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A database of scholarly achievements in the humanities

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The PMLA Editorial Board met on 1–2 February 2001. Standing (left to right): Frank Trommler, Jay Fliegelman, Mireille Rosello, Carlos J. Alonso (editor), Bruce R. Smith. Seated (left to right): Margaret R. Higonet, Garrett Stewart.

GOVERNANCE

Ballot Mailed

At its meeting during the 2000 convention in Washington, DC, the Delegate Assembly took a number of actions—the election of honorary members and fellows and the approval of constitutional amendments and resolutions—that are subject to ratification by the MLA membership. The ballot for voting on ratification has been mailed to all 2001 MLA members. The deadline for receipt of ballots at the MLA office is 1 June.

If you are eligible to vote and have not received the ballot mailing, please write or call Carol Zuses, coordinator of governance, at the MLA office (646 576-5103; fax: 646 576-5107; governance@mla.org). □

Council Establishes Prize to Honor Phyllis Franklin

The MLA Executive Council has voted unanimously to establish the Phyllis Franklin Award for Public Advocacy of the Humanities. The council took this action in response to Franklin's announcement that she would retire from the executive directorship at the end of her current term, which runs until summer 2002. The prize will honor her twenty years of service to the association, first as director of English programs and then as executive director.

A council subcommittee is currently working out the details of who will be eligible for the prize and how often it will be given. A formal public announcement of the award will be made at the 2001 convention in New Orleans.

Members who wish to contribute to the fund for the prize may do so by sending a check to Claudia Gilchrist at the MLA office. Checks should be made payable to the Modern Language Association with a notation on the check or in a cover letter that the check is for the Phyllis Franklin Prize Fund. All contributions are tax-deductible. □

COMMITTEES

MLA Committee Meetings, September 2001–May 2002

The following schedule of MLA committee meetings is current as of 26 March 2001. Members who wish to bring issues to the attention of a committee may write to the committee chair listed in the September 2000 *PMLA* (pp. 451–61) or address letters to the executive director's office.

SEPTEMBER

- 6–7 Committee on Scholarly Editions
- 20–21 Committee on the Literatures of People of Color in the United States and Canada

OCTOBER

- 4–5 Advisory Committee on Foreign Languages and Literatures
- 4–5 Committee on Community Colleges
- 15–16 or
- 18–19 ADFL Executive Committee
- 18–19 Ad Hoc Committee on the Future of Scholarly Publishing
- 18–19 *PMLA* Editorial Board
- 25–26 Delegate Assembly Organizing Committee
- 26–27 Executive Council
- 29–30 Advisory Committee on the *MLA International Bibliography*
- 29–30 Committee on Information Technology

NOVEMBER

- 1–2 Committee on Academic Freedom and Professional Rights and Responsibilities
- 1–2 Committee on the Status of Women in the Profession
- 8–9 Publications Committee

JANUARY

- 25 Elections Committee

FEBRUARY

- 1 Committee on the New Variorum Edition of Shakespeare
- 7–8 *PMLA* Editorial Board
- 8 Nominating Committee
- 14–15 Advisory Committee on Foreign Languages and Literatures
- 14–15 Committee on the Status of Graduate Students in the Profession
- 22–23 Executive Council

MARCH

- 4–5 ADE Executive Committee
- 7–8 Committee on the Literatures of People of Color in the United States and Canada
- 15 Committee on Honors and Awards
- 21–22 Committee on the Status of Women in the Profession

APRIL

- 18–19 Committee on Academic Freedom and Professional Rights and Responsibilities

MAY

- 2–3 Program Committee
- 9–10 *PMLA* Editorial Board
- 17–18 Executive Council

WWW.MLA.ORG

MLA Web Site News

Featured

- Results of the 1999 MLA survey of staffing in English and foreign language departments. The survey provides information on staffing practices from 1,988 departments in a searchable format.
- Three resolutions passed by the Delegate Assembly at its meeting on 29 December 2000 and members' comments through 1 June 2001.

Reports and Documents

- *MLA Statement on the Significance of Primary Records* (originally published in *Profession* 95)
- *Preserving Research Collections, a Collaboration between Libraries and Scholars*
- *Summary of Data from Surveys by the Coalition on the Academic Workforce*
- *Women in the Profession 2000* (originally published in *Profession* 2000)

Member and 2001 Convention Information

- Deadlines for the 2001 convention in New Orleans
- Membership renewal
- Publications information and sales
- *What's the Word?* (MLA radio series streamed for modem or high-speed connection) □

MLA Will Reprint Brochure "Knowing Other Languages Brings Opportunities"

In response to continuing requests, the MLA will print and distribute at no charge 100,000 more copies of the brochure "Knowing Other Languages Brings Opportunities." The brochure was written by the Advisory Committee on Foreign Languages and Literatures for distribution to high school and college students and their parents through teachers, offices of advisement, and language associations. The brochure describes the advantages of knowing other languages, the variety of foreign language programs, and the importance of continuous and extended sequences of study. It can be previewed or downloaded at the MLA and ADFL Web sites and ordered in single copies or multiples of twenty through the Web sites or by writing the office of foreign language programs at the MLA office or flbrochure@mla.org. □

The *MLA Newsletter* (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, New York 10004-1789. The *MLA Newsletter* is edited by the executive director of the association, Phyllis Franklin. The managing editor is Judy Goulding. The cost of an annual subscription is \$6. The subscription price is included in the dues of all members of the association. Periodicals postage paid at New York, NY, and at additional mailing offices. All news items and letters should be sent to the *MLA Newsletter* at the above address.

POSTMASTER: Send address changes to *MLA Newsletter*, 26 Broadway, 3rd floor, New York, NY 10004-1789.

Executive Council Endorses Two AAUP Statements

At its December 2000 meeting the Delegate Assembly approved motions recommending that the MLA Executive Council endorse the following statements from the American Association of University Professors. At its February 2001 meeting the council voted to endorse both statements.

Statement on Intellectual Workers & Essential Freedoms

American Association of University Professors
The Newspaper Guild–Communications Workers of America

[The following statement was prepared jointly by the American Association of University Professors and The Newspaper Guild–CWA on June 11, 2000 at the conclusion of the conference "Intellectual Workers & Essential Freedoms: Journalists & Academics in the Twenty-First Century."]

Men and women who had long been forbidden to say certain things or even think certain thoughts became articulate as if the gift of tongues had been conferred upon them. It can and will happen again. Suppression carried on too long breeds a counter-movement.

—Heywood Broun [founding President of The Newspaper Guild]

Democracy has many meanings, but if it has a moral meaning, it is found in resolving that the supreme test of all political institutions and industrial arrangements shall be the contribution they make to the all-around growth of every member of society.

—John Dewey [founding President of the American Association of University Professors]

In March 1953, Alan Barth, editorial writer for the *Washington Post*, addressed the thirty-ninth Annual Meeting of the American Association of University Professors. He claimed that both editorial writers and university faculty were "supposed to inhabit ivory towers," but he asserted that the need for such a position "removed from reality" was based on their common function: to "challenge complacency." Barth warned that both groups faced a "design to level our towers and to change our function from challenging popular prejudices to mere reflection of them."

