was seeing actual books from the collection, so adding more of that to give the course some more structure would be excellent. We didn't have time to discuss readings. Having us combine two rather deep and extensive assignments into one, with only 5 minutes to present, was beyond challenging. I would pare down the assignments, and either add more time onto the course, or rework the assignments to make

them easier to do in a short amount of time. I felt the course was way too short overall. Also, the instructions for the assignments were confusing and could be reworded for clarity. I understand this was the first time it was taught virtually, and with some revision it will be absolutely stellar. I am thankful for the deep knowledge of the instructors and the other students.

12. I feel like given the time available, the two asynchronous learning assignments could have been framed as a single assignment from the outset. I also think that the student presentations needed to be more clearly limited to 5 mins, potentially cutting people off if they ran over. Also the course could have been more than 10 hours! It seemed like everyone was keen for more.
13. {no response}
14. {no response}

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

1. Scholars of 18th to 20th century literary or folks who work with institutions that care for indigenous materials.
2. Library admins, Special Collections librarians, collection development librarians, preservation/conservation librarians and staff and anyone working on Native American issues in the libraries, archives and museums.
3. Everyone.
4. Anyone who needs an intro to book history and prefers learning in an applied context to a particular area of knowledge.
5. Anyone interested in Native American studies.
6. If you are already interested in Native literature/history or book-historical methods and would like to connect the two more clearly in your work or teaching, I think the course could be useful.
7. Everyone working on a campus.
8. Just about anyone interested in Indigenous peoples.
9. Anyone working with Indigenous books and histories
10. Individuals interested in incorporating Indigenous books and epistemologies into their teaching practice.
11. Instructors of literature and American history; librarians, catalogers, and subject specialists in literature and American history; curators in art museums and special collections departments; anyone interested in the subject
12. Anyone with an interest in American Studies or Americana.
13. I think anyone who teaches book history should take this course. It will help those of us teaching the field to be more inclusive and aware of book histories that go beyond the Eurocentric and settler-colonial perspectives that pervade traditional book history as a field.
14. {no response}

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

1. {deleted response}
2. I learned a lot, but more time and feedback from the instructors is highly recommended for the future.

3. Yes, indeed.
4. Definitely!
5. Yes.
6. I did not pay for the course, so that's difficult to answer. Had I, I think I might've been slightly disappointed, but more so with the online environment and its limitations, rather than with the instructors or the course material.
7. Yes.
8. Yes and no. \$750 is a lot of money. However, Neal was in on the class and helping troubleshoot the whole time. So I understand the costs. Time did get away from us on more than one occasion. And I really missed having some kind of wrap up at the end. Instead, we just sort of stopped because we were well over time. It felt odd.
9. N/A
10. Yes.
11. Yes!
12. I feel like I got my employer's money's worth
13. "yes and no. The class had so much potential, but there wasn't time for discussion. I appreciated the asynchronous day to work in our smaller groups, but that also meant that larger group discussion for a day wasn't possible. In practical terms, too, it is unclear if/how the shorter online courses for RBS will work out for people trying to work toward RBS certificates. "
14. {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. 4
2. 8
3. 9
4. 10
5. 10
6. 7
7. 10
8. 8
9. 9
10. 10
11. 8
12. 10
13. 9
14. {no response}

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

1. N/a
2. We did not have an outside speaker. But that's an idea. The Youtube intro to the collections at Amherst was very useful to get the context of the collection.

3. Yes, and I'd love to have had more.
4. N/A
5. NA
6. N/A
7. {no response}
8. n.a.
9. N/A
10. N/A
11. N/A
12. We could have seen more from the collection! I recognise that this is a limitation of the online format, but being shown the originals even over zoom felt more instructive than exploring the digitized collection independently.
13. {no response}
14. {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. Take it and they won't regret this decision!
3. Do most of the reading ahead of time.
4. N/A
5. {no response}
6. It's quite difficult to know how the course would be run in-person, at Amherst College, over several days. The online course was good, but I suspect that the in-person experience would be great.
7. {no response}
8. {no response}
9. {no response}
10. No.
11. With a little revision, and maybe some added hours, this course will be amazing and essential to our understanding of where our country came from and how we can do better in our daily work when it comes to decolonizing our vision and actions.
12. Throw yourself into the advanced reading.
13. {no response}
14. {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. I wandered into the foray of new terrains of thoughts / I learned new ways to navigate, weave, stitch together the hidden passages / Into the indigenous past and sovereignty / I prayed to those who had inhabited the land / I unearthed the hidden into the plain sight / Find that path to knowledge from your head to your heart.

3. Transformative.
4. What a way to spend a week!
5. Great!
6. So many great ideas and people, not enough time to explore all of them!
7. Invigorating.
8. It was not the unalloyed positive experience I expected, but was probably as good as it could be under the circumstances.
9. Enriching
10. Great.
11. RBS cracks open the mind and leaves it exposed to so much knowledge, you leave changed.
12. refreshing
13. Building community and challenging the field in a productive, supportive way.
14. {no response}

### **Student Data**

*Number of Respondents: 14 (of 16)*

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

1. My situation does not fit any of the options above.
2. My institution/employer gave me professional leave time.
3. My situation does not fit any of the options above.
4. My institution/employer gave me professional leave time.
5. My institution/employer gave me professional leave time.
6. My situation does not fit any of the options above.
7. My situation does not fit any of the options above.
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 institution/employer gave me professional leave time.
13. I am a student or non-year-round employee, with a more flexible schedule.
14. 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. My institution/employer paid 100% of my tuition costs.
3. I paid 100% of my tuition costs myself.
4. My institution/employer paid 100% of my tuition costs.
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 paid 100% of my tuition costs myself.
8. My institution/employer paid 100% of my tuition costs.
9. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
10. My institution/employer paid 100% of my tuition costs.
11. I paid 100% of my tuition costs myself.

12. My institution/employer paid 100% of my tuition costs.
13. My institution/employer paid 100% of my tuition costs.
14. My institution/employer paid 100% of my tuition costs.

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

1. 3
2. 1
3. This is my first course.
4. This is my first course.
5. I can't remember.
6. This is my first course.
7. This is my first course.
8. This is my first course.
9. 2
10. This is my first course.
11. 3
12. This is my first course.
13. 3
14. 2

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

1. Professional educator: Assistant professor
2. Library discipline: Cataloger/metadata librarian
3. Professional educator: Full professor
4. Professional educator: Associate professor
5. Other Occupations/Vocations: Other
6. Professional educator: Assistant professor
7. Professional educator: Associate professor
8. Library discipline: Public services librarian
9. Professional educator: Assistant professor
10. Library discipline: Special collections librarian
11. Library discipline: Conservator/binder/preservation librarian
12. Book Trades: Antiquarian bookseller
13. Professional educator: Assistant professor
14. Library discipline: Cataloger/metadata librarian