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Manifesto for the Humanities

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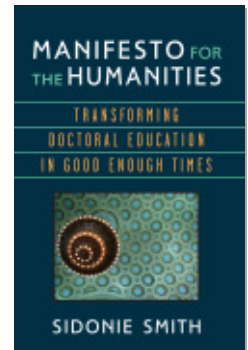
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Notes

Realities on the Ground

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What Is to Be Done?

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To realize the benefits of data-intensive social sciences and humanities, institutions and scholarly societies must expand their notions of what kinds of activities constitute research and reconsider how these activities are supported, assessed, and rewarded. Computationally intensive research projects rely upon four diverse kinds of expertise, each described in detail in section two of this report: **domain (or subject) expertise**, **analytical expertise**, **data expertise**, and **project management expertise**. The active engagement of each of these kinds of experts in the research enterprise is essential. A re-evaluation of hiring practices, job requirements, and tenets of promotion is requisite. (Williford and Henry, *One Culture*, 2)

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“Consciously ignoring disparities in the institutional status of your collaborators is just as bad as being unthinkingly complicit in the problems these disparities create. This is because of the careless way your disregard reads to the people it damages. These people are: your junior colleagues; your graduate students; academics on the “general,” “administrative,” or “research faculty;” the lost souls euphemistically referred to as academic “contingent labor;” and the least privileged among us, members of your institution’s staff: those of your collaborators who are classified as service personnel. This latter group includes programmers, sysadmins, instructional technologists, and credentialed librarians and cultural heritage workers.”

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22. Pochoda, “The Big One,” 367.

23. “TRIOS,” University of Chicago Press,” accessed March 2, 2015, <http://press.uchicago.edu/ucp/books/series/TRIOS.html>.

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25. Paul Conway, “Fixing the Long Form,” October 2, 2014.

26. Dan Cohen, remarks made on the panel “The Future of Digital Publishing” (presented at the Humanities, Arts, Science, and Technology Advanced Collaboratory, University of Michigan, Ann Arbor, December 2, 2011), <http://www.hastac.org/content/hastac-2011-digital-scholarly-communication>.

27. Cohen also asked, “Can you ‘almost’ publish your scholarly work?” In other words, can there be “partial” communication, “sort of” publishing of bits of work? *Ibid.*

28. As theorists of graphic narratives emphasize, in graphic narrative the visual is textualized and the textual is visualized; and the words may narrate one story and the visuals tell another; while the syncopation of frames and gutters projects yet other stories and meanings.

29. McPherson, “Scaling Vectors,” 5.

30. Matthew G. Kirschenbaum, “Done: Finishing Projects in the Digital Humanities.” *Digital Humanities Quarterly* 3, no. 2 (2009), par. 6, <http://digitalhumanities.org:8080/dhq/vol/3/2/000037/000037.html>.

31. Rumsey, *SCI8*, 9.

32. *Ibid.*, 12.

33. Jentery Sayers, “Writing with Sound: Composing Multimodal, Long-Form Scholarship” (presented at the Digital Humanities 2012 conference, University of Hamburg, July 16, 2012), <https://lecture2go.uni-hamburg.de/konferenzen/-/k/13920>.

34. Kathleen Fitzpatrick, *Planned Obsolescence: Publishing, Technology, and the Future of the Academy* (New York: New York University Press, 2011), Part 1.

35. See “Open Review: A Study of Contexts and Practices,” MediaCommons Press, accessed July 10, 2015, <http://mcpres.media-commons.org/open-review/>.

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37. Howard quotes an e-mail she received from Brett Bobley. “Hot Type.”

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39. Howard quotes from a phone conversation between Julia Flanders and herself; *ibid.*, 3.

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43. Pochoda, “The Big One,” 370–71.

44. Dan Cohen, “Open Access Publishing and Scholarly Values,” *Dan Cohen* (blog),

May 27, 2010, <http://www.dancohen.org/2010/05/27/open-access-publishing-and-scholarly-values/>, 2.

Going Open

1. Definitions of the two modes diverge, and understandings remain imprecise and confusing; but I am not taking this imprecision and confusion up here. See Simon Huggard, “Green v Gold Open Access Publishing SlideShare” (presented at the International Open Access Week: Library Research Forum, La Trobe University, October 25, 2013), <http://www.slideshare.net/healthsciences/green-versus-gold-open-access>. On confusion about the distinctions between green and gold open access, see Dan Cohen, “A Conversation with Richard Stallman about Open Access,” Dan Cohen (blog), November 23, 2010, <http://www.dancohen.org/2010/11/23/a-conversation-with-richard-stallman-about-open-access/>.

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3. Tom Cochrane, “Open Access,” interview by Radio National and Robyn Williams, *Ockham’s Razor*, June 15, 2014, <http://www.abc.net.au/radionational/programs/ockhamsrazor/open-access/5519196>.

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5. Paul Conway, “History of OA and Scholarly Publishing,” October 2, 2014.

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2013, http://www.whitehouse.gov/sites/default/files/microsites/ostp/ostp_public_access_memo_2013.pdf.