Almost half a century later leaders of the American Association of University Professors and The Newspaper Guild have come together to continue the important tasks of challenging complacency. Although Barth was talking specifically about the threats to higher education posed by congressional investigating committees in the early 1950s, his concerns about independence, academic freedom, and the vital nature of free inquiry resonate today as society faces the challenges posed by economic and technological changes.

At a time when "knowledge workers" are heralded as the harbingers of the new millennium, academics and journalists find themselves in the paradoxical position of seeming to lead a revolution that threatens the very essence of their professions. Professors and journalists are pressured by the management convictions that the generation of profit is the engine and goal of all enterprise, and that the model of manufacturing processes applies to the creation, development, and distribution of ideas and knowledge. When cost containment and profit maximization become the central motives for developing information and circulating basic knowledge about human affairs, the activities of journalists and professors are viewed as drains on resources.

In fact, the professions of journalism and higher education have long been viewed, and view themselves, as the critics and conscience of society. This role has been recognized in forums as

wide ranging as the 1989 New Zealand Education Act and the 1997 UNESCO "Recommendation Concerning the Status of Higher-Education Teaching Personnel."

The American Association of University Professors and The Newspaper Guild–CWA will work together to maintain the kinds of values that both organizations have articulated and promulgated since their beginnings. Since 1915, the AAUP has stood for the freedom to pursue research and to question the institutional conditions for teaching and research, as well as the conviction that the best mode of governance is that in which faculty share in making decisions. Since 1933, TNG has worked to raise the standards and ethics of journalism and to promote the integrity of the newspaper industry.

In the 1940 *Statement on Principles of Academic Freedom and Tenure*, the AAUP said:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

The Newspaper Guild mission statement includes among its fundamental purposes to:

- Guarantee, as far as it is able, equal employment and advancement opportunity in the newspaper industry and constant honesty in news, editorials, advertising, and business practices.
- Raise the standards of journalism and ethics of the industry.

With a view toward furthering these longstanding and mutually inclusive common principles the American Association of University Professors and The Newspaper Guild–CWA pledge themselves to the following propositions:

- A renewed commitment to the principles and objectives of the First Amendment to protect the rights of a free people to govern effectively.
- A renewed commitment to the principles of academic freedom, and to mechanisms that protect and advance those principles: tenure, shared governance, peer review, due process, and collective bargaining.
- A commitment to promote and secure legal and public recognition of journalistic freedom under the First Amendment.
- A commitment to continue to promote and protect the intellectual property rights of creators and to secure their recognition in the new digital environment.
- A renewed commitment to the development of workplace democracy and diversity in the new technological environments of the 21st century.
- A commitment to insulate intellectual work from commercial concerns and to maintain the distinction between intellectual content and commercial content.
- A commitment to encourage and stimulate broader access to knowledge in all its forms and venues: libraries and classrooms, as well as print and electronic media.

These principles, goals, and commitments shall guide our actions in the coming years as we strive to protect the dignity, the freedom, and independence of our professions. The vital nature of higher education and journalism in the development, understanding, and dissemination of ideas makes it essential that our professions maintain the highest standards of accountability and accomplishment. As Alan Barth told the members of the American Association of University Professors in 1953: "We shall be fighting for much more than freedom for ourselves. We shall be fighting for the whole of human freedom."

The Newspaper Guild and the American Association of University Professors pledge ourselves to make that fight together. We

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further pledge ourselves to seek coalitions with other membership-based groups to expand this fight throughout our society.

Statement on Graduate Students

The statement which follows was approved by the Association's Committee on College and University Teaching, Research, and Publication in October 1999. It was adopted by the AAUP's Council in June 2000 and endorsed by the Eighty-sixth Annual Meeting.

Preamble

Graduate programs in universities exist for the discovery and transmission of knowledge, the education of students, the training of future faculty, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals.

In 1967 the American Association of University Professors participated with the National Student Association, the Association of American Colleges, and others in the formulation of the *Joint Statement on Rights and Freedoms of Students*. The Joint Statement has twice been revised and updated, most recently in November 1992. The AAUP's Committee on College and University Teaching, Research, and Publication, while supporting the Association's continuing commitment to the *Joint Statement*, believes that the distinctive circumstances of graduate students require a supplemental statement.

The statement which follows has been formulated to reflect the educational maturity and the distinguishing academic characteristics and responsibilities of graduate students. These students not only engage in more advanced studies than their undergraduate counterparts, but often they also hold teaching or research assistantships. As graduate assistants, they carry out many of the functions of faculty members and receive compensation for these duties. The statement below sets forth recommended standards that we believe will foster sound academic policies in universities with graduate programs. The responsibility to secure and respect general conditions conducive to a graduate student's freedom to learn and to teach is shared by all members of a university's graduate community. Each university should develop policies and procedures that safeguard this freedom. Such policies and procedures should be developed within the framework of those general standards that enable the university to fulfill its educational mission. These standards are offered not simply to protect the rights of affected individuals but also to ensure that graduate education fulfills its responsibilities to students, faculty, and society.¹

Recommended Standards

1. Graduate students have the right to academic freedom. Like other students, "they should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled."² Moreover, because of their advanced education, graduate students should be encouraged by their professors to exercise their freedom of "discussion, inquiry and expression."³ Further, they should be able to express their opinions freely about matters of institutional policy, and they should have the same freedom of action in the public political domain as faculty members should have.

Graduate students' freedom of inquiry is necessarily qualified by their still being learners in the profession; nonetheless, their

faculty mentors should afford them latitude and respect as they decide how they will engage in teaching and research.

2. Graduate students have the right to be free from illegal or unconstitutional discrimination, or discrimination on a basis not demonstrably related to job function, including, but not limited to, age, sex, disability, race, religion, national origin, marital status, or sexual orientation, in admissions and throughout their education, employment, and placement.⁴

Graduate students should be informed of the requirements of their degree programs. When feasible, they should be told about acceptance, application, and attrition rates in their fields, but it is also their responsibility to keep themselves informed of these matters. If degree requirements are altered, students admitted under previous rules should be able to continue under those rules. Graduate students should be assisted in making timely progress toward their degrees by being provided with diligent advisers, relevant course offerings, adequate dissertation or thesis supervision, and periodic assessment of and clear communication on their progress. Students should understand that dissertation or thesis work may be constrained by the areas of interest and specialization of available faculty supervisors.

If a graduate student's dissertation or thesis adviser departs from the institution once the student's work is under way, the responsible academic officers should endeavor to provide the student with alternative supervision, external to the institution if necessary. If a degree program is to be discontinued, provisions must be made for students already in the program to complete their course of study.

3. Graduate students are entitled to the protection of their intellectual property rights, including recognition of their participation in supervised research and their research with faculty, consistent with generally accepted standards of attribution and acknowledgment in collaborative settings. Written standards should be publicly available.

4. Graduate students should have a voice in institutional governance at the program, department, college, graduate school, and university levels.

