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H-175v: The Printing Press in Spanish America: 1492–1833
22–26 July, 2024, Online

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

1. {private response}
2. Does not apply. No pre-course readings were sent.
3. I wish at least some of the readings had been required.
4. Given that this was the first time this course was taught, there were no pre-course reading materials. However, thinking to the future development of the course: I would suggest that the case-studies (original Spanish texts, translations, transcriptions, &c.) be made into a packet or collection for students to have available to them before the course. Even if there is not context to them or limited...having the time to read through them prior to the course would help cut down on time spent in trying to understand them quickly in the event of activities. In the future, having some preliminary advanced reading would be good too, even if in Spanish or English (options to choose which to read).
5. There were no pre-course reading assignments, which was disappointing.
6. {private response}
7. I was already familiar with some of the items on the reading list and did not read any additional ones.
8. We did not have any pre-course readings. A few would be helpful to orient students to the topic. At minimum perhaps an overview and also a few readings by topic, e.g., bindings, prints, &c.
9. No pre-course reading assignments.
10. N/A
11. {no response}
12. We didn't have pre-course assigned readings, but a bibliography was shared with us ahead of the class, which was great for getting a footing in the subject material before the class got underway.
13. The readings were interesting, useful and thought provoking. A bibliography in Spanish and Portuguese would expand the course horizon.
14. {no response}
15. N/A
16. There were no pre-course readings provided, so I made an effort to cover as many items as possible from the suggested reading list during the course. However, I noticed that most of the materials were in English. As someone who works extensively in bilingual or Spanish-language contexts, I would appreciate the inclusion of materials in Spanish. This would not only be beneficial for me but also for other Spanish-speaking participants who might benefit from resources in their native language.
17. {no response}

2) *What are your thoughts on the course workbook and/or other teaching materials distributed during class? Was the content appropriate and useful? Will it continue to be useful for you after the course?*

1. {private response}
2. Yes. Very useful.
3. {no response}
4. There was no course workbook, but the slides were made available before the class, which was helpful in following along. There wasn't much text on a lot of the slides but will be of help in reference to notes taken; my suggestion is to add some text to the slides.
5. There was no course workbook, which was very disappointing. The last online course I took at RBS, a course workbook was mailed out to students before the course started. I have kept all my course workbooks and refer to them from time to time.
6. {private response}
7. The amount of material that exists is overwhelming and the instructor crammed a lot into the course, both out of necessity and from wanting to impart all this knowledge. Lots of well-chosen and well-prepared case studies, however too little time in group sessions to read and digest material. Time constraint!!!!
8. The case studies for the class activities were great. Yes, I intend to review all the case studies. A bibliography would be great—even if just the sources referenced in the lectures.
9. The activities were a nice way for us to get to know other participants and to speak. The content was interesting and useful, but it all went so fast that it was hard to absorb the information and details.
10. This course covers a lot of ground. While a bibliography was provided, it would be helpful to have a more formal textbook PDF with some of the key concepts (historical figures, dates, events, locations, &c.). The lectures are superb, but the speed required to cover such a wide scope of time and geographic locations makes notetaking extremely challenging.
11. {no response}
12. {no response}
13. This is one of the best RBS courses I have ever taken. The content is relevant, and it will be useful in my job. I am extremely pleased with the material, the format and the instructor.
14. {no response}
15. In terms of the pacing of the course, the in-class group assignments were interesting and engaging,;however, it felt like too many were crammed into the lecture. Thus, I would recommend fewer in class assignments and approximately 15 minutes to do them or perhaps give access to read the primary sources before class.
16. To a degree. An online course doesn't present many of the challenges that an in-person course poses. For instance, online courses typically eliminate the need for physical classroom space, reduce scheduling conflicts, and can offer greater flexibility for both instructors and students. Additionally, online courses often allow learners to engage with the material at their own pace and on their own time. However, they may also lack the immediate, face-to-face interaction and hands-on experiences that are often integral to in-person learning, potentially affecting student engagement and the sense of community within the course.
17. I thought the materials given during the course were beyond useful. Not only just for the class, but also for work beyond it. I appreciated the professor's organization and the thoughtfulness that went into curating sources that seemed interesting or relevant to our individual and class interests.