16. Scott Aaronson et al., “The Cost of Knowledge,” February 2012, <http://gowers.files.wordpress.com/2012/02/elsevierstatementfinal.pdf>, 1. For a review of the boycott after its first year, see the mathematics blog Gowers’s Weblog: Doug Arnold et al., “The Elsevier Boycott One Year On,” January 28, 2013, <http://gowers.wordpress.com/2013/01/28/the-elsevier-boycott-one-year-on/>. The comment section is particularly interesting for a take on how researchers in mathematics fields debate issues of open access.

17. *The Guardian*, editorial “Academic Journals: An Open and Shut Case,” April 10, 2012, accessed July 31, 2012, <http://www.theguardian.com/commentisfree/2012/apr/11/academic-journals-access-welcome-trust>.

18. In Arnold et al., “Elsevier Boycott,” a group of mathematicians recommitted to sustaining the boycott, calling on libraries to cancel subscriptions, bundled by Elsevier into “Big Deals,” recognizing that “this continues to do real damage, such as forcing [libraries] to cancel subscriptions to more independent journals and to reduce their spending on books.”

19. Peter Suber, “Promoting Open Access in the Humanities,” *Syllecta Classica* 16 (2005): 231–46.

20. *Ibid.*, 232.

21. Dan Cohen, “Open Access Publishing and Scholarly Values,” Dan Cohen blog, May 27, 2010, accessed June 20, 2014, <http://www.dancohen.org/2010/05/27/open-access-publishing-and-scholarly-values/>.

22. Martin Paul Eve, *Open Access and the Humanities: Contexts, Controversies and the Future* (Cambridge: Cambridge University Press, 2014), <http://ebooks.cambridge.org/ebook.jsf?bid=CBO9781316161012>.

23. MLA Commons, accessed June 22, 2014, <http://commons.mla.org/>.

24. Digital Humanities Now, accessed March 3, 2015, <http://digitalhumanitiesnow.org/about/>.

25. PressForward, accessed August 13, 2014, <http://pressforward.org/>.

26. See Directory of Open Access Journals, accessed August 12, 2015, <http://doaj.org/>. The work of the education scholar John Willinsky and his Public Knowledge Project is particularly important to the rise of the number of open-access journals worldwide. He developed and makes available free the widely used online journal-publishing software; see also Peter Schmidt, “New Journals, Free Online, Let Scholars Speak Out,” *Chronicle of Higher Education*, February 14, 2010.

27. I am indebted here to Rebecca Welzenbach, journals coordinator at MPublishing, for her seminar: Rebecca Welzenbach, “Publishing Practice Series: Starting and Sustaining a Journal” (University of Michigan, October 22, 2013), <http://www.lib.umich.edu/michigan-publishing/events/starting-and-sustaining-a-journal>.

28. *Medieval Review*, accessed June 30, 2014, <https://scholarworks.iu.edu/dspace/handle/2022/3631>; *Southern Spaces*, accessed August 12, 2015, <http://www.southern-spaces.org/>; *Networks and Neighbours*, accessed August 12, 2015, <http://networksand-neighbours.org/index.php/n>.

29. *Postmedieval Forum*, accessed June 30, 2014, <http://postmedieval-forum.com/>.

30. In the sciences, it is important to note, issues have arisen about bogus journals run by companies or individuals eager to make profit off the APCs exacted for publication in open-access journals in STEM and medicine and public health. In October

2013, *Science* ran an article by John Bohannon in which he reports on sending a bogus science paper on a potential anticancer substance out to 304 open-access journals. Bohannon reports the results:

By the time *Science* went to press, 157 of the journals had accepted the paper and 98 had rejected it. Of the remaining 49 journals, 29 seem to be derelict: websites abandoned by their creators. Editors from the other 20 had e-mailed the fictitious corresponding authors stating that the paper was still under review; those, too, are excluded from this analysis. Acceptance took 40 days on average, compared to 24 days to elicit a rejection.

For his analysis, and for letters challenging his methodology and conclusions, see John Bohannon, “Who’s Afraid of Peer Review?,” *Science* 342, no. 6154 (October 4, 2013): 60–65, doi:10.1126/science.342.6154.60; Elizabeth Marincola, “Science Communication: Power of Community,” *Science* 342, no. 6163 (December 6, 2013): 1168–69, doi:10.1126/science.342.6163.1168-b.

While issues of the integrity of peer review processes are equally of concern to humanities faculty, the paucity of grant funding in the humanities means there is little expectation of profit from fraudulent humanities open-access journals.

31. Chris Wickham, “Open Access in the Humanities and Social Sciences: An Interview with Chris Wickham,” interview by David Crotty, *Scholarly Kitchen*, accessed June 18, 2014, <http://scholarlykitchen.sspnet.org/2014/04/17/open-access-in-the-humanities-and-social-sciences-an-interview-with-chris-wickham/>. The second pressure Wickham, cites is “usage half-life,” that is, the length of time it takes for reads of scholarly work to drop off substantially. She observes:

Usage half-life is a different issue: it is the analysis of when it is that half of the downloads of each article, averaged across each journal and then each discipline, have been made. So one is a political/moral/financial battleground; the other is simply an observed set of data. They are not fully commensurable, and you can’t read one off into the other without considerable nuancing. Half-lives are about double these embargo figures, in fact, but that doesn’t necessarily mean that embargoes should be longer; that depends on many other factors.

