Submission Guidelines

Submissions may be sent to pedagogy@calvin.edu. Consideration will be given to submissions of previously unpublished full-length articles or commentary of no more than 30 typed, double-spaced pages (approx. 10,000 words). Prepare submissions according to *The Chicago Manual of Style*, 16th edition. All references to the author’s identity must be removed. Manuscripts meeting these criteria and judged to be within the scope of the journal’s mission will be submitted to outside anonymous review.

Send all editorial correspondence to pedagogy@calvin.edu or *Pedagogy*, Department of English, Calvin College, 1795 Knollcrest Circle SE, Grand Rapids, MI 49546.

Send inquiries about reviews of scholarship, textbooks, and other teaching materials, including pedagogical websites, to the reviews editor, Mark C. Long, Department of English, Keene State College, 101 Parker Hall, Mailstop 1402, Keene, NH 03435 (mlong@keene.edu).

Send inquiries about contributing to “From the Classroom” to Elizabeth Brockman, Department of English, Central Michigan University, Mount Pleasant, MI 48859 (elizabeth.brockman@cmich.edu).

*Pedagogy* is published three times a year, in January, April, and October, by Duke University Press, 905 W. Main St., Suite 18B, Durham, NC 27701.


Direct all orders for *Pedagogy* to Duke University Press, Journals Customer Service, 905 W. Main St., Suite 18B, Durham, NC 27701. Annual subscription rates:

- print-plus-electronic institutions, $149;
- print-only institutions, $136; e-only institutions, $116; individuals, $25; students, $18.

For information on subscriptions to the e-Duke Journals Scholarly Collections, contact libraryrelations@dukeupress.edu.

Print subscriptions: add $11 postage and applicable HST (including 5% GST) for Canada; add $14 postage outside the US and Canada. Back volumes (institutions): $136. Single issues: institutions, $45; individuals, $10. For more information, contact Duke University Press, Journals Customer Service, at 888-651-0122 (toll-free in the US and Canada) or at 919-688-5134; subscriptions@dukeupress.edu.

Photocopies for course or research use that are supplied to the end user at no cost may be made without explicit permission or fee. Photocopies that are provided to the end user for a fee may not be made without payment of permission fees to Duke University Press. Address requests for permission to republish copyrighted material to Rights and Permissions Manager, permissions@dukeupress.edu.

Direct inquiries about advertising to Journals Advertising Coordinator, journals_advertising@dukeupress.edu.

*Pedagogy* is indexed/abstracted in *Academic Search Premier*, *Current Abstracts*, *Humanities International Index*, and *MLA Bibliography*.

© 2014 by Duke University Press

ISSN 1531-4200
IN THIS ISSUE

Editors’ Note | Jennifer L. Holberg and Marcy Taylor

Commentary
Abandon All Hope | Michael Bérubé

Articles
Cluster on Graduate Education in English Studies
Guest Editor’s Introduction: Graduate School, Graduate Students, Graduate Teaching | Leonard Cassuto

Rethinking and Unthinking the Graduate Seminar | Peter H. Khost, Debra Rudder Lohe, and Chuck Sweetman

Why Public Scholarship Matters for Graduate Education | Miriam Bartha and Bruce Burgett

Writing Teachers for Twenty-First-Century Writers: A Gap in Graduate Education | Kerri Hauman, Stacy Kastner, and Alison Witte

Socializing Future Professionals: Exploring the Matrix of Assessment | John Wittman and Mariana Abuan

Journal Space 2.0: Teaching through Editing | Augusta Rohrbach

The PhD Dissertation: In Search of a Usable Future | Leonard Cassuto and Paul Jay

The Melancholy Odyssey of a Dissertation with Pictures | Melanie Lee

From All Sides: Rethinking Professionalization in a Changing Job Market | David M. Ball, William Gleason, and Nancy J. Peterson

Getting Medieval on Graduate Education: Queering Academic Professionalism | A. W. Strouse

Where Do PhDs in English Get Jobs? An Economist’s View of the English PhD Market | David Colander, with Daisy Zhuo

Condemned to Repeat: On the Racism and Sexism of Failing to Address Structure | Marc Bousquet

A Vocation/Avocation | David Schmid

From the Classroom

Review