3) *Which aspects of the course were most intriguing and relevant for you as an individual? Did you walk away with any new insights, ideas, or project plans?*

1. This course gave a great overview of the history of print in relation to the history of Spanish incursion into the Americas, tracing the history of the press in parallel with the history of colonization, evangelization, censorship, and the exercise of power, including the independence movements.
2. The section on paper and firemarks was particularly useful. I want to take more courses at RBS.
3. On the whole, the case studies were very helpful, even if they were very ambitious to complete in the allotted class time.
4. I walked away with a lot of new insights into the topic because it was not an area that I had great contact with in previous courses or lectures.
5. Paper, binding and printing sections were most interesting
6. I knew nothing at all about the press in Spanish America. I was familiar with the broad strokes of Latin American history, but this class really enriched my understanding of the region.
7. Most interesting were parts related to the buying, moving, setting up and running of printing presses. Paper, type, ink, etc. I shoe-horned my current project into the final assignment and got a lot out of the exercise.
8. The lectures were excellent. This is a new topic for me, so much to marinate on.
9. The focus on the printing press from ca. 1492–1900 gave a good overview of how the press developed in the empire. I'll use a lot of these resources in the future.
10. Along with an overall history of the subject, I walked away with many insights and methods for “reading” the publication history of these texts through the various modes of censorship and examination that were used in the period. This is now a permanent skillset in my approach to the field, and these skills would be challenging to develop on one's own.
11. {no response}
12. All the content was intriguing and relevant to my own work, as well as my position in a former Spanish American colonial place—having that context helps me present book history information to my students in a much richer way. The capstone project was also a great opportunity to apply what I learned to an item in my library's collection, and I can take that work and immediately share it with my colleagues or students. I walked away with at least five new project plans!
13. The experience expanded my mind to consider topics and connections. It will help me to complete a research project.
14. {no response}
15. Censorship of the printing press in Spanish America. Circulation of materials, in-depth knowledge of how the brook printing/trade operated. Walked away with plans for redescription and deeper provenance work for some our materials.
16. The final presentations were particularly intriguing for me. The variety of topics covered by my classmates and their deep commitment to their work were truly remarkable. It was inspiring to see such diverse perspectives and the dedication everyone brought to their projects. The support of the instructor also played a significant role in making this experience valuable. I appreciated how he made a conscious effort to stay on track and keep the presentations running smoothly and on time, which allowed us to focus on the content rather than getting bogged down by logistics. This experience not only reinforced the importance of preparation and time

management but also highlighted the value of a well-structured and supportive learning environment. I walked away with new insights into how to effectively present ideas and the importance of clear communication, which I plan to incorporate into my future projects.

17. {no response}

4) *Did the instructors help you to acquire all the skills and information promised in the course description? Did you learn what you had hoped to learn?*

1. Yes, and more. I entered the course as an outsider to the field, and although students who are more familiar with the general history of Spanish America probably get different things from the course, I came away with a lot of useful information set in its specific historical context.

2. Yes. The instructor was very knowledgeable, and patient and had great in-class exercises.

3. {no response}

4. The instructor did help acquire new skills, especially in understanding the development of the history of printing; I had gone in with no preconceived notion of what I would take away from the course, but I was very surprised at the amount of information.

5. Good lectures.

6. Yes yes yes!

7. I am not sure what I "learned." I was exposed to a lot of new material that is a first layer on which I can build. I also know where to go to review material.

8. Absolutely and yes. The course provided a good foundation on which I will build my skills in period identification; type and purpose of texts; reference resources available elsewhere.

9. Yes and more. Everything moved really fast, so it was hard to get a sense of the big picture ideas, and it was very difficult to find the time to ask questions because of the pace of the class.

10. Absolutely. See above.

11. {no response}

12. Absolutely. I learned what I had hoped and so much more.

13. I learned what I hoped to learn and more. The instructor's enthusiasm is infectious.

14. {no response}

15. Yes.

16. The instructor absolutely delivered on the skills and information promised in the course description. He provided a well-structured learning environment that allowed us to explore a wide range of topics with depth and clarity. The final presentations, in particular, showcased the remarkable commitment of my classmates, and the instructor's support was invaluable throughout. His efforts to keep the course on track and on time made the experience both efficient and enjoyable. I walked away with new insights and practical skills that exceeded my expectations, fully preparing me for my future projects.

17. Yes! I only wish the class could have been a bit longer, I can only imagine the terrain we could cover with more time. Still, even within the week, the professor covered a lot of ground that only left me wanting to explore more.