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33. Wickham.

34. “Can’t Find It, Can’t Sign It: On Dissertation Embargoes,” Harvard University Press Blog, July 26, 2013, http://harvardpress.typepad.com/hup_publicity/2013/07/cant-find-it-cant-sign-it-on-dissertation-embargoes.html.

35. “Open Humanities Press Principles and Goals,” Open Humanities Press, accessed June 22, 2014, <http://openhumanitiespress.org/principles-and-goals.html>.

36. Gary Hall, “Radical Open Access in the Humanities” (presented at the Scholarly Communication Program, Columbia University, October 18, 2010), <http://scholcomm.columbia.edu/2011/01/18/radical-open-access-in-the-humanities/>.

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39. danah boyd, *It's Complicated: The Social Lives of Networked Teens* (New Haven: Yale University Press, 2014), <http://www.danah.org/books/ItsComplicated.pdf>.

40. "MediaCommons Press Welcome," MediaCommons Press, accessed August 18, 2014, <http://mcpres.media-commons.org/>.

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42. *Ibid.*

43. *Ibid.*

44. "About Debates in the Digital Humanities," Debates in the Digital Humanities, accessed June 20, 2014, <http://dhdebates.gc.cuny.edu/about#2012-a>.

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46. *Ibid.*

47. Suber, "Promoting Open Access."

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49. Lucy Montgomery et al., *Pilot Proof of Concept Progress Summary* (Knowledge Unlatched, May 2014), http://collections.knowledgeunlatched.org/wp-content/uploads/2013/09/KU_Pilot_Progress_Summary_Report4.pdf.

50. "Code of Best Practices in Fair Use for Online Video," Center for Media & Social Impact, February 22, 2010, <http://www.cmsimpact.org/fair-use/best-practices/code-best-practices-fair-use-online-video>.

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53. Truth in advertising. I serve on the Author's Alliance Advisory Board; "About Us," Authors Alliance, accessed June 27, 2014, <http://www.authorsalliance.org/about/>.

54. Denny Chin, "Opinion of the United States District Court Southern District of New York, The Authors Guild, Inc., and Betty Miles, Joseph Goulden, and Jim Bouton, on Behalf of Themselves and Other Similarly Situated, Plaintiffs, against GOOGLE INC., Defendant," November 14, 2013. Here is Judge Denny Chin's finding:

In my view, Google Books provides significant public benefits. It advances the progress of the arts and sciences, while maintaining respectful consideration for the rights of authors and other creative individuals, and without adversely impacting the rights of copyright holders. It has become an invaluable research tool that permits students, teachers, librarians, and others to more efficiently identify and locate books. It has given scholars the ability, for the first time, to conduct full-text searches of tens of millions of books. It preserves books, in particular out-of-print and old books that have been forgotten in the bowels of libraries, and it gives them new life. It facilitates access to books for print-disabled and remote or underserved populations. It generates new audiences and creates new sources of income for authors and publishers. Indeed, all society benefits. (26)

55. See "About the Licenses," Creative Commons, accessed August 12, 2015, <http://creativecommons.org/licenses/>.

Here is the description of creative commons licensing on this website.

All Creative Commons licenses have many important features in common. Every license helps creators—we call them licensors if they use our tools—retain copyright while allowing others to copy, distribute, and make some uses of their work—at least non-commercially. Every Creative Commons license also ensures licensors get the credit for their work they deserve. Every Creative Commons license works around the world and lasts as long as applicable copyright lasts (because they are built on copyright).

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58. Cohen, “Open Access Publishing and Scholarly Values,” Dan Cohen blog, May 27, 2010. Cohen, Ramsay, and Fitzpatrick, “Open Access Publishing.”

Learning, Pedagogy, and Curricular Environments; or, How We Teach Now

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27. In fall 2012, for instance, the following humanities courses were offered through Coursera: Jeremy Adelman’s *A History of the World since 1300*, an Introduction to Philosophy offered by seven faculty at the University of Edinburgh, Peter Struck’s *Greek and Roman Mythology*, and Philip Zelikow’s *The Modern World: Global History since 1760*. In spring 2014, edX offered a modest range of humanities-based courses, among them Laura Thatcher Ulrich’s *Tangible Things: Discovering History Through Artworks, Artifacts, Scientific Specimens, and the Stuff around You*; Robert Pinsky’s *The Art of Poetry*; and Maggie Sokolik’s *Principles of Written English, Part 3*.

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40. Nancy Cantor, Tri-Campus Provosts’ Seminar Keynote Address. October 22, 2013, University of Michigan. Seminar Title: Engaged Learning, Community Based Research and the Community Engagement Corridor Presented by University of Michigan, Michigan State University, and Wayne State University.