5. Under the Association's *Recommended Institutional Regulations on Academic Freedom and Tenure*, graduate student assistants are to be informed in writing of the terms and conditions of their appointment and, in the event of proposed dismissal, are to be afforded access to a duly constituted hearing committee.⁵ They should be informed of all academic or other institutional regulations affecting their roles as employees. Graduate student employees with grievances, as individuals or as a group, should submit them in a timely fashion and should have access to an impartial faculty committee or, if provided under institutional policy, arbitration. Clear guidelines and timelines for grievance procedures should be distributed to all interested parties. Individual grievants or participants in a group grievance should not be subjected to reprisals. Graduate student employees may choose a representative to speak for them or with them at all stages of a grievance.

6. Good practice should include appropriate training and supervision in teaching, adequate office space, and a safe working environment. Departments should endeavor to acquaint students with the norms and traditions of their academic discipline and to inform them of professional opportunities. Graduate students should be encouraged to seek departmental assistance in obtaining future academic and nonacademic employment. Departments are encouraged to provide support for the professional development of graduate students by such means as funding research expenses and conference travel.

7. Graduate students should have access to their files and placement dossiers. If access is denied, graduate students should be able to have a faculty member of their choice examine their files and, at the professor's discretion, provide the student with a redacted account. Graduate students should have the right to direct that items be added to or removed from their placement dossiers.

8. As the Association's Council affirmed in November 1998, graduate student assistants, like other campus employees, should have the right to organize to bargain collectively. Where state legislation permits, administrations should honor a majority request for union representation. Graduate student assistants must not suffer retaliation by professors or administrators because of their activity relating to collective bargaining.

9. In order to assist graduate students in making steady progress toward their degrees, the time they spend in teaching or research assistantships or other graduate employment at the institution should be limited in amount—a common maximum is twenty

hours per week—and should afford sufficient compensation so as not to compel the student to obtain substantial additional employment elsewhere.

10. Graduate student assistants, though they work only part-time, should receive essential fringe benefits, and especially health benefits.

NOTES

¹We recognize that the responsibilities of graduate students vary widely among individuals, courses of study, and institutions. Some provisions of this statement may not apply to students in professional schools who may have different types of responsibilities from students in other disciplines.

²"Joint Statement on Rights and Freedoms of Students," AAUP, *Policy Documents and Reports*, 9th ed. (Washington, D.C., 2000), xx.

³*Ibid.*, xx.

⁴"On Discrimination," *ibid.*, xx.

⁵"Recommended Institutional Regulations on Academic Freedom and Tenure," Regulation 13, *ibid.*, xx.

E D I T O R ' S C O L U M N

A Database of Scholarly Achievements in the Humanities

The National Endowment for the Humanities has been limping along since 1995, when Congress considered eliminating it—along with the National Endowment for the Arts—and ended up cutting both agencies' budgets severely, by 40%. Supporters of the NEH and NEA spent the last years of the twentieth century arguing for the survival of the agencies and, by 1999, managed to shift the discussion away from abolition to rebuilding. Central to this advocacy effort was the National Humanities Alliance (NHA), a coalition of professional and scholarly societies (including the MLA), libraries, museums, and state humanities councils, which convinced members of Congress that the agencies deserved bipartisan support. Now that the fight for survival is over, NHA members hope to recover the funding the NEH needs to fulfill its mission.

Last year the NHA board established a Committee on Scholarly Research, which I am chairing, and charged it with finding ways to encourage congressional interest in scholarly work in the humanities. These programs were hit particularly hard by the budget cuts of the nineties because they are the most difficult to explain and defend. We have known for a long time that members of Congress prefer to fund humanities programs they understand, for example, activities that serve the schools, libraries, museums, and the general public.

In looking to explain the work of humanities scholars to the general public and members of Congress, the NHA Committee on Scholarly Research considered the success of a recent public relations project initiated by the science community. But we had to admit that scientists have an advantage over humanists because at least some of the time their work results in readily identifiable improvements in health, agriculture, technology, and industry. Consider the objection to relatively modest budget cuts proposed this year for the National Science Foundation, NASA, and the Department of Energy that D. Allan Bromley, a professor of nuclear physics, presented in a recent op-ed piece in the *New York Times*. Bromley writes:

Economists, including Alan Greenspan, attribute much of America's 1990's boom to increased productivity stemming, in

large part, from scientific research. Two simple discoveries—the transistor and the fiber optic cable—are at the root of it. Anyone skeptical of this should turn off the computer for a day and see how much work gets done.

("Science and Surpluses," 9 Mar. 2001, A19)

After lengthy discussion, the members of the new NHA committee agreed that, like scientific research, scholarship in the humanities enhances the quality of life in this country, but it does so in different ways. We also agreed that a simple assertion of the point is not likely to be effective. (What would we suggest that skeptics turn off?) The challenge we face is trying to explain what these enhancements are in a way that convinces our audience and makes us feel comfortable. We are certain that unless we can develop an effective account of what scholarship in the humanities contributes to society, members of Congress are unlikely to improve support for the NEH.

We decided to try to let scholarship speak for itself by creating a database of scholarly achievements in the humanities in the twentieth century that would help us see the kind of case we could make. We propose to use the database in two ways. First, with the help of public relations professionals, the NHA will develop an attractive brochure about scholarly achievements in the humanities. We can use this brochure with members of Congress and make it available to NHA members for distribution to state legislatures and college and university boards of trustees. Second, once the database is established, the NHA can use it to generate topical and geographical reports for members of Congress in terms of their interests and the constituencies they represent.

Each of the organizations that participate in the NHA is being asked to provide ten to fifteen examples of scholarly research that have contributed to our understanding of the United States and other countries and cultures in various periods, expanded the boundaries of human knowledge, or influenced general education in the schools or higher education. The committee welcomes information about projects that exemplify the range of scholarship

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in the humanities and suggest how scholarship changed over the course of the last century. Because members of Congress are always interested in achievements in their states and districts, we are eager to identify books and articles written at colleges and universities throughout the United States, whether they are biographies, critical and theoretical studies, interpretations, histories, editions, translations, or reference works. These scholarly publications may be the result of collaborative or individual efforts and focus on one field or cross fields.

Will you help us create a list of scholarly achievements in language and literature that should be part of the NHA database? For each title, I will need the name and institutional affiliation of the scholar or scholars who wrote it and a sentence or two that ex-

plains why the work made a difference. Please write the description so that someone outside the field can understand what the publication is about and why it was or is important. I will present the list to the MLA Executive Council for review. Although only a relatively small number of titles will go to the NHA for inclusion in its database, your recommendations will also help the MLA establish its own, more detailed record of achievements that can be used to describe the field for members of Congress and the general public. A number of the comments in the millennium issue of *PMLA* include titles that we can use, but we need a broader range of works. Please send suggestions and questions to me by mail or e-mail (phyllis.franklin@mla.org). If you want to talk about the project, please call me at 646 576-5102.

