

Derrick R. Spires

H-185c: African American Print Cultures in the Nineteenth-Century United States

28 June, 30 June, 2 July 2021

### **Narrative Evaluations**

- 1) *Do you have any practical suggestions for improvements to RBS's online logistics?*
  1. {no response}
  2. {no response}
  3. The logistics were great. I do prefer google drive than dropbox, and this course was available that way. Thank you.
  4. The online experience was wonderful and is a model for Rare Books online sessions.
  5. {no response}
  6. Not particularly, but I had some difficulty navigating Google docs since there were so many links/documents and I had trouble finding the correct resource at times.
  7. No, I thought things ran quite smoothly and I hope RBS will continue to have online courses in the future.
  8. The online component was more affordable and accessible and I'd love to see it continue
  9. None at all.
  10. I do not.
  11. I thought this online course was well managed.
  12. no
  13. small tiny thing: each day I had to root around in the google drive to find the zoom link. Would be so nice to have it emailed out again each day a few mins before class
  14. I appreciate the Gather town efforts, but it seems easier to simply linger on Zoom with the instructor and classmates before and after the class.
  15. These went smoothly and I appreciate the addition of Gather Town to have a more social aspect to the class. I appreciate having all the class resources in one Google Drive folder that was well organized and I could easily reference, and appreciate the immense amount of work done to compile and make shareable many digital resources. Emails were also just the right amount, and I was glad for the updates and preparatory events/talks/reminders and zoom links sent before the start of the class. All the digital preparations made taking the class a breeze.
  16. I thought this worked wonderfully!
  17. No.
  18. {no response}
  19. Everything went so very smoothly in terms of having the files available needed for the classes. I'd been concerned about that but didn't need to be.
  20. I've now taken two online courses; the overall setup for 185c felt very humane and very useful. Do more like this! It seems like the large class size has advantages and disadvantages--I don't like not being able to get to know (or even

see on one screen of 25) the whole class, but 185c was larger than my other class and yet still felt like a community and not overwhelming. Gather is hit and miss--it can work exceedingly well, and it can be overwhelming, and it can feel like a joy or a chore to sign on, and I'm sure it depends on my day but I found the small post-class gatherings to work really well and the receptions to be harder to process.

21. No, it all went well!
22. Everything went so smoothly!
23. {no response}
24. I took 2 classes this summer, which of course were both incredible. However, one class used mostly Dropbox for documents and reading lists and the other used solely Google Docs. I don't know the logistics of these, but it might be good to consolidate to one platform. It got a little confusing. Also, I am a little leery of gather.town, but will try to get over it to attend the final reception.
25. {no response}
26. I had a little trouble getting my links to work. It seemed that some of the links on overview page were fused to the graphic or shading behind them. Craig got me links that worked.
27. I think the class I took would have benefited from an extra hour or even half hour in length, which would create more time for small group discussions without taking time away from the instructor.
28. Everything went very smoothly!
29. The logistics were very clear.
30. No. There was ample training and support provided which made the logistics quite smooth and accessible.
31. Put all of the zoom links/gathertown links at the very top of the Important Info Guide--in a grey box.
32. Prior to the start of the class, I receive a lot of emails with different links/resources/information. All of the content was valuable, but it did become somewhat confusing and challenging to relocate resources later. It would've been helpful if some of those emails could've been consolidated.
33. {no response}
34. I think the online logistics were fine. I appreciated the opportunity to meet in zoom for regular class and gather town for informal conversation.
35. Handled it great and love having this as an option, especially with all the extra course offerings! Hope you will consider continuing some sort of hybrid approach.
36. The online structure was excellent.
37. No. RBS has been very creative in managing the online logistics.
38. No--I thought everything went well
39. {no response}
40. The class was terrific, the information thorough, but I had a hard time keeping all of the Google Doc, links, class zoom links, readings and actual assignment questions straight. They were all in different places. Perhaps this is due to my

own learning curve with Google Docs, but I often scrambled to find which document had the class zoom link, as class was starting.

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

1. Very good.
2. {no response}
3. Excellent.
4. Delightful, as always.
5. Very nice and helpful.
6. Wonderful and helpful.
7. I find the RBS staff to be very helpful.
8. Extremely helpful. Camille Davis was wonderful.
9. Camille was a wonderful resource for the course. Additionally, Somé Malia Louis was extremely helpful while I was working on submitting applications!!
10. Everyone I have encountered has been very kind, cordial, and helpful.
11. Amazing. Very prompt, efficient, effective, and charmingly professional.
12. Pleasant and helpful
13. lovely -- so helpful and kind, immediately available
14. Wonderful, very helpful.
15. Incredibly helpful, attentive, kind, and supportive. Great people!
16. All the RBS staff are wonderful people, incredibly helpful and supportive.
17. They have been incredibly helpful and friendly.
18. Camille Davis was fantastic, gracious, and superb at keeping track of what was happening in chat and the resources being shared there
19. RBS staff members were prompt and helpful.
20. I love engaging with staff; sometimes they seem to engage on Gather, which is nice, and sometimes they whiz by and I don't know if they are busy or trying not to intrude. Camille was fantastic as a course follower and was very present and engaged throughout both aloud, in chat, and in visual participation and that was a value-added to the class.
21. Very positive. Everyone has always been very friendly and supportive.
22. Everyone is very friendly and knowledgeable.
23. Great
24. Wonderful. RBS staff is always so helpful and respectful, and I'm happy to say that extends to virtual encounters.
25. The RBS staff was available to answer questions from the time I was accepted into the course until now. They have been thorough in answers and expedient. I never felt that I was waiting in the wind for responses. The course Session Assistant, Camille, was helpful with logistical information and she was present in assisting via email and virtually. She addressed us by name. Overall, the staff did a great job trying to give the same attention and time to participants that an in-person would have given.
26. Craig helped me get functional links via email
27. RBS staff were extremely professional, friendly, and clear with instructions.
28. Very helpful and collegial!