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The Possibly Posthuman Humanities Scholar

1. This discussion of Mitchell is adapted from my essay entitled “Reading the Posthuman Backward: Mary Rowlandson’s Doubled Witnessing,” *Biography* 35, no. 1 (Winter 2012): 137–52.
2. William J. Mitchell, *Me++: The Cyborg Self and the Networked City* (Cambridge, MA: MIT Press, 2003), 62. The double plus here evokes the double plus in the coding language C++
3. *Ibid.*
4. The quantified self is constituted of people who digitally self-monitor their bodily processes. One might think of the self in this context as a site of time-stamped data. But the thing that interests me about the quantified self is the capacity of people to become contributors to Big Data, databases that will be the source of research in the biomedical sciences. In her piece on the quantified self, Emily Singer observes that “the most interesting consequences of the self-tracking movement will come when its adherents merge their findings into databases. The Zeo, for example, gives its users the option of making anonymized data available for research; the result is a database orders of magnitude larger than any other repository of information on sleep stages” (41). She also notes that “patient groups formed around specific diseases have been among the first to recognize the benefits to be derived from aggregating such information and sharing it” (43). Emily Singer, “The Measured Life,” *MIT Technology Review*, August 2011, <http://m.technologyreview.com/biomedicine/37784/>.
5. Siva Vaidhyanathan, “Apple Demystified,” *Chronicle Review*, October 11, 2011, <http://chronicle.com/article/Apple-Demystified/129347/>.
6. David Weinberger, *Too Big to Know: Rethinking Knowledge Now That the Facts Aren’t the Facts, Experts Are Everywhere, and the Smartest Person in the Room Is the Room* (New York: Basic Books, 2011).
7. Jane Bennett, *Vibrant Matter: A Political Ecology of Things* (Durham, NC: Duke University Press, 2009), viii.
8. *Ibid.*, 37, ix.
9. Cited in Williford and Henry, *One Culture*, 18.

10. Donna Jeanne Haraway, *How Like a Leaf: An Interview with Thyrsa Nichols Goodeve* (New York: Routledge, 2000), 160.
11. Rosi Braidotti, "Posthuman, All Too Human: Towards a New Process Ontology," *Theory Culture Society* 23, nos. 7–8 (2006): 206.
12. Leela Fernandes, *Transnational Feminism in the United States: Knowledge, Ethics, and Power* (New York: New York University Press, 2013), 122.

Manifesto for a Sustainable Humanities

1. In "Vectors of Change," in *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline*, ed. Chris M. Golde and George E. Walker (San Francisco: Jossey-Bass, 2006), 34–45, a piece written for the Carnegie Foundation for the Advancement of Teaching, David Damrosch eloquently insists that all university communities have their contribution to make in changing higher education in the humanities.

A Time of Troubles, a Time of Opportunity

1. I am indebted to the analyses regularly provided by David Laurence, director of research and ADE (Association of Departments of English), and Doug Steward, associate director of programs and ADE for the MLA.
2. Mark Fiegener, *Survey of Earned Doctorates* (National Science Foundation, last updated June 17, 2015), <http://www.nsf.gov/statistics/srvydoctorates/>.
3. Doug Steward, *Report on the Survey of Earned Doctorates, 2010–11 and 2011–12* (Modern Language Association, June 2014), 23.
4. "Advanced Degrees in the Humanities," *Humanities Indicators*, January 2015, <http://www.humanitiesindicators.org/content/indicatorDoc.aspx?i=44>.
5. *Ibid.*
6. Fiegener, *Survey of Earned Doctorates*; Steward, *Report on Survey*.
7. "Attrition in Humanities Doctorate Programs," *Humanities Indicators*, accessed July 8, 2015, <http://www.humanitiesindicators.org/content/indicatorDoc.aspx?i=51#fig237>.
8. "Quantitative Data," Ph.D. Completion Project, Council of Graduate Schools, accessed July 26, 2012, http://www.phdcompletion.org/quantitative/quant_list.asp#hum. A cautionary note on statistics is needed. David Laurence, director of research for the MLA, clarified for me that "the finding that the humanities have a 49% completion rate, and that the completion rate in the humanities is the lowest of all disciplinary branches, are in part artifacts of this 10-year wall" (personal correspondence). David Laurence, "Humanities Completion Rate," n.d.
9. This quote comes from "How to Help Graduate Students Reach Their Destination," by Ronald G. Ehrenberg, Harriet Zuckerman, Jeffrey A. Groen, and Sharon M. Brucker. It is a teaser piece by the authors of *Educating Scholars* to present summary findings to a large audience. Ronald G. Ehrenberg et al., "How to Help Graduate Students Reach Their Destination," *Chronicle of Higher Education*, October 12, 2009, <http://chronicle.com/article/How-to-Help-Graduate-Students/48752/>.
10. *Ibid.*
11. Carlos J. Alonso et al., *Report of the MLA Task Force on Doctoral Study in Modern Lan-*

guage and Literature (Modern Language Association, May 2014), 4, <http://www.mla.org/pdf/taskforcedocstudy2014.pdf>.

12. Cited by David Laurence, “From the Editor: What’s Next for Graduate Education,” *ADE Bulletin* 149 (2010): 3–7; David Orr, “The Job Market in English and Foreign Languages,” *PMLA* 85, no. 6 (1970): 1185–98.

13. Colleen Flaherty, “Report Reveals Divergent Trends in Modern Language Job Market,” *Inside Higher Ed*, December 21, 2012, <http://www.insidehighered.com>.

14. MLA Office of Research, *Report on the MLA Job Information List, 2013–14* (Fall 2014), http://www.mla.org/pdf/rpt_jil_1314web.pdf, 1.