Phyllis Franklin

CONVENTION

2001 Convention Invitations

Invitations to the 2001 MLA Annual Convention in New Orleans will be mailed to members during the first week of September. The invitation includes complete information about convention hotels, travel arrangements, and preregistering at member rates. By late September, online registration will be available through the MLA Web site (www.mla.org). □

CONVENTION

MLA Graduate Student Travel Grant

The MLA encourages all department chairs and directors of graduate programs to inform their PhD students of the MLA's Graduate Student Travel Grant. The \$100 grant is given to advanced graduate students as partial reimbursement of expenses for travel to attend preconvention workshops, sessions in their areas of scholarly interest, meetings with job counselors, or interviews at the association's 2001 convention in New Orleans. To qualify for the grant, students must be members of the MLA by 25 June 2001 and have met all the requirements for the PhD except the dissertation. For additional information or details on how to apply, please call Alicia Walker, Coordinator of Special Projects (646 576-5141; alicia.walker@mla.org). □

CONVENTION

2001 Convention Interview-Suite Arrangements

The mailing about reserving hotel suites for the convention in New Orleans will be sent the last week of August to departments that are members of ADE or ADFL to allow them time to reserve suites for interviews. Departments must be members of ADE or ADFL by 30 June 2001 to receive the early mailing. This early notification is a privilege of membership in these associations, but it is not a guarantee that a suite will be available. ADE- and ADFL-member department chairs who want suites for interviews are urged to make reservations immediately because the number of suites is limited. Chairs should also make certain that all suite or room occupants involved in a field related to the study of language and literature are preregistered for the convention; otherwise, the housing request will not be processed. Once the mailing has gone to the entire membership, suites will be assigned on a first-come, first-served basis. □



The Nominating Committee met on 2 February 2001. Standing (left to right): John Guillory, Rosemary G. Feal, Naomi Schor, John W. Kronik. Seated (left to right): Andrea A. Lunsford, David Chioni Moore.

GOVERNANCE

Nominations for 2001 MLA Elections

Second Vice President

The 2001 Nominating Committee has selected three nominees for second vice president of the MLA. The person elected will take office in 2002 and will automatically become first vice president in 2003 and president of the MLA in 2004. The 2002 second vice president must be from the field of English (including American). A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

Gerald Graff. Prof. English and educ. and assoc. dean of curriculum and instruction, Coll. of Liberal Arts and Sciences, Univ. of Illinois, Chicago. PhD, Stanford Univ. Visiting appointments: Univ. of California, Irvine; Univ. of California, Berkeley; Ohio State Univ.; Washington Univ. NEH fellowship, Newberry Library, 1977; Guggenheim Foundation research fellowship, 1983–84; fellow, Center for Advanced Study in the Behavioral Sciences, Stanford Univ., 1994–95; Spencer Foundation research grant, 1999–2000. Amer. Book Award (for *Beyond the Culture Wars*), Before Columbus Foundation, 1992; Frederick W. Ness Prize (for *Beyond the Culture Wars*), Amer. Assn. of Colls. and Univs., 1993. Exec. comm., Illinois Humanities Council, 1988–90; natl. advisory council, Assn. of Amer. Colls., 1988–93. MLA activities: exec. comm., Div. on 20th-Century English Lit., 1980–84; exec. comm., Div. on Literary Criticism, 1988–92; Exec. Council, 1990–93; consultant, MLA-FIPSE Curriculum Review Project, 1991–94. Dir., Northwestern Univ. Press, 1982–87. Past or present ed. or advisory boards: *TriQuarterly*, *Salmagundi*, *Works and Days*, *American Literary History*. Publications include: *Poetic Statement and Critical Dogma* (1970; rpt., 1980), *Literature against Itself: Literary Ideas in Modern Society* (1979; rpt., 1995), *Professing Literature: An Institutional History* (1987), *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education* (1992); ed., Jacques Derrida, *Limited Inc* (1988); coed., *Criticism in the University* (1985), *The Origins of Literary Studies in America* (1989), Samuel Clemens, *The Adventures of Huckleberry Finn* (1995), William Shakespeare, *The Tempest* (2000); afterword, *When Writing Teachers Teach Literature: Bringing Writing to Reading* (1995); contrib., *Introduction to Scholarship in Modern Languages and Literatures* (1992), *Changing Classroom Practices: Resources for Literary and Cultural Studies* (1994), *Cambridge History of American Literature* (1996); articles in *TriQuarterly*, *Critical Inquiry*, *New Literary History*, *College English*, *PMLA*, *ADE Bulletin*, *Profession*, *Harper's*, *Atlantic Monthly*, *College Composition and Communication*, *Journal of Advanced Composition*, *Partisan Review*, *Pedagogy*.

James R. Kincaid. Aerol Arnold Prof. of English, Univ. of Southern California. PhD, Western Reserve Univ. Visiting appointment: Univ. of California, Berkeley. NEH fellowship, 1971; Guggenheim Foundation fellowship, 1973–74, 1982–83. Dir., NEH summer seminar, 1973, 1975, 1979. Teaching awards: Ohio State Univ., 1973; Univ. of Colorado, Boulder, 1986–87; Univ. of Southern California, 1993, 1999. Advisory boards: A Minor Consideration (child actors), Neighborhood Academic Initiative, Guggenheim Foundation, NEH, Natl. Humanities Center. Board member, Colorado and Ohio NEH Public Prog. in the Humanities, 1974–82; panelist, Educ. Testing Service, 1986–89. Intl. Assn. of Univ. Profs. of English, Amer. Civil Liberties Union. MLA activities: *PMLA* Advisory Comm., 1973–77; *PMLA* Ed. Board, 1979–81; Nominating Comm., 1983–84; Delegate Assembly Steering Comm., 1987–89 (ch., 1988–89); Joint Comm. on Governance, 1988–89; Delegate Assembly Organizing Comm., 1990–92 (ch., 1990–91); Independent Scholars Prize Selection Comm., 1993–95; Prog. Comm., 1998–2001. Ed. or advisory boards: *American Notes and Queries*, 1970–90; *Journal of Narrative and Life History*, 1991–; *Victorian Poetry*; *Nineteenth-Century Literature*. Publications include: *Dickens and the Rhetoric of Laughter* (1971), *Tennyson's Major Poems: The Comic and Ironic Patterns* (1975), *The Novels of Anthony Trollope* (1977), *Child-Loving: The Erotic Child and Victorian Culture* (1992), *Sympathetic Identifications* (1993), *Annoying the Victorians* (1994), *Erotic Innocence: The Culture of Child Molesting* (1998); ed., Anthony Trollope, *The Small House at Allington* (1981); *Lewis Carroll's Alice's Adventures in Wonderland* (1982), *Lewis Carroll's Through the Looking Glass* (1983), Anthony Trollope, *Dr. Thorne* (1996); coed., *Soaring with the Dodo: Essays on Lewis Carroll's Life and Art* (1982), *Victorian Literature and Society: Essays Presented to Richard D. Altick* (1984), *My Secret Life* (1997); contrib., *Human, All Too Human: Essays from the English Institute* (1996), *The Erotics of Instruction* (1997), *Critical Dialogues* (2001), *Our Monica, Ourselves* (2001); articles in *Critical Inquiry*, *New Yorker*, *Novel*, *PMLA*, *LIT: Literature Interpretation Theory*, *Dickens Studies Annual*, and others.