29. RBS staff are all friendly and helpful.
30. All my encounters with RBS staff have been wonderful. The staff are knowledgeable and fast to respond when an issue arises.
31. positive; friendly
32. All of my encounters were positive, and I found the RBS staff very helpful.
33. Wonderful. Everyone has been extremely responsive and professional
34. I found staff generally useful. At times I was a bit overwhelmed by correspondence from various RBS staff. It made it seem like they didn't communicate/share info with each other.
35. Always professional and lovely.
36. RBS staff were incredibly supportive and responsive!
37. RBS staff have always been helpful and polite.
38. Excellent
39. Excellent
40. Stellar

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. {no response}
3. {no response}
4. Yes, additional RBS events are always extremely valuable to my learning experience.
5. {no response}
6. Unfortunately, I was unable to due to time constraints.
7. {no response}
8. Was unable to attend
9. I have attended many of the optional evening events over the last year and they were wonderful! Absolutely worth the time and most of the time, I was sorry when they ended.
10. N/A
11. {no response}
12. {no response}
13. {no response}
14. I loved attending the Hawaiian archives lecture and I'll be glad to see more lectures from people of color.
15. {no response}
16. The Tuesday lecture was really interesting. I liked that RBS used Gather.Town to recreate (as much as can be done) the RBS experience. I don't really like online socializing very much myself, but it was a great option for those who do, and I was able to connect with a few people who weren't in my class.
17. I think some slightly more structured Gather Town events would have been more helpful to meet folks -- it felt a little difficult to just jump in (that's on me, really, but just an idea!)

18. I didn't attend any because I'm zoom-fatigued
19. I didn't attend any.
20. I enjoyed the opening meeting and could not process Gather for the reception--too chaotic. The lecture was fantastic and Gather was better afterwards but still a bit too big and overwhelming.
21. I unfortunately didn't have time.
22. The evening events went great.
23. {no response}
24. I didn't attend any this session, but did a couple of weeks ago. Michael Suarez's opening remarks are always so very special and welcoming. Alex Hidalgo's talk on the book as archives was also amazing, and allowed me and likely others to pay more attention to an entire copy of a book rather than just the printed text.
25. I attended an orientation session in Gather.town. It was great because I met people taking other courses and that was really cool because I originally thought only people in my course would be there. I got a chance to talk to someone in the field that I wish to go into and she gave me tips about the profession as well as tips about courses that are important to take, such as grant-writing. This was valuable to me because this conversation would not have happened in class (as it would have been off topic and we were in different classes anyway).
26. {no response}
27. {no response}
28. I attended the lecture which was fantastic. I only wish that the moderator had exercised a moderation approach that prioritized BIPOC voices, especially Indigenous voices considering the subject matter, in the Q&A session. Some people self-identified but I've also seen this done by asking the audience members to include an asterisk with their question to denote that they identify as BIPOC.
29. {no response}
30. Yes. I appreciated the opportunities to meet socially after class to share what we've learned and to get to know our classmates.
31. I enjoyed meeting students from my classes--as well as other classes in gathertown
32. My work schedule prevented me from attending any of the optional evening events.
33. I've only attended the one on the Hawaiian language and found it interesting and relatable to some of my own work
34. Unfortunately I did not get to attend the optional events. I did not know I was accepted into the course and enroll into the course until the Friday before the Monday it started. Thus, I didn't have ample time to set aside the necessary time in my calendar.
35. Didn't attend only because I need to maximize my off-screen time.
36. N/A
37. I have enjoyed the lectures. I have tried Gather town several times, but I have had difficulty feeling comfortable in that format, although I admire the efforts that have gone into making that work for us in this situation.

38. NA
39. {no response}
40. {no response}

- 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. {no response}
  3. Yes. Thank you for sending them to us beforehand.
  4. Yes, all of them were extremely useful.
  5. Very much so.
  6. They were all useful, but at times could be overwhelming and daunting in extent with my work schedule (there was a lot of pre-reading at times). I could not read everything sometimes.
  7. Yes, they were helpful in setting the tone for the live class.
  8. Readings were appropriate and useful.
  9. Dr. Spires did a wonderful job preparing the students for the course! The pre-course reading assignments and the additional readings were wonderful and created this interwoven fabric of knowledge that connected all of the points that we discussed in this course.
  10. {deleted response}
  11. {no response}
  12. Yes, they were very helpful. I would've appreciated more of the material referenced in class being available ahead of time.
  13. Yes -- a rich array. Primary, secondary, suggested, which offered a range of options depending on time.
  14. Dr. Spires thoughtfully and strategically arranged our course readings with a manageable amount of starred items that we would be talking about in class and then optional items to read in supplement. As my time this summer was very limited, I greatly appreciate being able to read strategically instead of being required to read widely.
  15. Yes! Really placed the learning material in context and I also appreciate having them listed for classes I can't take but am interested in learning more about.
  16. Yes! As a neophyte to the field, the readings were important background information.
  17. The pre-course reading assignments were extremely thorough without being overwhelming. Dr. Spires took great care in seeking out public domain or easily available works, and also provided students with the readings necessary. It was incredibly helpful that students were not required to spend additional money for readings for this course. Content-wise, the readings were extremely interesting and really helped weave a thread of interconnectivity that formed the basis of this course's focus. I also really appreciate the depth and breadth of the readings provided. Dr. Spires took care to star the readings we would be focusing on in class, while also providing a true wealth of other resources. If it weren't for the

stars, I would have been overwhelmed. As it stood, it was very accessible and easy to navigate.

18. The readings in themselves were a fabulous overview of the field of early Af Am print culture and they could become the foundation of a syllabus
19. Pre-course readings were excellent, and breaking them into primary, secondary, and recommended worked well. I was able to focus and then branch out as my interests warranted.
20. All of the assigned primary and secondary readings were excellent, very valuable both for the course and for future reference. Many of the primary source readings are very long, which turns out to be a FABULOUS thing because they are dense with rich and fascinating information, AND they are so entertaining that you can't put them down--so, plan ahead!
21. {deleted response}
22. There was a lot of pre-reading for a 6 hour class. I did my best but I felt like if there were maybe a little more guidance on what to focus on or if the reading was trimmed down. These are great resources that I do hope to return to someday.
23. yes
24. The pre-course readings were very useful and I will continue to read and refer to them.
25. Definitely yes, the pre-course reading assignments were useful. I am in graduate school and not as versed in the content as those who have put together exhibits and/or taught on the topic, so the pre-course readings and their availability gave me introductory material such as important names of people, places, events, etc. If you take a course that you are interested in, but not an expert in the area, I highly recommend the pre-course reading assignments and perusing the materials when they become available.
26. {no response}
27. Yes, the pre-course reading by Frances Smith Foster helped me develop a vocabulary and framework for approaching our course materials (particularly her points that 19thC African American print culture emerges from the desire to form collectives and to create networks that span literacy levels).
28. Yes, I really appreciated all the contextual info the professor provided esp knowing that our class time was limited.
29. Yes, the pre-course reading assignments were tremendously useful.
30. The pre-course readings were helpful and informative. I will continue to utilize them and incorporate them into my scholarship. Having the pre-course readings allows everyone to have the same working knowledge which is helpful since there are a wide variety of professionals and expertise in my cohort.
31. The video overview of examples of 19C US Black print culture in special collections that the instructor posted on the RBS Youtube site was a really helpful introduction to the course--it provided a nice overview of what we would be discussing throughout the week. I also really appreciated the Foster reading that the instructor assigned as an introductory piece--as a non-specialist in this field, it really helped to contextualize the material.
32. {no response}