15. Laurence, “From the Editor: What’s Next for Graduate Education,” 3.

16. *Ibid.*

17. Steward, *Report on Survey*.

18. “Paying for Graduate School,” *Humanities Indicators*, accessed June 28, 2014, <http://www.humanitiesindicators.org/content/indicatorDoc.aspx?i=50>.

19. Steward, *Report on Survey*.

20. “Paying for Graduate School,” *Humanities Indicators*, accessed June 28, 2014, <http://www.humanitiesindicators.org/content/indicatorDoc.aspx?i=50>.

21. Katherine Kidd, “Chapter 1 Notes,” May 29, 2014.

22. Fiegener, *Survey of Earned Doctorates*.

23. Ronald G. Ehrenberg et al., *Educating Scholars: Doctoral Education in the Humanities* (Princeton, NJ: Princeton University Press, 2010), 250–52.

For a summary of the findings of the report on GEI, see David Laurence, “From the Editor: The Job Market and Graduate Education,” *ADE Bulletin* 149 (2010): 3–7.

24. Delay of personal life has always been an issue for women in the academy. Yet job satisfaction and career development in the profession, as the MLA report on the associate professor rank observes, is related to the satisfactory balancing of work/life desires and obligations. Sara S. Poor, Rosemarie Scullion, and Kathleen Woodward, *Standing Still: The Associate Professor Survey* (MLA Committee on the Status of Women in the Profession, April 27, 2009), http://www.mla.org/pdf/cswp_final042909.pdf.

25. Robert Barsky et al., *White Paper on the Future of the PhD in the Humanities* (Social Sciences and Humanities Research Council of Canada, December 2013), 7, http://www.mcgill.ca/iplai/sites/mcgill.ca/iplai/files/white_paper_on_the_future_of_the_phd_in_the_humanities_dec_2013_0.pdf.

26. “Mellon Mays Graduate Initiatives Programs,” SSRC, accessed August 13, 2015, <http://www.ssrc.org/programs/mellon-mays-graduate-initiatives-program/>; “Carnegie Initiative on the Doctorate,” Carnegie Foundation for the Advancement of Teaching, accessed August 13, 2015, <http://www.carnegiefoundation.org/previous-work/professional-graduate-education>; Ph.D. Completion Project, Council of Graduate Schools, accessed August 13, 2015, <http://www.phdcompletion.org/>.

27. Russell A. Berman et al., “The Future of the Humanities PhD at Stanford,” *Humanities Education Focal Group*, 2012, 24. In his Presidential Address at the 2012 MLA Convention, Berman challenged his colleagues to reconceptualize doctoral programs so that they can be completed in five years. See Berman, “2012 Presidential Address.”

28. “Mellon Foundation Grants \$2.7 Million to School of the Humanities Graduate Programs,” *UCI News*, June 23, 2015, <http://news.uci.edu/press-releases/mellon-foundation-grants-2-7-million-to-school-of-humanities-graduate-programs/>.

29. Cathy Wendler et al., *The Path Forward: The Future of Graduate Education in the United*

States (Princeton, NJ: Council of Graduate Schools and Educational Testing Services, 2010), 29, http://www.fgreport.org/rsc/pdf/CFGE_report.pdf.

30. Anthony T. Grafton and James Grossman, “No More Plan B: A Very Modest Proposal for Graduate Programs in History,” *Perspectives on History*, October 2011, <http://www.historians.org/publications-and-directories/perspectives-on-history/october-2011/no-more-plan-b>.

31. *Ibid.*

32. Woodrow Wilson National Fellowship Foundation, “The Responsive PhD: Innovations in U.S. Doctoral Education,” accessed July 18, 2014, http://www.woodrow.org/wp/wp-content/uploads/2013/06/WW_RespPhD_execsum_w_caselist.pdf.

33. “About ACLS,” American Council of Learned Societies, accessed August 13, 2015, <http://www.acls.org/about/>.

34. Imagining America, accessed March 6, 2015, <http://imaginingamerica.org/>.

35. Walter Chapin Simpson Center for the Humanities, accessed March 6, 2015, <https://simpsoncenter.org/>.

36. Barsky et al., *Future of the PhD*.

37. See *ibid.*

38. Alonso et al., *Report on Doctoral Study*.

39. Leonard Cassuto, *The Graduate School Mess: What Caused It and How We Can Fix It* (Cambridge, MA: Harvard University Press, 2015); Julie R. Posselt, *Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping* (Cambridge, MA: Harvard University Press, 2015), <http://www.hup.harvard.edu/catalog.php?isbn=9780674088696>. I am indebted to Leonard Cassuto for making the page proofs of his book available to me.

40. Barsky et al., *Future of the PhD*, 1. National reports on the state of doctoral education also make the case. In 2012 the National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council published a white paper, *Research Universities and the Future of America: Ten Breakthrough Actions Vital to Our Nation's Prosperity and Security*. The report makes the case for robust doctoral programs in the humanities “because of the increasing breadth of academic and professional disciplines necessary to address the challenges facing our changing world” (15). And in 2013 the Commission on Humanities and the Social Sciences, American Academy of Arts & Sciences report *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation*, made the case eloquently: “Advanced training is essential to the renewal of the professoriate”; and it “can also develop skills of enormous potential value to government agencies, nonprofit organizations, museums and other cultural institutions, libraries and archives, and diverse segments of the public sector” (43).