Robert Scholes. Prof. modern culture and media, Brown Univ. PhD, Cornell Univ. Visiting appointments: Univ. of California, Berkeley; Tulsa Univ.; Tulane Univ.; Univ. of Lisbon; Univ. of Hong Kong. Amer. Philosophical Soc. research grant, summer 1960; ACLS research grant, summer 1961; junior fellow, Humanities Inst., Univ. of Wisconsin, Madison, 1963–64; Guggenheim fellowship, 1977–78; Mellon fellowship, Tulane Univ., 1983. Honorary doctorate, Université Lumière (Lyon 2), 1987. Mina P. Shaughnessy Prize (for *Textual Power*), MLA, 1986; David H. Russell Research Award (for *Textual Power*), NCTE, 1988; Francis H. March Award for Distinguished Service to the Profession of English, ADE, 2000. Elected to Amer. Acad. of Arts and Sciences, 1998. Advisory board, Pembroke Center for Teaching and Research on Women, 1990–99; coch., Pacesetter

Right to Petition

Any member of the association may initiate a petition proposing additional candidates for second vice president, for the Executive Council, and for the Delegate Assembly. Procedures for filing petitions are described in articles 6.E, 8.A.2, and 10.E of the MLA constitution (Sept. 2000 *PMLA*, 488–94). Petitions must reach the executive director before 1 July.

English Project, Coll. Board, 1992–96. Pres., Semiotic Soc. of America, 1989–90; NCTE; Intl. Assn. of Univ. Profs. of English; Assn. of Literary Scholars and Critics; AAUP. MLA activities: Delegate Assembly, 1973–75; *PMLA* Advisory Comm., 1974–78; exec. comm., Div. on the Teaching of Writing, 1982–83; exec. comm., Div. on Comparative Studies in 20th-Century Lit., 1983–87; Commission on Writing and Lit., 1983–87; representative to the English Coalition, 1986–88; *PMLA* Ed. Board, 1987–89; Shaughnessy Prize Selection Comm., 1991–93; Comm. on Honors and Awards, 1995–97; Exec. Council, 1997–2000. Ed. or advisory boards: *Novel*, 1970–82; *Differences*, 1992–99; *College Literature*, 1996–; *Symplokē*, 1998–; *Pedagogy*, 2001–. Publications include: *The Cornell Joyce Collection: A Catalogue* (1961), *The Fabulators* (1967), *Elements of Fiction* (1968), *Elements of Poetry* (1969), *Structuralism in Literature* (1974), *Structural Fabulation* (1975), *Fabulation and Metafiction* (1979), *Semiotics and Interpretation* (1982), *Textual Power* (1985), *Protocols of Reading* (1989), *In Search of James Joyce* (1992), *The Rise and Fall of English* (1998); coau., *The Nature of Narrative* (1966), *Elements of the Essay* (1969), *Elements of Drama* (1970), *Elements of Writing* (1972), *Science Fiction: History, Science, Vision* (1977), *Hemingway's Genders* (1994); ed., *Approaches to the Novel* (1961), *Learners and Discerners* (1964), James Joyce, *Dubliners* (1967), *Poetic Theory / Poetic Practice* (1969), *The Philosopher Critic* (1970), *Some Modern Writers* (1971), *Elements of Fiction: An Anthology* (1981); coed., *The Workshop of Daedalus* (1964), *Elements of Literature* (1978), *The Practice of Writing* (1981), *Bridges to Fantasy* (1982), *Coordinates* (1983), *Fields of Writing* (1984), *Text Book* (1988); contrib., *Reorientations: Critical Theories and Pedagogies* (1990), *Introduction to Scholarship in Modern Languages and Literatures* (1992), *Writing Theory and Critical Theory* (1994), *Pedagogy in the Age of Politics: Reading and Writing (in) the Academy* (1994), *Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy* (1996), *Beyond Poststructuralism* (1996), *New Essays on Hemingway's Short Fiction* (1998), and others; articles in *Yale Review*, *Georgia Review*, *Texas Studies in Language and Literature*, *Shakespeare Quarterly*, *Arizona Quarterly*, *Studies in Bibliography*, *Sewanee Review*, *PMLA*, *James Joyce Quarterly*, *Shenandoah*, *Virginia Quarterly*, *Hollins Critic*, *Novel*, *Poétique*, *New Literary History*, *TriQuarterly*, *Philological Quarterly*, *Quarterly* (continued on next page)

(continued from previous page)

Review of Film, Diacritics, Critical Inquiry, Iowa Review, College English, Salmagundi, English Education, Differences, Semiotica, American Journal of Semiotics, Ars Lyrica, Italian-American, TELECINE, Hemingway Review, and others.

Executive Council

The Nominating Committee has selected seven nominees for the MLA Executive Council. The three candidates elected will serve from 2002 through 2005. The MLA constitution (art. 8.A.5) states that the at-large representation on the council must include at least one representative and no more than six from each of the following fields: English, French, German, Spanish, and other (e.g., other languages and literatures, comparative literature, folklore, linguistics). Since all these fields will continue to be represented on the council in 2002, this year's candidates may come from any field. The MLA constitution (art. 8) also states that the overall membership of the council must include representation from three groups of MLA members: regular members, student members, and life members. Since none of the council members with terms continuing in 2002 are student members or life members, at least one of the graduate student candidates and at least one of the life member candidates must be elected. [Note: A listing of all council members with terms continuing in 2002 can be found at the beginning of each issue of *PMLA*.] A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

R. Rolando Hinojosa-Smith. Prof. English, Univ. of Texas, Austin. PhD, Univ. of Illinois. Visiting appointments: Univ. of California, Los Angeles, winter 1980; Univ. of Kansas, summer 1994. Southern Fellowship, 1979–80; Ford Foundation fellowship, 1979–80. Premio Quinto Sol, 1972; Casa de las Américas Prize, 1976; Best Writing in Humanities, Southwest Conference on Latin Amer. Studies, 1982; Distinguished Alumnus, Coll. of Liberal Arts, Univ. of Illinois, 1988–89. Ellen Clayton Garwood Prof., Univ. of Texas, 1985–; Natl. Faculty, 1988–; Mari Sabusawa Michener Ch., Univ. of Texas, Austin, 1990–94. Texas Commission for the Humanities, 1990–; panelist, NEA, 1990, 1991. Fellow, Soc. of Spanish and Spanish Amer. Studies; Texas Inst. of Letters; Hispanic Soc. of America; Academia Norteamericana de la Lengua Española; PEN. Publications include: *Estampas del valle y otros obras* (1973), *Klail City y sus alrededores* (1976), *Korean Love Songs* (1978), *Generaciones, notas, y brechas* (1980), *Mi querido Rafa* (1981; Eng. trans., 1985), *Rites and Witnesses* (1982), *The Valley* (1983), *Partners in Crime* (1985), *Claros*

varones de Belken / Fair Gentlemen of Belken County (1986), *Klail City* (1987), *This Migrant Earth* (1987), *Becky and Her Friends* (1990; Spanish trans., 1991), *The Useless Servants* (1993); coed., *Tomás Rivera, 1935–1984: The Man and His Work* (1988), *Adventures in American Literature* (1989); contrib. (essays), *The Identification and Analysis of Chicano Literature* (1979), *The Texas Literary Tradition* (1983), *Chicano Cinema* (1985), *The Rolando Hinojosa Reader* (1985), *Old Southwest / New Southwest* (1987); contrib. (fiction or poetry), *Cuentos chicanos* (1980), *Hispanics in the United States* (1980), *Chicanos: Antología histórica y literaria* (1980), *Mosaicos de la vida* (1981), *Nuevos horizontes* (1982), *Palabra nueva* (1984), *The Faber Book of Contemporary Latin American Short Stories* (1989), *Saga de México* (1992), *New Chicano Writing* (1993), *The Heath Anthology*, vol. 1 (1989), *Mexican American Literature* (1990), and others; articles in *Books Abroad*, *Palabra*, *Texas Humanist*, *Dallas Times Herald*, *Texas Monthly*, *Discovery*, *Americas Review*, *Point of Contact*; fiction or poetry in *Revista chicano-riqueña*, *Casa de la Américas*, *Revista Rio Bravo*, *Maize*, *Mester*, *Discovery*, *Dallas Times Herald*, *Pax: Journal of Art, Science, and Philosophy*, *Southwest Review*, *Review: Latin American Literature and Arts*, and others.