33. Yes the pre-course readings were very useful in helping to frame and add to the class lectures and discussions
34. yes
35. All the readings were super useful, I just wish I had more time to read more.
36. The reading assignments were both interesting and useful. The readings were thought provoking not only for my ongoing research interests, but also for my own teaching.
37. We focused on pamphlets such as "Walker's Appeal," Black newspapers, and the Colored Conventions of the 19th century. Our secondary readings provided additional information about Black print culture, the people associated with these texts, and the building and sustenance of Black community, literacy, and political action throughout the 19th century. This was a heavy reading class because such a large amount of primary source material exists and is available online, plus each issue of the newspapers of that period include a great deal of text. The assigned readings were very useful to get a full picture of this subject. I really appreciated the opportunity to dive into these readings and would not want to see anything removed from the reading list. The bibliography provides further resources to continue this exploration.
38. The pre-course reading assignments were useful, especially the links to the open resources and PDFs.
39. It is useful to have the list of readings for future reference. However, I did not have much time to prepare readings in advance as I am caring for my infant daughter. I still managed to get a lot out of the course despite this.
40. {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. {no response}
2. {no response}
3. The content was amazing.
4. Absolutely, it's an excellent research resource.
5. Loved the use of primary sources.
6. I liked reviewing readings during class to be able to discuss them.
7. I think the materials distributed during class were such a wealth of information, not just for a shortened course but for a prolonged study. I also appreciate how the materials continued to grow based on information and questions that came up during the course.
8. Absolutely--I can see myself referring back to them.
9. {no response}
10. The materials we read, both primary and secondary, were extremely useful and illuminating. I've walked away with knowledge and ideas that will help me both as a researcher and teacher.
11. {no response}
12. I am already thinking of the many ways I can use these resources in my courses.

13. Excellent -- Incredibly useful and I will use it directly in my teaching.
14. Although the course was brief (too brief!) I learned a great deal and gathered a number of resources to dive into for the future.
15. Just the right amount of content. Loved the mixture of primary and secondary source materials, and the incorporation of exhibits and videos as well. All the content worked together to form a holistic context for the print materials and the time period.
16. I would have loved a hard copy course book as we usually receive for in-person classes, but I understand the difficulty of providing those for remote courses. The online resource list was extensive and very useful; I just think I'm likely to lose track of it because it's digital.
17. {no response}
18. very useful
19. All of the readings were useful and in easily accessible formats.
20. The homework assignments were well-planned and formatted, easy both to follow and to engage deeply.
21. {deleted response}
22. There were scanned articles and transcriptions that were uploaded to a Google Drive. There was also a running list of resources from the class that I found useful since we had so many people in the class who knew where to find things.
23. yes
24. The teaching materials were wonderful. I particularly liked comparing the three different editions of Walker's Appeal and comparing different newspapers.
25. The materials covered a lot of material and it's great to have everything in one Google folder divided into topics and material types. Having all of the material in one place is definitely a plus on the virtual side of the course. There is a running document of sources that the instructor mentions from questions that also includes sources from participants, so the finished product, while curated by the professor, has some collaborative elements from our particular class. The content was also represented via Google Docs, PDFs, plain text, and actually images and pages from various archives as well as video from archives so the course workbook and teaching materials are dynamic. I recommend a few virtual courses even after the pandemic because the experience is a great one.
26. Great set of readings and course assignments. Very thoughtfully written. I can definitely see building on the Colored Convention article exercise. My students come from across the US and roughly 15% are foreign nationals. I like the idea of letting students choose a state to explore on the CCP website. I think it would be neat to build on this assignment to create one where students dug into the newspaper archives to find data about individuals who attended the convention.
27. Prof. Spires curated a helpful collection of secondary sources and also struck the dream balance between focused activities and primary readings that invited individual exploration. I will definitely be returning to this material for both my research and teaching. The worksheets/guiding questions for days 2 and 3 were especially useful for guiding my thinking, and they provided a model for how I might teach some of this content in the future.

28. Fantastic resources! I enjoyed the newspaper reading activity as well.
29. Yes, the workbook was very useful; it could be a guide for future reading.
30. The course workbook and teaching materials, especially the virtual show and tell, help to bridge the virtual gap and help bring the materials to life.
31. The emphasis on open-access resources was extremely useful. The instructor put a lot of amazing resources in a google drive for us--I will be referring to these resources in the future.
32. This was a relatively short class, but I'm grateful for the amount of recommended materials provided throughout the course and I definitely look forward to digging into the content a little bit deeper later on.
33. Yes appropriate and useful in the course and beyond
34. The course materials and resources were extensive, maybe even a bit overwhelming, though I am not suggesting that they are simplified. I think there is more than enough in this course to cover two courses or a more lengthy course.
35. Everything was amazing. So well organized and relevant and informative and useful.
36. The content was excellent! I really appreciated that Professor Spires included optional/future reading lists that I can return to in the future.
37. The curriculum and guides for the class preparation were well designed. The prompts provided in the assignments gave us a lot to think about and bring to class for further discussion. This was a large class and it was wonderful to hear the ideas of classmates from such a range of backgrounds as they encountered the material and thought about it from different viewpoints. I am sure that the content and discussion that I encountered in this class will continue to be useful for me. I now feel more grounded in the primary sources that support the critical recentering of the U.S. historical narrative.
38. The teaching materials were appropriate and useful and I will definitely use them after the course in my own research and teaching.
39. {no response}
40. {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. {no response}
2. {no response}
3. I have a new understanding of ephemera material and of online exhibits.
4. RBS has deeply impacted my research methodology and will continue to do so in the future.
5. I now have a veritable bibliography of sources related to black print that I can use in a paper. Also the questions posed by Dr. Spires and the students really got me thinking.
6. I would like to use these in instruction.
7. I plan to use so much of the knowledge I developed in the teaching of a similar course in the Fall 2021.