41. Scott Jaschik, “Top Ph.D. Programs, Shrinking,” *Inside Higher Ed*, May 13, 2009, <https://www.insidehighered.com/news/2009/05/13/doctoral>; Robin Wilson, “Cutbacks in Enrollment Redefine Graduate Education and Faculty Jobs,” *Chronicle of Higher Education*, May 11, 2012, <http://chronicle.com/article/Graduate-Programs-in/131123/>.

42. Russell A. Berman, “Essay Defending the MLA Report on Doctoral Education,” *Inside Higher Ed*, July 21, 2014, <http://www.insidehighered.com/views/2014/07/21/essay-defending-mla-report-doctoral-education#sthash.29bQpSzp.PF9S4z3r.dpbs>.

43. Dolan Hubbard, “Education without Representation,” *Black Issues in Higher Education* 19, no. 17 (2002): 97.

Breathing Life into the Dissertation

1. Alonso et al., *Report on Doctoral Study*; Barsky et al., *Future of the PhD*.
2. Council of Graduate Schools, *Ph.D. Completion and Attrition: Policies and Practices to Promote Student Success* (Washington, DC: Council of Graduate Schools, March 2010).
3. David Damrosch, *We Scholars: Changing the Culture of the University* (Cambridge, MA: Harvard University Press, 1995); William James, "The Ph.D. Octopus," *Education Review* 55 (1918): 149–57. Reprint of original edition published in *The Harvard Monthly* in March 1903.
4. Domna Stanton et al., *Report of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion* (New York: Modern Language Association, December 2006), 12.
5. "The practice of credit sharing," writes Chang, "applied to all fields of knowledge taught at the university" (349). Ku-ming (Kevin) Chang, "Collaborative Production and Experimental Labor: Two Models of Dissertation Authorship in the Eighteenth Century," *Studies in History and Philosophy of Biological and Biomedical Sciences* 41 (2010): 349.
6. *Ibid.*
7. Barbara Crossouard, "The Doctoral Viva Voce as a Cultural Practice: The Gendered Production of Academic Subjects," *Gender and Education* 23, no. 3 (May 2011): 314.
8. Chang, "Collaborative Production," 348.
9. See Cecile M. Jagodzinski, "The University Press in North America: A Brief History," *Journal of Scholarly Publishing* 40, no. 1 (October 2008): 3.
10. Cassuto, *The Graduate School Mess*, 29.
11. *Ibid.*, 4.
12. Gary A. Olson and Julie Drew, "(Re)Reenvisioning the Dissertation in English Studies," *College English* 61, no. 1 (September 1998): 57.
13. *Ibid.*, 59.
14. Pochoda, "The Big One," 362.
15. Pochoda observes that "the idea of applying scholarly standards to monographs was not an innovation of course: many press editors and many post-publication reviewers had long invoked them on a somewhat haphazard basis. What changed were the uniformity, rigor, and consistency of the application of such standards—and the immediate and significant negative consequences of failure to conform (the negative feedback loop). Post-publication administration accreditation, when layered upon the pre-publication peer review, authorization, provided strong likelihood that monographs published within the university press system could be relied upon to meet at least a minimum scholarly standard. Manuscripts that failed to achieve such authorization would (in principle, at least) not be published; faculty who produced insufficient vetted publications would (again, in principle) not be retained or promoted (accredited)." *Ibid.*, 363.
16. Stanton et al., *Report on Evaluating Scholarship*.
17. *Ibid.*, 30–31.
18. *Ibid.*, 31.
19. Olson and Drew, "(Re)envisioning the Dissertation," 59.
20. Lindsay Waters, "The Tyranny of the Monograph and the Plight of the Publisher," *Publishing Research Quarterly* 17, no. 3 (Fall 2001): 19–25.
21. Leslie Monkman, "Confronting Change," *ESC: English Studies in Canada* 32, no. 2 (2006): 22.