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

1. I am trying to build my knowledge of book history outside of northern Europe, because I teach literary texts from across the ancient to early modern worlds, and every piece of new information contributes to my effort to teach global material well.
2. As a reference for design inspiration, and as context for the history of graphic design classes I teach.
3. {no response}
4. To continue cataloging and setting a new bar in cataloging Spanish/Spanish American imprints.
5. Personal knowledge.
6. We shall see!
7. The best and most practical way to be able to date materials that lack imprints or have partial imprints.
8. Cataloging early modern Spanish American imprints and provenance research. I would also like to explore contributing to the Primeros Libros project.
9. I'll use this information in my teaching and in my research.
10. The lectures in this class provided a solid background to the subject that will inform my curatorial engagement with the field. The extensive bibliography will ensure that the growth continues beyond the course.
11. {no response}
12. My intention going into this class was to gain skills and knowledge to enrich the content of my own history of the book class. I got those, and will do so. But I also came away with other plans, including learning Spanish and at least five other project ideas.
13. Immediately, I plan to integrate some of the contents to my research.
14. {no response}
15. Enhanced metadata description. Reparative description. Sustainable stewardship practices at my institution. Making preservation & conservation decisions.
16. When examining rare books and materials in the special collections, the insights I've gained will enhance my ability to assess and understand these valuable resources more critically. This will allow me to better curate and manage these collections, ensuring they are preserved and made accessible for future research and scholarship. Additionally, when discussing projects with archivists, the knowledge I've acquired will enable me to engage more deeply in conversations about preservation techniques, archival practices, and the strategic management of collections. I'll be better equipped to collaborate on initiatives that align with our institutional goals, ensuring that our collections are not only well-maintained but also effectively utilized for academic and public engagement.
17. {no response}

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

1. The course offers something for everyone interested in book history, but the students who can probably benefit the most from it are scholars and librarians in the fields of Spanish and Latin American books and history.
2. Designers, typographers, type designers, librarians, curators, filmmakers, writers, and anyone looking for contextual references. Not only historians or librarians should take this course. The Latin American community in general would benefit from this knowledge.

3. {no response}
 4. Anyone interested in the history of printing, publishing, Spanish and Spanish American history, &c.
 5. Latinists.
 6. Anyone interested in Latin America or the history of printing!
 7. People directly involved with this material either in their institution or in private collecting or business.
 8. {no response}
 9. Librarians, rare books cataloguers, graduate students.
 10. Anyone interested in going beyond the early U.S.-centric genesis for the history of the book in America being colonial New England.
 11. {no response}
 12. Anyone with an interest in printing and empire, colonial powers, the power of the written/printed word, material culture in the form of printed materials, document and reception history.
 13. Area studies librarian, archivist, book sellers, and anyone interested in the Spanish-Portuguese colonial world.
 14. {no response}
 15. Memory workers who work primary with rare book & print materials dating back to the 16th century.
 16. This RBS course would be especially beneficial for archivists, curators, and antiquarians who specialize in the Spanish Empire and its global influence. Professionals working with historical documents, rare books, and artifacts related to the Spanish-speaking world would gain valuable insights into the preservation and interpretation of these materials. Additionally, scholars, researchers, and librarians focused on the history and cultural heritage of the Spanish Empire would find this course particularly enriching, as it deepens their understanding and enhances their ability to manage and utilize these resources effectively.
 17. {no response}
- 7) *If applicable, what were the most original, powerful, or otherwise noteworthy educational moments in the course? Were there any "aha!" moments you'd like to share?*
1. I had no idea there was a story circulating in the 17th century of a cross-dressing soldier nun. Talk about defying stereotypes!
 2. The link to the Philippines and the coexisting writing systems. The indigenous perspective.
 3. {no response}
 4. There were a lot of "aha!" moments, too many to list.
 5. {no response}
 6. The whole week was just one giant Aha!
 7. The magic of ChatGPT transcription of early printing into machine readable text and Spanish to English translation!!! Who knew?!
 8. {no response}
 9. {no response}
 10. Everything was great. I was initially concerned by the number of activities, but they proved so instrumental in getting first-hand experience with the concepts (especially as we were online and thus not handling books).
 11. {no response}

12. {no response}
13. To realize that the Philippines are somehow connected to the colonial history on Spanish America.
14. {no response}
15. {no response}
16. One of the most powerful moments in the course was gaining a deeper awareness of the Philippines as a significant part of the Spanish Empire and a vibrant center of cultural production. This insight expanded my understanding of the global reach and influence of the Spanish Empire, particularly in regions that are often overlooked in traditional narratives. Additionally, the depth and breadth of my classmates' presentations were truly remarkable. The variety of topics they explored, combined with their dedication and commitment, made each presentation a learning experience in itself. These moments not only enriched my knowledge but also highlighted the diverse perspectives and expertise within the course, making it a uniquely valuable educational experience.
17. {no response}