8. So many! I have a list of books and primary sources to consult and scholars to read.
9. The entire course was an "aha!" moment. There were so many good points and I learned so much!
10. I feel there have been several "aha!" moments throughout this course; however, I have felt as though I have a better understanding of questions worth investigating in my research as well as the way that my methodologies must adapt in recognition of the complex and unique nature of African American print culture in nineteenth-century America.
11. I was able to make new connections between my institutions' collections and the course content, which I hope to use for curricular outreach.
12. I am walking away with some really cool ideas to incorporate into the Survey of African American Literature. I have some strong connections made on some ideas I have been struggling to articulate for my book. And I think I may have made a professional friend or two.
13. Teaching elective courses in the history of the book and 19c print and reading culture. So many aha moments! Especially loved the emphasis on connections and networks, the way newspapers were the site of black literature (rather than books), the exhibits at CCP website, the emphasis on collaboration, the awareness of performativity at work in the convention documents.
14. Although I've been teaching college for over a decade, I learned a number of helping teaching strategies that Dr. Spires modeled. He is both skilled at teaching and in the content area.
15. Many aha moments! This class not only will affect how I teach these specific materials to undergraduates, but will help me reshape how I teach American print history and bibliography.
16. This was very much a course I took for personal enrichment, and yet I walked away with several ideas for incorporating material we discussed into my own teaching. And more than that, I gained a greater sense of the depth and breadth of African American print culture in the 19th Century that will contextualize my thinking about that era from here on out.
17. This entire course was an aha moment. I found myself making connections with otherwise unrelated material almost immediately. Both this subject matter and time period were relatively new to me, and I left the course with both a better understanding of the primary sources and a greater enthusiasm for them. I definitely feel like I'm leaving this course better suited to understand aspects of 19th C. African American print culture, and am looking forward to applying that knowledge to my future studies and work in the library field.
18. I loved the emphasis on collectivity, collaboration, and connection. The first class made me want to drop everything and immerse myself in early African American print culture research
19. So many "aha" moments; I'll mainly be using the skills and knowledge acquired here to add new (and diverse) content to my courses; this course has me rethinking syllabi.

20. I teach old things (older than 19thc) and new things (newer) and I love introducing my students (and myself) to things that are very strange but also to things that feel strikingly familiar. This class has provided me with a wealth of the latter especially, to remind us that the issues we are dealing with today in US politics, education, etc, have been around (and KNOWN) for centuries.
21. {deleted response}
22. I was introduced to many different resources of databases and digital humanities project that I can use for reference in my own work. I also learned the names of major players who were active in African American print culture in the 19th century. I also feel like I could reach out to Dr. Spires and other class members (someone suggested meeting in Gather town next week) if related questions come up later.
23. {no response}
24. This entire class was an aha moment. It showed me how little my institution either has or promotes regarding 19th century African American print culture, save from the Free People of Color/Creole class of New Orleans. I think we have tried to promote a rich New Orleans history while staying clear of inequalities and enslavement, which really leaves out the history of so much of the population of the city. This has been changing over the last year with many retirements coupled with a national focus on racial injustice, so acquiring and promoting 19th century African American print material should be supported by the institution, as long as I can find it!
25. This course is one way for me to see how archives can be used because I am focusing on archives in my MLIS program. Likewise, since I am an online student, this allowed me to see how virtual archives and digital humanities projects can be used, so I am not lamenting my online status as much because I see a lot can be done virtually. I also adjunct in Humanities and English, so I plan to use Walker's Appeal or something from the Colored Conventions on discussions of freedom, citizenship, history, and freedom of speech perhaps in an argumentative essay project. However, if I get higher level courses I can definitely see a section or a course on Black Print Culture. I am intrigued!
26. I am really keen on developing a digital project that will help more students and researchers get easy access to the 2000+ pages of Charles Hunter's scrapbooks that hold clippings about the NC Colored Convention and many, many other topics. This is a collection that can support students interested in the history of AA and education, race relations, voting rights, Reconstruction, Redemption and scores of other topics. It's neat to see how valuable this collection could be for the CCP project, if it were indexed and digitized.
27. This course gave me a lot of new ideas for teaching African American print culture and literature in ways that look beyond slavery as an organizing topic. I am also eager to keep exploring this material as a researcher and to think more about how it might anchor a future collaborative project, such as a hypertext edition that calls attention to the social network embedded within a conference proceedings.