22. Stanton et al., *Report on Evaluating Scholarship*, 11.
23. *Ibid.*, 60.
24. Damrosch, *We Scholars*, 148. Damrosch writes: “Rather than varying our program requirements to suit different emerging scholarly personalities, we present a single norm, forcing the students either to adapt or to fall away” (151).
25. Cassuto, *The Graduate School Mess*, 29.
26. Bulbul Tiwari, “Shift(s)in(g) the Humanities: Hanging Roots, Hyperlinks, and Other Networks of Schizoanalysis in Maha Multipedia” (presented at the CIC Summit on Digital Humanities, Institute for the Humanities, University of Michigan, December 8, 2009). To view Tiwari’s revised digital dissertation, see Bulbul Tiwari, “MahaMultipedia Welcome,” *MahaMultipedia*, accessed August 26, 2014, <http://www.mahamultipedia.com/>.
27. William Germano, “Do We Dare Write for Readers?,” *Chronicle of Higher Education*, April 26, 2013, B7.
28. *Ibid.*
29. *Ibid.*, B8.
30. Rebecca A. Bryant and Megan Pincus Kajitani, “A Ph.D. and a Failure,” *Chronicle of Higher Education*, March 24, 2005, <http://chronicle.com/article/A-PhDa-Failure/44884/>.
31. Grafton and Grossman, “No More Plan B.”
32. Damrosch, *We Scholars*, 162.
33. Some data reported in Ehrenberg et al., *Educating Scholars*, suggest that job applicants with publications fare somewhat better on the job market for tenure-track positions than those without publications.
34. Thanks to Jesse Lander, Director of Graduate Studies in English at Notre Dame, for this clarification offered me at the Michigan State University Symposium “Futures of the English PhD.”
35. Julie Ellison and Timothy K. Eatman, *Scholarship in Public: Knowledge Creation and the Tenure Policy in the Engaged University* (Artists and Scholars in Public Life Tenure Team Initiative on Public Scholarship, Imagining America, 2008), 1, http://ccrec.ucsc.edu/sites/default/files/tti_final.pdf.
36. Kathleen Woodward, “The Future of the Humanities in the Present and in Public,” *Daedalus* 138, no. 1 (Winter 2009): 120, <http://csid.unt.edu/files/Daedalus%20Winter%202009/10.Woodward.pdf>.
37. *Ibid.*
38. For excerpts from Nick Sousanis’s dissertation, see Nick Sousanis, “Nick Sousanis Dissertation Excerpts,” *Academia*, accessed August 13, 2015, <https://tc.academia.edu/NickSousanis/Dissertation-Excerpts>.
39. Visconti’s three-minute video can be viewed to get a sense of the project’s dynamic dissertation mode. Amanda Visconti, *Infinite Ulysses*, accessed July 8, 2015, <http://mith.umd.edu/infinite-ulysses-designing-public-humanities-conversation/>.
40. “HASTAC 2015 Schedule,” HASTAC 2015, accessed August 13, 2015, <http://www.hastac2015.org/schedule/>.
41. Futures Initiative: Advancing Equity and Innovation in Higher Education, accessed July 8, 2015, <http://futures.gc.cuny.edu/>.
42. For a chronicle of the current difficulties students face in realizing an alternative dissertation vision, see Melanie Lee, “The Melancholy Odyssey of a Dissertation with Pictures,” *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 15, no. 1 (2015): 93–101.

43. Andrea Abernethy Lunsford, “Rethinking the Ph.D. in English,” in *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline*, ed. Chris M. Golde and George E. Walker (San Francisco: Jossey-Bass, 2006), 357–69.

44. Barsky et al., *Future of the PhD*, 11–12.

45. *Ibid.*, 14.

46. *Ibid.*, 19.

47. I am indebted to Nancy Linthicum, 2014–2015 graduate student fellow at the Institute for the Humanities, University of Michigan, for her observation about the prospectus. “Sorry We Couldn’t Talk Yesterday,” e-mail to the author, March 27, 2015.

48. Damrosch, *We Scholars*, 163.

Responding to Counterarguments

1. Grafton and Grossman, “No More Plan B,” 2.

2. William Germano, *From Dissertation to Book*, 2nd ed. (Chicago: University of Chicago Press, 2013).

3. *Ibid.*, 1.

4. Ehrenberg et al., *Educating Scholars*.

5. Stanton et al., *Report on Evaluating Scholarship*.

6. Indeed, doctoral programs at universities not considered among the elite (whether private or public flagship) may already have made changes in dissertation options that make sense for their mission and for the kinds of institutions that hire their graduates.

7. “University Policy 102.12, Tenure Policies, Regulations, and Procedures of the University of North Carolina and Charlotte,” UNC Charlotte Office of Legal Affairs, accessed August 13, 2015, <http://legal.uncc.edu/policies/up-102.13>.

8. Former Economics department chair Linda Tesar informed me that economics as a discipline shifted to an essay-based dissertation format from the monograph form some years ago. Her observation was that students benefited in their job search from having a very tight and polished essay off of which to give their job talk.

9. “Academic Requirements for Hispanic Studies,” Spanish and Portuguese Studies, University of Washington,” accessed August 13, 2015, <https://spanport.washington.edu/phd-degree-requirements>.

A 21st-Century Doctoral Education

1. Dwight MacDonald, “Real Talk about Graduate Education in the Liberal Arts and Sciences” (presented at “Liberal Arts and Sciences in the Research University Today: Histories, Challenges, Futures,” University of Michigan, March 22, 2013).

2. Catharine R. Stimpson, “General Education for Graduate Education: A Theory Waiting for Practitioners,” *Peer Review: Emerging Trends and Key Debates in Undergraduate Education* 6, no. 3 (Spring 2004): 13–15.

3. Rumsey, *SCI8*; Lisa Quinn, “Some Observations,” presented at the International Association for Biography and Autobiography Graduate Student and New Scholar Workshop, Banff, Canada, May 29, 2014.

4. Peter H. Klost, Debra Rudder Lohe, and Chuck Sweetman, “Rethinking and Unthinking the Graduate Seminar,” *Pedagogy* 15, no. 1 (2015): 23, 26.