Nancy K. Miller. Distinguished prof. English and comparative lit. Graduate Center, City Univ. of New York. PhD, Columbia Univ. Visiting appointments: Ohio State Univ., spring 1989; Harvard Univ., fall 1993; Tel Aviv Univ. and Hebrew Univ., Dec. 1996–Jan. 1997; Harry Lyman Hooker Visiting Prof., McMaster Univ., Jan. 1998. Mellon teaching fellowship, Columbia Univ., 1976–78; Bunting Inst. faculty fellowship, fall 1980, spring 1984; Rockefeller Foundation humanities fellowship, 1985–86; NEH senior fellowship, 1989–90; Guggenheim Foundation fellowship, 1989–90. US Information Agency lectureship (Brazil), Oct. 1989; Phi Beta Kappa Visiting Scholar, 1998–99. Dir., NEH summer seminar, 1987, 1991, 1995; faculty, School for Criticism and Theory, summer 1988; dir., Mellon dissertation workshop, summer 1996. MLA activities: *PMLA* Ed. Board, 1982–84; exec. comm., Div. on Literary Criticism, 1992–96. Ed. or advisory boards: *Tulsa Studies*, 1985–; *Differences: A Journal of Feminist Cultural Studies*, 1989–. Publications include: *The Heroine's Text: Readings in the French and English Novel, 1722–1782* (1980), *Subject to Change: Reading Feminist Writing* (1988), *Getting Personal: Feminist Occasions and Other Autobiographical Acts* (1991), *French Dressing: Women, Men, and Ancien Régime Fiction* (1995), *Bequest and Betrayal: Memoirs of a Parent's Death* (1996); ed., *The Poetics of Gender* (1986); introd., *The Princess of Clèves* (1989); contrib., *Women and Language in Literature and Society* (1980), *Selected Papers from the English Institute, 1981* (1983), *Gendered Subjects: The Dynamics of Feminist Teaching* (1985), *Feminist Studies / Critical Studies* (1986), *Refiguring the Father: New Feminist Readings of Patriarchy* (1989), *A History of French Literature* (1989), *Conflicts in Feminism* (1990), *Changing Subjects: The Making of Femi-*

nist Literary Scholarship (1993), *Borders, Boundaries, and Frames: Cultural Criticism and Cultural Studies* (1995), *People of the Book* (1996), *Women, Autobiography, Theory: A Reader* (1998), *The Familial Gaze* (1999), *Figuring Age: Women, Bodies, Generations* (1999), *Feminism and Autobiography: Texts, Theories, Methods* (2000); articles in *Signs*, *PMLA*, *Eighteenth Century: Theory and Interpretation*, *Diacritics*, *Novel*, *Yale French Studies*, *Differences*, *South Atlantic Quarterly*, *Massachusetts Review*, *M/E/A/N/I/N/G*, *Profession*, *Narrative*, *American Literary History*, *a/b: Auto/biography Studies*, *Yale Journal of Criticism*, *Social Research*, and others.

John A. Rassias (life member). Prof. French and Italian and William R. Kenan Prof., Dartmouth Coll. PhD, Univ. of Dijon. Ch., Dept. of French and Italian, Dartmouth Coll., 1999–. Visiting scholar, North Carolina Center for Independent Higher Educ., and lecturer, Mars Hill Coll., Lenoir-Rhyne Coll., and Guilford Coll., 1979. Exxon Educ. Foundation grant (for experimentation in lang. instruction), 1968–70; Impact Prog. grant (to disseminate lang. methodology and prog. design), Exxon Educ. Foundation, 1975–77, 1980; Sloan Foundation grant (to develop video lang. laboratory), 1975–77; Charles A. Dana Foundation grant (to form a collaborative of visiting scholars and create pilot interactive video-computer progs.) and IBM grant (for computers), 1987–92; grant (for work in immersion lang. acquisition in inner-city schools), New York Times Foundation, Chase Manhattan Foundation, and Francis Gould Foundation, 1993–98; seminar grant, Citibank, summer 1998. Teaching awards: E. Harris Harbison Natl. Award for Gifted Teaching, Danforth Foundation, 1970; Italo Ponterotto Memorial Award (for teaching excellence), Modern Lang. Dept., Iona Coll., 1979; Robert A. Fish Award (for outstanding contribution to undergrad. teaching), Dartmouth Coll., 1997; New Hampshire Prof. of the Year, Carnegie Endowment for the Advancement of Teaching, 1999; and others. Palmes Académiques, French govt., 1978; citation (for work to develop cross-cultural understanding), New York City Transit Police, 1982; honorary citizenship (for training all high school foreign lang. teachers), City of Baltimore, 1984–85; citation (for implementation of Law Enforcement Spanish Training Prog.), Federal Law Enforcement Training Center (Glynco, GA), 1985; Dartmouth Inaugural Presidential Medal for Outstanding Leadership and Achievement, 1991; Peace Corps Medal of Achievement, 1996. Honorary degrees: Univ. of Bridgeport, 1971; Alma Coll., 1983; Washington Univ., 1984; Plymouth State Univ., 1986; Univ. of Detroit, 1987; Hampden-Sydney Coll., 1988; Moravian Coll., 1990; Pine Manor Coll., 1991. President's Commission on Foreign Langs. and Intl. Studies (member, ch. of Task Force on Foreign Langs., and member of team to draft final report), 1978 [report issued 1979: *Strength through Wisdom: A Critique of U.S. Capability*]; ch., Archbishop's Commission on Greek Lang. and Hellenic Culture in Community Schools, 1998–99 [report issued 1999: *The Future of the*

Greek Language and Culture (Survival in the Diaspora). MLA activities: Commission on Professional Service, 1992–95; exec. comm., Div. on the Teaching of Lit., 1995–99. Publisher and exec. ed., *Ram's Horn*, 1980–. Film and videotape projects include: *Effective Language Teaching* (documentary film, 1975), *Contact French* (television series with teaching materials, 1980–82); *Rassias in China* (PBS broadcast, 1992), *Rassias in Turkey* (filmed 1997; in production), *Rassias in Africa* (filmed 1999; in production). Publications include: *A Philosophy of Language Instruction* (1967), *Analysis of Immersion Techniques* (1968), *New Dimensions in Language Training: The Dartmouth College Experiment* (1970); coau., *Demotic Greek I* [with instructor's manual, workbook] (1st ed., 1972); *Le Français: Départ-Arrivée* [with instructor's manual, workbook, tape scripts] (1980; 2nd ed., 1984; 3rd ed., 1991), *The Flying Telephone Booth: Demotic Greek II* [with instructor's manual, workbook]; articles in *ADFL Bulletin*, *Georgetown University Roundtable on Language and Linguistics*.