28. I don't work directly with African American print resources but I appreciated learning about the transnational connections and would be interested in exploring those more, especially with Latin America. I also realized how much more I have to learn about US history.
29. What I learned in this class will be tremendously useful for my teaching on all levels, from undergraduate to graduate. Dr. Spires offered so many resources that we have enough material and connections for entire courses.
30. This course troubled my previously held beliefs about Black life in the 19th century. I will use this new informed perspective to frame future research, instruction and exhibitions.
31. I took the course to improve my teaching, as some of the newspapers and conventions we studied are local to Buffalo, and so I thought it would be helpful to gain knowledge for my community-based learning courses in particular. However, as I am a British literature scholar, I am now wondering more about the reception of 19th century British authors in African American newspapers.
32. More than anything, this course introduced me to a body of materials that I hadn't encountered before in any of my undergraduate or graduate coursework. I don't know exactly what the application of that knowledge will be moving forward, but I definitely feel more equipped to meaningfully consider future projects that might encompass elements of 19th c. African American print culture.
33. Very much! Dr Spires made me think about early Black print culture in a totally different way, and I will be able to apply this knowledge in my job as a Black Studies librarian
34. There was so much information covered that I know I will need to go back over the course recordings, suggested readings, and resources.
35. I just learned so incredibly much. I'll use the knowledge in my day to day instruction, in the way I describe materials in exhibitions, and also it will help guide my collection development.
36. The skills and knowledge from this RBS course has directly inspired future content in my own courses and teaching and has added valuable knowledge for my ongoing research,
37. I would very much welcome the opportunity to participate in any project related to the subject of this course. I have a lot of experience in library and archival research that I could bring to the discovery of documents and data, but I am not yet sure what specific projects I might be engaged in for the future.
38. I plan to add several resources to my English lit subject guide, suggest teaching faculty in my areas incorporate the Colored Conventions Project into their 19th c. courses, and check my library's collections to make sure we have access to the materials listed on the course bibliography.
39. {no response}
40. {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. {no response}
2. {no response}
3. Yes, more than what I hoped.
4. {no response}
5. Yes.
6. Yes, certainly. I learned more than I expected to learn, wasn't exactly sure what I'd learn but was pleasantly surprised.
7. Yes, this course was rewarding and instructive in all the ways promised.
8. Dr. Spires was a fantastic instructor, particularly in navigating the online classroom with so many participants. I learned a great deal and came away with primary and secondary sources to further research and use in my teaching.
9. {no response}
10. I cannot say enough kind things about Dr. Spires's teaching for this course. My only complaint was that the course was so short. It felt like a flash. But I think that speaks to how every piece of information and instruction felt extremely useful and the vibrant conversations that came from Dr. Spires's remarks.
11. Yes, definitely.
12. Absolutely.
13. YES and more. Dr. Spires was outstanding in the mix of abundant resources and highlighting a few key examples each class. Terrific focus on just a few key points that both provide an entry and a model for teaching for this wide landscape.
14. Yes
15. Yes. Dr. Spires was an excellent, engaging teacher, and also made the class fun!
16. Absolutely, and more!
17. I had hoped to end the course with an understanding of pamphlet culture, of African American newspapers, and of conventions, and this course did all that and more. I was hoping to be better able to read these items, and I think the scaffolding done through pre-class readings, through lectures, and through the pre-class show-and-tell video really helped me achieve that. Dr. Spires is really an incredible instructor. He is both knowledgeable about his subject matter and generous. I truly felt like a part of an intellectual community.
18. Yes. I have substantial background in this subfield but the class was a great refresher and it was interesting and enriching to hear Dr. Spires talk about these materials from a book history perspective
19. Yes.
20. Yes, and more so! Derrick is a wonderful lecturer and conversation leader and planned all of the activities and timing so well. He and Camille created such a welcoming and intellectually thrilling space for everyone to join.
21. {deleted response}
22. This was an introduction to African American print culture and I feel like the class was a fantastic introduction. Dr. Spires really set it up so that everything we learned built upon each other: starting with pamphlets, then newspapers, and working to the Colored Conventions documents which were a culmination of the print materials that captured the time.
23. {no response}

24. Absolutely. I learned what I hoped to, but so much more. Mainly, the connectivity between pamphlets, newspapers, and convention literature and the people writing them and promoting similar ideas.
25. Definitely, yes. The instructor lived up to the promise of the course to introduce us to these materials, guide us into conversations about the print material itself and its production as well as the topics covered in the print material. This course could have easily been two weeks virtually and I would have liked for it to be three days a week for two weeks. The instructor was organized in real time as well as virtually with the material and the course time. He definitely used every minute and gave enough time for questions. He let us know right off that the chat was an area where we could also have conversations and we were able to have a dynamic experience. The way the instructor framed the course made a difference in that this was more than just putting documents together online. He was able to give us a lot of information and I could tell he has spent a lot of time researching even smaller topics related to Black print culture. I read documents that I had not read and most importantly learned how to and where to access these documents. I also had the chance to hear from an expert facilitating a class that had other experts, so this was awesome.
26. "Yes. Yes. On a different note: I liked that the course ran MWF instead of five days. I think that the format was excellent. I definitely learned a great deal in those 6 hours of synchronous virtual interaction. I loved that the class had 50 participants, many of whom contributed their expertise to the conversation. I do hope RBS will continue to offer virtual classes post COVID so that more participants can afford to participate/extend their knowledge of rare and distinctive publications."
27. I gained a much richer sense of the sheer range and diversity of 19thC African American print, as well as a better understanding of ways seemingly distinct document types (newspaper, pamphlet, proceedings) are intertwined and can reveal complex social and political networks of 19thC Black American activism and life.
28. The course was extremely well organized conceptually and it was a great teaser for what is out there to learn.
29. Yes, I learned more in this course than I have in any other RBS course.
30. {no response}
31. Yes--the course was as promised! I like the fact that the course description was very specific about what we would be studying: pamphlets, newspapers, and colored conventions.
32. The instructor was excellent.
33. Yes
34. Yes
35. YES! I learned even more than I expected. Prof. Spires is an outstanding educator.
36. Yes!
37. Professor Derrick Spires is an enthusiastic and interesting instructor, and I felt that he fully delivered the curriculum in the course description. It was a pleasure

to see him and others in the class become excited about new discoveries shared in the class. I learned all that I hoped to learn and more and found the class inspirational and transformative.

38. I learned what was promised and more.

39. {no response}

40. {no response}

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

1. {no response}

2. {no response}

3. {no response}

4. I wish it was a little longer.

5. If it was held in person, of course.

6. Not really.

7. Nope, not a one!

8. I'd love to see a longer version--there was so much to cover and we were barely able to scratch the surface in 6 hours (but the time we had was managed well by Dr. Spires)

9. It needs to be a full week long course. Dr. Spires contains an incredible amount of knowledge and it would have been wonderful to learn so much more in a week-long course.

10. I don't believe so.

11. {no response}

12. The course time could have been extended or supplemented with more time for students to interact with each other.

13. {no response}

14. I hope to see this course offered again as a full week!

15. I wish it were longer! Would have loved a full week long session on this topic and with these materials.

16. I could see it being expanded to a 10-hour course or even a full-time course. I appreciated the break-out discussions a lot, but I wanted to hear more of what Prof. Spires had to say too!