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6. “GTC+: Digital Currents at the University of Michigan,” Center for Research on Learning and Teaching, University of Michigan, accessed August 13, 2015, <http://www.crlt.umich.edu/category/tags/no-parent/gtc>.
7. John Wittman and Mariana Abuan, “Socializing Future Professionals: Exploring the Matrix of Assessment,” *Pedagogy* 15, no. 1 (2015): 63.
8. “Interdivisional Media Arts + Practice (iMAP),” School of Cinematic Arts, University of Southern California, accessed August 13, 2015, http://www.gradschools.com/program-details/university-of-southern-california/interdivisional-media-arts-practice-imap-256008_1.
9. “Certificate in Public Scholarship,” Walter Chapin Simpson Center for the Humanities, University of Washington, accessed August 28, 2014, <http://depts.washington.edu/uwch/programs/curriculum/certificate-in-public-scholarship>.
10. Alonso et al., *Report on Doctoral Study*, 2, 17.
11. Barsky et al., *Future of the PhD*.
12. Damrosch, “Vectors of Change,” 43.
13. Bethany Nowviskie, “The #alt-Ac Track: Negotiating Your ‘Alternative Academic’ Appointment,” *Chronicle of Higher Education Blogs: ProfHacker*, August 31, 2010, <http://chronicle.com/blogs/profhacker/the-alt-ac-track-negotiating-your-alternative-academic-appointment-2/26539>.
14. Paula Krebs, “A New Humanities Ph.D.,” *Inside Higher Ed*, May 24, 2010, <https://www.insidehighered.com/views/2010/05/24/krebs>.
15. The Versatile PhD, accessed July 30, 2012, <http://versatilephd.com/>.
16. Bethany Nowviskie, #Alt-Academy: *Alternative Academic Careers for Humanities Scholars*, <http://mediacommons.futureofthebook.org/alt-ac/sites/mediacommons.futureofthebook.org/alt-ac/files/alt-academy01.pdf>.
17. Katina Rogers, *Humanities Unbound: Supporting Careers and Scholarship Beyond the Tenure Track* (Scholarly Communication Institute, University of Virginia Library, August 2013), http://katarinarogers.com/wp-content/uploads/2013/08/Rogers_SCI_Survey_Report_09AUG13.pdf.
18. David M. Ball, William Gleason, and Nancy J. Peterson, “From All Sides: Rethinking Professionalization in a Changing Job Market,” *Pedagogy* 15, no. 1 (2015): 104.

The Upside of Change

1. Evan Watkins, “Recruiting Prestige” (keynote presentation to “Futures of the English PhD,” Michigan State University, May 15, 2010), <http://futuresoftheenglish-phd.weebly.com/>.
2. Posselt, *Inside Graduate Admissions*.
3. I am indebted to Cass Adair, Tiffany Ball, and Jina Kim for bringing to life this portrait of humanities graduate students.
4. Alexis Lothian and Amanda Phillips, “Can Digital Humanities Mean Transformative Critique?,” *Journal of E-Media Studies* 3, no. 1 (2013), <http://journals.dartmouth.edu/cgi-bin/WebObjects/Journals.woa/1/xmlpage/4/article/425>.
5. *Ibid.*

6. National Science Foundation and National Center for Science and Engineering Statistics, *Doctorate Recipients from U.S. Universities 2012* (National Science Foundation, January 2014), <http://www.nsf.gov/statistics/sed/digest/2012/nsf14305.pdf>.

7. Tara McPherson, “Why Are the Digital Humanities So White? Or Thinking the Histories of Race and Computation,” in *Debates in the Digital Humanities*, ed. Matthew K. Gold (Minneapolis: University of Minnesota Press, 2012), 143.

8. *Ibid.*, 150. McPherson is adapting Gerald Graff’s discussion of the new criticism and its Cold War logics. See Gerald Graff, *Professing Literature: An Institutional History* (Chicago: University of Chicago Press, 1989).

9. Nowwiskie, “Toward a New Deal.”

10. “Background Facts on Contingent Faculty,” American Association of University Professors, accessed August 5, 2014, <http://www.aaup.org/issues/contingency/background-facts>.

11. Bousquet, “Condemned to Repeat.”

12. Colander, and Zhuo, “PhDs in English,” 143.

13. New Faculty Majority, “The New Faculty Majority,” Salsa Labs, August 5, 2014, https://salsa4.salsalabs.com/o/50833/t/o/blastContent.jsp?email_blast_KEY=1244411; “New Faculty Majority,” New Faculty Majority, accessed August 28, 2014, <http://www.newfacultymajority.info/>.

14. Coalition on the Academic Workforce, *Portrait of Part-Time Faculty*, 104. The MLA, a member of CAW, offers on its website the “Academic Workforce Advocacy Kit,” a collection of briefs, reports, and information, including the “Professional Employment Practices for Non-Tenure-Track Faculty Members: Recommendations and Evaluative Questions (2011) and the “MLA Issue Brief: The Academic Workforce” (2009). “Academic Workforce Advocacy Kit,” Modern Language Association, accessed August 12, 2015, http://www.mla.org/advocacy_kit. The theme of the 2013 MLA convention, organized by 2012 president Michael Bérubé, was “Avenues of Access,” a rubric under which were gathered many sessions exploring issues of access to tenure-track careers and issues of alternative careers.

15. Ball, Gleason, and Peterson, “From All Sides,” 104.

Coda

1. Elizabeth Grosz, *Becoming Undone: Darwinian Reflections on Life, Politics, and Art* (Durham, NC: Duke University Press, 2011), 11.