To Roger Salomon, my revered dissertation advisor
Acknowledgments

What ended up as this long manifesto (perhaps an oxymoronic phrase) began as two short newsletter columns written in 2010 when I served as president of the Modern Language Association. Having watched so many doctoral students struggle through writing a proto-monograph dissertation, I thought, why not reimagine this capstone to doctoral study. That task, of making a case for expanding the repertoire of forms the dissertation might take, became the impetus for understanding what a 21st-century doctoral education in the humanities might look like. Over five years, I’ve been consumed with this question. But it has not been a lonely task. In fact, it has been a densely peopled, sociable, interactive, collaborative experience for me. And so, there are many thanks to spread around.

Over the years, MLA staff have given me invaluable advice, information, and support as I pursued this project on doctoral education. Executive Director Rosemary Feal exercises her leadership role with unflagging energy and enthusiasm. I was the beneficiary of her advocacy skills and her ability to flow with the criticism and with the opportunities for collaboration. David Laurence, Nelly Furman, Doug Steward, and Kathleen Fitzpatrick have always been willing to share their prodigious knowledge in various areas of the profession of professing. Members of the 2010 MLA Working Group on the New Dissertation, David Damrosch, Kathleen Fitzpatrick, Richard Miller, and Kathleen Woodward, all brilliant around the table, helped me achieve a fuller understanding of the historical context, politics, and intellectual significance of proposing an alternative to the proto-monograph. Kathy Woodward, in particular, whom I came to know when she served on the MLA Executive Council, has been a friend and coconspirator in transformation for almost a decade now. I benefited from the passionate, yet disparate styles of leadership and lines of approach to the transformation of doctoral education that the MLA presidencies of Russell Berman and Michael Bérubé put on the agenda.

Through 2011 and 2012 I was fortunate to serve as a member of two task forces on doctoral education: one constituted by the MLA, under the leader-
ship of Russell Berman, Professor of Comparative Literature and German at Stanford University, and the other constituted by the Canadian Social Science and Humanities Research Council, under the leadership of Paul Yachnin, Director of the Institute for the Public Life of Arts and Ideas at McGill University. I owe a debt of gratitude to members of the MLA task force: Chair Russell Berman and Carlos J. Alonso, Columbia University; Sylvie Debevec Henning, East Carolina University; Lanisa Kitchiner, Smithsonian National Museum of African Art; Bethany Nowviskie, University of Virginia; Elizabeth Schwartz Crane, San Joaquin Delta College, CA; Kathleen Woodward, University of Washington, Seattle; and staff liaisons Kathleen Fitzpatrick, director, MLA Office of Scholarly Communication, and David Laurence, director, MLA Office of Research and ADE. So too, my thanks to Paul Yachnin for inviting me to Canada and putting me in conversation with Robert Barsky and Jay Clayton, both of Vanderbilt University; Lesley Cormack, University of Alberta; Rebecca Duclos, School of the Art Institute of Chicago; Geoffrey Harpham, National Humanities Center (United States); and Michael Jemtrud, Martin Kreiswirth, Bronwen Low, Christopher Manfredi, Stéfan Sinclair, and Leigh Yetter, all of McGill University. These interlocutors, voluble, visionary, practical, and politically astute, will recognize in this manifesto their concerns, perspectives, and imaginings of transformation.

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from Paul Courant and Meredith Kahn, both of them deeply knowledgeable about the economics of academic publishing and the new ecology of scholarly communication.

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And finally, as ever, there is the appreciation I owe to my partner, Gregory Grieco. He may no longer remember what this book is about; but he has never forgotten to support me lovingly and lastingly.