17. If only it were longer!

18. no

19. {deleted response}

20. {deleted response}

21. {deleted response}

22. The online format is more accessible but this class was really fast. It could have easily been a full week class or 12 hours stretched over the week. I knew that going in but I still was wishing we had more time together. I thought the course did really well with the online format so I could see this course succeeding again in a virtual environment.

23. {no response}

24. The only improvement would be the time allotted for the course. It was definitely too short. Dr. Spires made a point for us to do "homework" and discuss our

findings with our classmates, and that was one reason the course was so wonderful. However, the interactivity felt rushed because we were eating into the short time for Dr. Spires's lectures and show-and-tells.

25. I do not see where the course could have been improved. The only other thing would have been for all of us to be physically in the same place, but there was technology to help mimic that experience via Gather.town and Zoom.
26. No.
27. I do think the course could have been longer, perhaps even just by 30 mins. This would allow more time for group discussion without stealing minutes from the "main" lecture. Also, while I appreciated the chance to meet different people during the breakout sessions, I also think it could have been helpful to have an assigned discussion group for the week, which would give students a chance to really get to know at least a few people by the end of the course (and maybe have a built-in group for continuing discussions post-class).
28. Nothing that I can think of! The professor was a great lecturer and super knowledgeable.
29. Great use of time---I think it went as well as it could have. Offering it online allowed more people to be a part of the conversation.
30. I only wish that we could have gathered in person to take this course and have had more time together to discuss
31. It would be helpful to emphasize on the "Advance Reading List" posted on the RBS website that all readings will be provided on a google drive.
32. {no response}
33. {no response}
34. I think this particular course could have used another hour of time to leave space for more in depth small group discussion. Thirty minutes was also a lengthy break for a course only two hours long. Fifteen minutes would have been sufficient.
35. Not at all.
36. {no response}
37. I can imagine the course being even more engaging if we were all gathered in person, but given our circumstances this summer, I cannot think of other ways that the course could be improved.
38. NA
39. {no response}
40. {no response}

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

1. {no response}
2. {no response}
3. {no response}
4. Collectors, archivists, curators, faculty, students, pretty much everyone.
5. Students who have not encountered African American print history before.
6. Instructors and researchers, perhaps.
7. People who have an interest in African American literary history, history, print culture, from any fields.

8. Graduate students, faculty, librarians and archivists, general public--really anyone!
9. {no response}
10. Students of all ranges but generally anyone interested in understanding African American print cultures of the 19th-century.
11. {no response}
12. African American Literature scholars
13. {no response}
14. {no response}
15. Anyone who teaches book history should take this course.
16. Librarians focusing on 19th Century American print, historians, grad students in history or literature, even undergraduates interested in the subject: it was at once in-depth and accessible to an outsider.
17. Anyone with an interest and drive to try. I had no background experience and little formal instruction in this particular topic. I was definitely intimidated. But I found the course more accessible than previously assumed. Dr. Spires was a joy to learn from.
18. {no response}
19. This was an excellent course for someone looking to increase diversity in their teaching.
20. Teachers especially (I am a teacher); researchers of any sort; librarians; local historians; anyone interested!
21. {deleted response}
22. Anyone interested in this historical period or print culture. There were a variety of people in my course and it seemed like everyone enjoyed it.
23. {no response}
24. Any librarian, curator, archivist, instructor, professor in an area with an African American population. And, really, any librarian, curator, archivist, instructor, professor in an area WITHOUT an African American population. Really, everyone might benefit from this course.
25. I think the mix of library professionals, graduate students, and humanities people was just right because the instructor treads the line of humanities and archives professional. But, I definitely think graduate students in library science, history, and African American studies would benefit. The input of professionals in those areas added to the course as some people had worked on the digitization of some of the materials. Please keep the mix of participants!
26. Librarians, Faculty, book dealers, grad students
27. I think this course should be required for anyone who works on 19thC print culture: it does important work to upend assumptions about how Black Americans are engaging with print and each other during this time. I also think that librarians and catalogers would benefit from this course, as it prompts reexamination of the ways we organize and label 19thC African American print.
28. Honestly, I think this course is important for everyone, particularly those residing in the US. This history pertains to all of us.

29. Anybody interested in 19C African American print culture, whether teachers, booksellers, librarians, etc.
30. This course is beneficial to librarians, educators and scholars whose work centers on the 19th century United States and I hope that the materials and texts will become further integrated into these curriculums.
31. Anybody with an interest in the topic--the introductory video/reading meant that you do not have to be an expert in the field to gain a lot from this course. The instructor points students to plenty of resources for further information if they want to learn more.
32. {no response}
33. {no response}
34. African American history enthusiasts and scholars as well as educators and library professionals.
35. Literally, everyone.
36. I would encourage more scholars and students who do not work directly on African American print cultures to consider taking this course (and to work with the excellent scholarship and primary sources in this course as helpful comparative materials for their own area of expertise.)
37. Librarians, archivists, teachers, historians, scholars who are interested in this topic will benefit from taking this class. Those who would like to gain knowledge about primary sources that support the teaching of critical theory will find a treasure trove of material and ideas in this class.
38. ALL
39. {no response}
40. {no response}

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

1. Yes
2. {no response}
3. Yes
4. Yes
5. Yes.
6. I definitely did and I received a scholarship, which I am so happy about and thankful for.
7. Yes, although my tuition was waived due to fellowship.
8. I used a scholarship so did not have to pay but yes, felt it was worth the tuition cost (though I wouldn't have been in a position to pay for it out of pocket)
9. {no response}
10. Absolutely!
11. {no response}
12. YES (although I am on fellowship)
13. Oh yes. We could easily have done a full week.
14. Yes
15. Absolutely. More than my money's worth.
16. Definitely!