Ramón H. Rivera-Servera. Grad. student theater and dance, Univ. of Texas, Austin. MA, Graduate Center, City Univ. of New York (CUNY). Grad. teaching fellowship, CUNY, 1997–99; Latino seminar fellow, Center for Latino Initiatives, Smithsonian Institution, 2000; Burton Fellowship, Univ. of Texas, 2000–01; Ford Foundation predoctoral fellow, Natl. Research Council, 2000–03. Conference coord., "Crossing Borders '99: Latino/a and Latin American Lesbian and Gay Testimony, Autobiography, and Self-Figuration," Center for Lesbian and Gay Studies, CUNY, 1999; conference ch., "Crossing Borders 2001: U.S. Latina/o Queer Performance," Center for Lesbian and Gay Studies, CUNY, 2001. Second vice pres., Doctoral Theatre Students Assn., CUNY, 1998–99; conference organizing comm., Assn. for Theatre in Higher Educ., 1999–2002; pres., Assn. for the Study of Theatre and Performance, Univ. of Texas, Austin, 2000–01. Publications include: contrib., *Caribbean Dance: When Movement Becomes Performance* (2001); book reviews in *Theatre Journal*, *Drama Review*; performance review in *Theatre Journal*.

Jacqueline Jones Royster. Prof. English and assoc. dean for research and faculty development, Ohio State Univ., Columbus. DA, Univ. of Michigan, Ann Arbor. Visiting appointments: Ohio State Univ., winter 1991; Penn State Univ., summer 1997. Braddock Award (for best article in *College Composition and Communication*), CCCC, 2000; Ohio Pioneer in Educ., State of Ohio Dept. of Educ., 2000. Comm. on the Test of Standard Written English, Admissions Testing Prog., Coll. Board, 1985–89 (ch., 1986–89); advisory board, Project Outreach, Natl. Writing Project, 1995–99; grant prog. advisory board, Spencer Foundation, 1999–2002. Exec. comm. (1985–87), sec. (1988–91), asst. ch. (1993), assoc. ch. (1994), ch. (1995), and past ch. (1996), CCCC; exec. board, Coalition of Women in the History of Rhetoric and Composition, 1993–; exec.

comm., NCTE, 1994–95; Rhetoric Soc. of America. MLA activities: exec. comm., Div. on the Teaching of Writing, 1993–97; *Profession Advisory Comm.*, 1997–98; Task Force against Campus Bigotry, 1997–99; Ad Hoc Comm. on the Teaching of Writing, 1999–2000; *PMLA Advisory Comm.*, 1999–2002. Senior assoc. ed., *SAGE: A Scholarly Journal on Black Women*, 1983–96. Ed. or advisory boards: *College Composition and Communication*, 1992–94; *Written Communication*, 1994–; *College English*, 1999–2001; *Journal of Advanced Composition*, 2000–03; *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 2000–03. Publications include: *Traces of a Stream: Literacy and Social Change among African American Women* (2000); ed., *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892–1900* (1997); coed., *Double Stitch: Black Women Write about Mothers and Daughters* (1991); contrib., *Writing, Teaching, and Learning in the Disciplines* (1992), *The Center of the Web: Women and Solitude* (1993), *Reclaiming Rhetorica* (1995), *Critical Theory: Curriculum, Pedagogy, Politics* (1996), *Women / Writing / Teaching* (1997); articles in *College Composition and Communication*, *College English*, *ADFL Bulletin*, *ADE Bulletin*, *PMLA*, *Journal of Basic Writing*, *Dialogue: A Journal for Writing Specialists*, *SAGE: A Scholarly Journal on Black Women*, *Historian*, *NWSA Journal*.

A. LaVonne Brown Ruoff (life member). Prof. emer. English, Univ. of Illinois, Chicago. PhD, Northwestern Univ. Henry E. Huntington Library fellowship, 1972; NEH summer seminar fellowship, 1977; fellowship, Native Amer. Studies Prog., Dartmouth Coll., 1979; NEH research grant, 1981–82; fellow, Inst. for the Humanities, Univ. of Illinois, Chicago, 1990–91; NEH fellowship, 1992–93; Lannan Foundation grant (for summer institutes at D'Arcy McNickle Center for Amer. Indian History), 2000. Award for Distinguished Contributions to Ethnic Studies, Soc. for the Study of the Multi-Ethnic Lit. of the United States (MELUS), 1986; Writer of the Year (for annotation / bibliography), Wordcraft Circle of Native Writers and Storytellers, 1997; Lifetime Achievement Award, Amer. Book Awards, Before Columbus Foundation, 1998. Dir., NEH summer seminar, 1979, 1983, 1988, 1994; interim dir., D'Arcy McNickle Center for Amer. Indian History, Newberry Library, 1999–2000. Screening comm., Fulbright Scholars Awards, Council for Intl. Exchange of Scholars, 1987–90 (ch., 1989–90); selection comm., North Amer. Indian Prose Award, Univ. of Nebraska Press, 1990–; Native Amer. Lit. Prize Comm., Univ. of Oklahoma and Univ. of California, Santa Cruz, 1988–91; Grad. Consortium in Amer. Indian Studies, Comm. for Institutional Cooperation, 1999–; advisory comm., Curtis Digitization Project, Northwestern Univ. Library, 2000–. Board of dirs., Indian Council Fire, 1980–90; advisory board, Returning the Gift Festival of Native Writers, 1991–92. Pres., Assn. for the Study of Amer. Indian Lits., 1980; MELUS; Amer. Studies Assn.; Wordcraft Circle for Native Writers and Storytellers. MLA activities:

Comm. on the Lits. and Langs. of America, 1980–83; exec. comm., Discussion Group on Amer. Indian Lit., 1989–92; Comm. on the Lits. of People of Color in the United States and Canada, 1998–2001 (coch., 2000–01). General ed., Amer. Indian Lives series, Univ. of Nebraska Press, 1985–. Ed. or advisory boards: Native Amer. Bibliography Series, Scarecrow Press, 1980–; *MELUS*, 1977–84, 1987–2000; *Early American Literature*, 1994–97; *American Literature*, 1999–2000. Publications include: *American Indian Literatures: An Introduction, Bibliographic Review, and Selected Bibliography* (1990), *Literatures of the American Indian* (1990); ed., E. Pauline Johnson, *Moccasin Maker* (1987), Charles Eastman, *Old Indian Days* (1991), S. Alice Callahan, *Wynema: A Child of the Forest* (1997), Charles Eastman, *From the Deep Woods to Civilization and Indian Boyhood* (2001); coed., *Redefining American Literary History* (1990), George Copway, *Life, Letters, and Speeches* (1997); contrib., *Studies in American Indian Literature* (1983), *Multicultural Autobiography: American Lives* (1992), *Dictionary of Native American Literature* (1994), *Native American Writers of the United States* (1997), *Native American Women in Literature and Culture* (1997), *The Chippewa Landscape of Louise Erdrich* (1999), *Nineteenth-Century American Women Writers: A Critical Reader* (1998), *Theories of Representation in American Indian Literatures* (2001); articles in *American Studies International*, *American Indian Quarterly*, *Studies in American Indian Literatures*, *MELUS*, *Massachusetts Review*, *CEA Critic*, *College English*, *ADE Bulletin*, *Wordsworth Circle*, *Bulletin of the John Rylands Library*, *Journal of English and Germanic Philology*.