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

1. [I loved all the visuals in the PowerPoints, but displaying key names and dates would have been helpful. I often missed material because I was Googling a name I only half-caught in an effort to include it in my notes.]{private response}
2. Images in slides should always have captions. Captions help research during and after class.
3. This class was extraordinarily ambitious, even for an RBS class. In some respects it felt more like a Latin American history class than a Latin American bibliography class. Even though the historical context was useful, this could probably be dialed back slightly in future iterations.
4. I understand that it's the first time teaching the course, but taking the case studies and making them preliminary pre-course reading would be beneficial, with or without context, but given the complexity and shortness of time given it didn't always feel I was gaining something from the activity.
5. Reduce the number of activities and increase the lecture time.
6. {no response}
7. Extend the hours so the group project could have 20 minutes instead of 15.
8. {no response}
9. Less focus on lecturing 100% and maybe allow a period of time for questions. Also assigning some basic texts ahead of time on key terms—licenses, privileges, etc.—would be helpful.
10. Just a thought here: I wonder if it would be beneficial to arrange the course into the three primary locations (Mexico, South America, and the Philippines)? Its current chronological arrangement can make it a challenge to understand a specific region in depth. There would be overlapping ideas, of course, but it could be discussed as "as we saw with Mexico, Franciscans in Guatemala ...")?
11. I would have loved a bibliography, resource list, or resources for further reading from the instructor!
12. I would love to have had this course over two weeks. There was so much content to go through, it would have been great to have two weeks to do it to allow more time for discussion.

13. N/A
14. {no response}
15. Reminders to digitize items for research project beforehand and to have a backup research project available just in case of access issues.
16. I think an in-person version would be superb.
17. {no response}

9) *Do you feel that you got your money's worth? How likely are you to recommend this course to others? On a 1-10 scale, 1 would indicate that you disagree that you got your money's worth, 5 would indicate a neutral response, and 10 would indicate that you agree that you got your money's worth.*

1. 10
2. 10
3. 8
4. 9
5. 7
6. 10
7. 10
8. {no response}
9. 7
10. 10
11. {no response}
12. 10
13. 10
14. 10
15. 10
16. 10
17. 10

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

1. {private response}
2. Yes, but maybe for a longer course. This was online.
3. {no response}
4. N/A
5. {no response}
6. N/A
7. There were not any; might have been fun to have some. If interiors of some of the special collections libraries counts as "field trips" then I would have enjoyed more of them. I was amazed and impressed by some of them. Almost ready to take a trip.
8. {no response}
9. N/A
10. N/A
11. {no response}
12. {no response}
13. N/A
14. {no response}

15. N/A
16. N/A
17. {no response}

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

1. {private response}
2. Read some stuff prior for further context. Those of us who are not in academia but adjacent might struggle with some concepts or wording.
3. {no response}
4. I suggest mentioning in the course description that one of the key "assignments" is a presentation on either ongoing, beginning, or something related to either individual's projects or developing new projects, or taking a look at something the first time.
5. Knowing Spanish would be very helpful.
6. Take it!
7. Be ready for a LOT OF MATERIAL.
8. {no response}
9. {no response}
10. If you are interested in this subject, take the course. AP is master of this field.
11. {no response}
12. {no response}
13. This class will make you work a lot, but it is time and money well spent.
14. {no response}
15. N/A
16. For anyone considering taking this course in the future, I would highly recommend it. The course offers a deep dive into the complexities of the Spanish Empire and its global influence, including regions like the Philippines that are often underrepresented in historical narratives. Be prepared to engage with a wide range of topics and perspectives, as the presentations from your classmates will be both insightful and inspiring. The instructor's structured approach ensures that you stay on track and make the most of your time. My advice is to come with an open mind and be ready to absorb a wealth of knowledge—both from the course content and the experiences shared by your peers. This course will not only broaden your understanding but also equip you with valuable skills and insights for your professional journey.
17. {no response}

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

1. We spent a great week/seeing awesome resources/and each other's cats
2. I wish I heard about the classes sooner and I hope I get accepted again for further learning. I hope all the teachers are as cool as AP. I also really liked my classmates.
3. {no response}
4. AP is an enthusiastic and magnificent teacher who took on trying to convey a lot of information quickly, efficiently, and well and did so making my enjoyment for the class very high.

5. I have taken 18 RBS courses and every one of them has been pleasurable and beneficial.
6. ❤️
7. This specific course laid bare the horrors of the political, military and religious Conquest of Latin America and what it left in written and printed documents.
8. {no response}
9. {no response}
10. Five days of stimulating intellectual engagement—fabulously exhausting.
11. {no response}
12. {no response}
13. Spanish press/with Albert Padilla,/What MARAVILLA!!!!
14. {no response}
15. Wonderful and intense.
16. Spanish Empire History unfolds,/Pages whisper empire's reach,/Wisdom shared, deep roots.
17. Learning never ends, and the RBS experience highlighted the truth in that we are all forever students. And that's something we should strive for, not shy away from. The RBS experience, for me, offered another perspective and avenue for learning that, while informing my Ph.D., isn't necessarily tied to it. Rare.