17. 100%
18. yes
19. Absolutely.
20. Absolutely. Everything was perfectly planned, timed, and organized.
21. {deleted response}
22. My institution paid for it but I think they did.
23. yes
24. Absolutely.
25. I attended via a scholarship. Thank you! And yes, this was worth it and more!
26. YES!!! (note use of ! for emphasis)
27. Yes
28. Yes
29. Yes!
30. Absolutely
31. Yes! And I appreciate the fact that this course was available on zoom, because it made the course affordable/accessible for me. I hope more zoom offerings will be offered by RBS in the future.
32. {no response}
33. Yes!
34. yes
35. More than.
36. Absolutely
37. This class was well worth my investment of time and thought. I appreciate very much Rare Book School offering scholarships this year so that many of us could study Black print culture who might not otherwise be able to do so.
38. Absolutely
39. {no response}
40. {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. 10
2. 10
3. 10
4. {no response}
5. 10
6. 10
7. 10
8. 10
9. 10
10. 10
11. 9
12. 10
13. 10
14. 10

15. 10
16. 10
17. 10
18. 10
19. 10
20. 10
21. 10
22. 10
23. 10
24. 10
25. 10
26. 10
27. 10
28. 10
29. 10
30. 10
31. 10
32. 7
33. 10
34. 8
35. 10
36. 10
37. 10
38. 10
39. 8
40. {no response}

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. {no response}
6. N/A
7. N/A
8. we didn't, but that's a great idea for a longer version of the course
9. N/A
10. N/A
11. {no response}
12. n/a
13. No guest speakers but lots of time and encouragement for the many other experts in the class to chime in via chat and share great resources. Very worth the time.  
Dr. Spires made the point that the conventions themselves would not have been

all business and he modeled the small and easy ways that community building serves the purpose of the collectives we are studying here.

14. {no response}
15. yes
16. N/A
17. {no response}
18. n/a
19. N/A
20. n/a
21. {deleted response}
22. No virtual field trips or guest speakers in my course.
23. {no response}
24. There was a virtual, pre-recorded show-and-tell with the UVa Special Collections, and that was great. The link was sent to us to watch at our leisure so it didn't eat into our class time.
25. N/A
26. {no response}
27. I watched the "show & tell" library video that Krystal Appiah and Prof. Spires prepared prior to class. I found the video helpful for getting a better sense of what these materials look like when held by a person, and I appreciated the opportunity to hear a librarian's perspective on the materials.
28. NA
29. {no response}
30. The virtual show and tell was a great opportunity for the students to get an understanding of the physical materiality of the items which doesn't always translate well through digitization.
31. n/a
32. {no response}
33. {no response}
34. n/a
35. NA
36. {no response}
37. We had a taped "show and tell" event to view, "Pamphlets and Books from The Albert and Shirley Small Special Collections Library," and this was a wonderful opportunity to view the texts since we were not able to go into the library this summer.
38. {no response}
39. {no response}
40. {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. {no response}
3. {no response}

4. {no response}
5. {no response}
6. {no response}
7. N/A
8. This is such an important topic with so many rich primary sources.
9. {no response}
10. Utilize this as a good moment to meet others, exchange knowledge, and gain even more materials for your "To Read" lists.
11. {no response}
12. {no response}
13. {no response}
14. {no response}
15. {no response}
16. I hope it will be offered as a full-time, in person course at some point, but I also recognize the benefits of the online format: we had people in the class who couldn't have attended in person, and we could have more attendees than could have been accommodated in any available space at UVA.
17. {no response}
18. if you're new to studying early African American print, know that it's natural to feel overwhelmed by the dense network of connections, the cross-references and the insider talk - especially when reading newspapers or convention proceedings
19. N/A
20. Take it!!! Time wonderfully well spent.
21. {deleted response}
22. I would say go for it if you are at the introductory point (like me). I can't speak for another perspective other than from someone who is coming to this material fresh.
23. {no response}
24. Do all of your homework and as many readings as possible. They really add to the course.
25. Don't think twice! Take the course because it connects to so many things: citizenship, first amendment rights, public intellectuals, the image of the editor, cost of production, etc. No matter if your discipline is in the humanities, library science or museum studies, or technology-based, this course has something for you.
26. {no response}
27. I would advise carving out extra time to explore materials, especially the Colored Conventions Project, on your own. Some of the most generative class discussions occurred when participants brought up something they noticed after going down a research rabbit hole or following their own particular interests.
28. This would be a great course to take in person to see the physical materials. If this course is offered virtually, my recommendation for the attendees is to block off a whole week as they might if they did this course in person. In order to truly get the most out of this class, you have to do all the readings which takes up a lot of time outside the six hours. It is really difficult to work full time and do this class.

If I hadn't been so busy with full time work, I would've organized a reading group to build community and hold ourselves accountable to the readings.

29. Take this course: in a few days, you'll learn more and be more excited about archival research than you ever had before.
30. I highly recommend taking this class!
31. Just a thank you to the instructor for putting such a wonderful course together. I hope other students will have the opportunity to take this course in the future!
32. {no response}
33. Have Dr Spires teach it again
34. I think this course actually worked well online. I would consider offering it as an online or in-person option in the future.
35. Take it!
36. {no response}
37. Nineteenth century newspapers have tiny print, and reading through an issue always takes longer than one might suppose. They are fascinating, and each issue can send the reader down many wonderful research rabbit holes, so be sure to leave plenty of time to read the newspaper issues assigned in that part of the class. On the third day, our classmates who are involved in teaching began to talk about how they were going to incorporate in their classes the print materials we had studied. They became excited discussing how they would introduce a younger generation of students to these primary sources. After a very difficult year in our country's public life, this seems an exciting vision of the future.
38. {no response}
39. {no response}
40. {no response}

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

1. Important
2. {no response}
3. Life changing. I am an immigrant. This course opened my eyes to my new country. Thank you.
4. a guiding light
5. A wealth of information, but RBS is especially suited for in-person instruction rather than online.
6. Bittersweet to have to end.
7. Rewarding!
8. Energizing!
9. {no response}
10. A brilliant and wonderful moment with a fantastic teacher and community.
11. {no response}
12. {no response}
13. {no response}
14. I hope that RBS will be fortunate enough to procure Dr. Spires as an RBS instructor again!

15. {no response}
16. Filled up bookmarks tab / Well worth staring at a screen / Would have stared longer!
17. If only all of grad school was like Rare Book School. I truly cannot wait to take another course.
18. {no response}
19. {deleted response}
20. {no response}
21. Learning about books with people who love learning about books is great!
22. I have a lot of gratitude for Dr. Spires and the RBS staff who met the challenge of teaching this material in a virtual space and also making it fun.
23. {no response}
24. Somehow always surprisingly, RBS allows me to see the materials in my institutional collection and in my community with new insight and depth. No matter the course (this was my 4th), it is always enlightening and a real privilege.
25. Black Print Culture: "Can't stop, won't stop" - Puff Daddy
26. There is more African American literature that has survived the centuries than you will believe. Join this course and learn how to discover (and teach with) the abundance of Black print culture from the 19th c.
27. In print lies community.
28. Excellent!
29. Archives, community, and friends.
30. RBS is an amazing opportunity to learn and grow!
31. I really enjoyed this course--and I hope it will be offered again for the benefit of future students!
32. I'm satisfied with the experience I had, and I'm hoping to take more RBS courses in the future.
33. I did not want it to end!
34. enlightening
35. In rare books every day is a new day with opportunities for new knowledge.
36. Both intellectually enriching and and a joy to take this class.
37. What an inspiring way to spend a week between the Juneteenth and July 4th holidays!
38. Highlight of my summer
39. {no response}
40. {no response}

## **Student Data**

*Number of Respondents: 40 (of 52)*

*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 a student or non-year-round employee, with a more flexible schedule.

3. My situation does not fit any of the options above.
4. I am a student or non-year-round employee, with a more flexible schedule.
5. I am a student or non-year-round employee, with a more flexible schedule.
6. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
7. I am a student or non-year-round employee, with a more flexible schedule.
8. My situation does not fit any of the options above.
9. I am a student or non-year-round employee, with a more flexible schedule.
10. My situation does not fit any of the options above.
11. My institution/employer gave me professional leave time.
12. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
13. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
14. I am a student or non-year-round employee, with a more flexible schedule.
15. My institution/employer gave me professional leave time.
16. I am a student or non-year-round employee, with a more flexible schedule.
17. I am a student or non-year-round employee, with a more flexible schedule.
18. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
19. My situation does not fit any of the options above.
20. I am a student or non-year-round employee, with a more flexible schedule.
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 institution/employer gave me professional leave time.
25. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
26. My institution/employer gave me professional leave time.
27. I am a student or non-year-round employee, with a more flexible schedule.
28. My institution/employer gave me professional leave time.
29. I am a student or non-year-round employee, with a more flexible schedule.
30. My institution/employer gave me professional leave time.
31. I am a student or non-year-round employee, with a more flexible schedule.
32. I am a student or non-year-round employee, with a more flexible schedule.
33. My institution/employer gave me professional leave time.
34. My institution/employer gave me professional leave time.
35. My institution/employer gave me professional leave time.
36. I am a student or non-year-round employee, with a more flexible schedule.
37. My situation does not fit any of the options above.
38. My situation does not fit any of the options above.
39. My situation does not fit any of the options above.
40. I am a student or non-year-round employee, with a more flexible schedule.

*Who paid your RBS tuition costs?*

1. My institution/employer paid 100% of my tuition costs.
2. My institution/employer paid 100% of my tuition costs.
3. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
4. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
5. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
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. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
9. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
10. I paid 100% of my tuition costs myself.
11. My institution/employer paid 100% of my tuition costs.
12. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
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 used a scholarship/fellowship to pay/waive all of my tuition expenses.
16. I paid 100% of my tuition costs myself.
17. My situation does not fit any of the options above.
18. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
19. I paid 100% of my tuition costs myself.
20. My institution/employer paid 100% of my tuition costs.
21. I paid 100% of my tuition costs myself.
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. My institution/employer paid 100% of my tuition costs.
25. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
26. I paid 100% of my tuition costs myself.
27. I paid 100% of my tuition costs myself.
28. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
29. My institution/employer paid 100% of my tuition costs.
30. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
31. My institution/employer paid 100% of my tuition costs.
32. I paid 100% of my tuition costs myself.
33. My institution/employer paid 100% of my tuition costs.
34. My institution/employer paid 100% of my tuition costs.
35. I paid 100% of my tuition costs myself.
36. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
37. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
38. My institution/employer paid 100% of my tuition costs.
39. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
40. 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. This is my first course.
3. 2

4. 2
5. This is my first course.
6. 2
7. This is my first course.
8. This is my first course.
9. This is my first course.
10. This is my first course.
11. 8
12. This is my first course.
13. 1
14. 2
15. This is my first course.
16. 7
17. This is my first course.
18. This is my first course.
19. This is my first course.
20. 9
21. 1
22. This is my first course.
23. 2
24. 2
25. This is my first course.
26. 3
27. 1
28. 1
29. This is my first course.
30. This is my first course.
31. This is my first course.
32. This is my first course.
33. This is my first course.
34. This is my first course.
35. 8
36. This is my first course.
37. This is my first course.
38. This is my first course.
39. This is my first course.
40. 1

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

1. Student working towards a/an: Ph.D./D.Phil.
2. Student working towards a/an: Ph.D./D.Phil.
3. Library discipline: Curator
4. Student working towards a/an: Ph.D./D.Phil.
5. Student working towards a/an: Ph.D./D.Phil.
6. Library discipline: Archivist

7. Professional educator: Assistant professor
8. Professional educator: Lecturer/adjunct
9. Professional educator: Lecturer/adjunct
10. Student working towards a/an: Ph.D./D.Phil.
11. Library discipline: Library administrator
12. Professional educator: Assistant professor
13. Professional educator: K-12 teacher
14. Professional educator: Assistant professor
15. Library discipline: Special collections librarian
16. Professional educator: Associate professor
17. Student working towards a/an: M.A./M.S.
18. Professional educator: Lecturer/adjunct
19. Professional educator: Full professor
20. Professional educator: Other
21. Library discipline: Conservator/binder/preservation librarian
22. Library discipline: Archivist
23. Library discipline: Special collections librarian
24. Library discipline: Curator
25. Student working towards a/an: M.L.I.S./M.L.S.
26. Professional educator: College/university administrator
27. Student working towards a/an: Ph.D./D.Phil.
28. Library discipline: Digital collections librarian
29. Professional educator: Assistant professor
30. Library discipline: Other
31. Professional educator: Associate professor
32. Student working towards a/an: M.L.I.S./M.L.S.
33. Library discipline: Subject specialist/bibliographer
34. Library discipline: Curator
35. Library discipline: Special collections librarian
36. Professional educator: Assistant professor
37. Library discipline: Other
38. Library discipline: Subject specialist/bibliographer
39. Professional educator: Assistant professor
40. Professional educator: Assistant professor