Amada Sandoval. Grad. student English, Princeton Univ. MA, Princeton Univ. Current institutional service: ch., Grad. Action Council, Dept. of English, 1996–97; grad. representative, Priorities Comm., 1996–97; asst. master, Forbes Coll., 1997–98; founder, Latina Educ. Roundtable, 1999. MLA activities: Exec. Council Task Force on Grad. Educ., 1997–99. Admissions administrator, Harvard Grad. School of Business Administration, 1990–93. Board of trustees, Shorter Coll., 1996–98.

Special-Interest Delegates

The 2001 Elections Committee has nominated the following candidates to replace the eighteen special-interest delegates whose terms in the assembly will expire on 31 December 2001. Each pairing represents a contest. The term of office of those elected will be from 1 January 2002 through 31 December 2004. Members may vote in any or all of the special-interest contests. Biographical summaries for all candidates and their statements on matters of professional concern will appear in the candidate information booklet that will be mailed to members in the fall with the election ballot.

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Composition, Rhetoric, and Writing (1)

Patricia E. Connors, Univ. of Memphis / Sarah Jane Sloane, Colorado State Univ.

Continuing Education (1)

Ruth Newberry, Duquesne Univ. / Barbara A. Silliman, Providence Coll.

Creative Writing (1)

Christopher Meeks, California Inst. of the Arts / Virgil Suárez, Florida State Univ.

Disability Issues (1)

Beth Dolan Kautz, Lehigh Univ. / Kristen C. Harmon, Gallaudet Univ.

Ethnic Studies (3)

Maria E. Cotera, Univ. of Michigan, Ann Arbor / Laura G. Gutiérrez, Univ. of Iowa ♦ Jesse Alemán, Univ. of New Mexico / Marcial Gonzalez, Univ. of California, Berkeley ♦ Lovalerie King, Univ. of Massachusetts, Boston / Elizabeth J. West, Morehouse Coll.

Foreign Language Teaching (1)

Antonio F. Gragera, Southwest Texas State Univ. / Luca Somigli, Univ. of Toronto

Gays and Lesbians in the Profession (1)

Tyler Curtain, Univ. of North Carolina, Chapel Hill / Mario DiGangi, Lehman Coll., City Univ. of New York

Independent Scholars and Alternative Careers (2)

Michael Andre, Unmuzzled Ox Books and Magazine / Philip Beitchman, Brooklyn, NY ♦ Ruth M. (Beth) Alvarez, Univ. of Maryland Libraries / Eva M. Jacek, St. Thomas High School, Québec

Less-Taught Languages (1)

Gil Anidjar, Columbia Univ. / Hussein N. Kadhim, Dartmouth Coll.

Politics and the Profession (2)

contests unconfirmed at press time

Two-Year Colleges (2)

Roser Coll-Gallo, Cuyahoga Community Coll., OH / candidate unconfirmed at press time ♦ George E. Bell, Cecil Community Coll., MD / Laraine Fergenson, Bronx Community Coll., City Univ. of New York

Women in the Profession (2)

Laura J. George, Eastern Michigan Univ. / candidate unconfirmed at press time ♦ Alicia Arrizón, Univ. of California, Riverside / Patricia E. Black, California State Univ., Chico

Regional Delegates

The Elections Committee also nominated the following candidates to replace the thirty-eight regional delegates whose terms will expire on 31 December 2001. Each pairing represents a contest. The

term of office of those elected will be from 1 January 2002 through 31 December 2004. Members may vote in all contests in any one region. Biographical summaries for all candidates and their statements on matters of professional concern will appear in the candidate information booklet that will be mailed to members in the fall with the election ballot.

Region 1: New England and Eastern Canada (5)

Christine Murasaki Millett, Harvard Univ. / Anna Petrov Bumble, Brandeis Univ. ♦ Willi Goetschel, Univ. of Toronto / Roman Graf, Middlebury Coll. ♦ Yolanda Flores, Univ. of Vermont / Arlene Guerrero-Watanabe, Assumption Coll. ♦ Frances S. Chevalier, Norwich Univ. / Jane Everett, McGill Univ. ♦ José Antonio Giménez-Micó, Concordia Univ. / Rafael Hernandez-Rodriguez, Southern Connecticut State Univ.

Region 2: New York State (6)

Luis E. Cárcamo-Huechante, Cornell Univ. / Barbara A. Szlanic, Columbia Univ. ♦ Marta B. Gallegos, Hunter Coll., City Univ. of New York / Frederick J. Harris, Fordham Univ., Lincoln Center ♦ Joan F. Cammarata, Manhattan Coll. / George Joseph, Hobart and William Smith Colls. ♦ M. Cecilia Hwangpo, Hamilton Coll. / Isabel de Sena, Sarah Lawrence Coll. ♦ Katherine C. Little, Vassar Coll. / James M. Scannell, Utica Coll. ♦ Ursula Appelt, State Univ. of New York, Stony Brook / Eileen Morgan, State Univ. of New York, Oneonta

Region 3: Middle Atlantic (5)

Robert Markley, West Virginia Univ. / James F. Slevin, Georgetown Univ. ♦ Seth Clark Silberman, Univ. of Maryland, College Park / candidate unconfirmed at press time ♦ Marta López-Luaces, Montclair State Univ. / Yolanda Martínez-San Miguel, Rutgers Univ., New Brunswick ♦ Patricia Donahue, Lafayette Coll. / Phylis C. Dryden, Lebanon Valley Coll. ♦ François Rigolot, Princeton Univ. / candidate unconfirmed at press time

Region 4: Great Lakes (6)

De Witt Douglas Kilgore, Indiana Univ., Bloomington / Catherine Liu, Univ. of Minnesota, Twin Cities ♦ Juan I. Caldich-Mansilla, Univ. of Illinois, Chicago / Holly R. Cashman, Univ. of Michigan, Ann Arbor ♦ Jorgelina F. Corbatta, Wayne State Univ. / candidate unconfirmed at press time ♦ L. Elena Delgado, Univ. of Illinois, Urbana / Lourdes Torres, De Paul Univ. ♦ Jossianna Arroyo, Univ. of Michigan, Ann Arbor / candidate unconfirmed at press time ♦ María Elena Cepeda, Univ. of Michigan, Ann Arbor / Angeles Rodriguez, Univ. of Michigan, Ann Arbor

Region 5: South (6)

Julian W. Connolly, Univ. of Virginia / Douglas N. Slaymaker, Univ. of Kentucky ♦ Linda L. Carroll, Tulane Univ. / Lynn McGovern-Waite, Bridgewater Coll. ♦ Carlos L. Dewes, Univ. of

West Florida / James O'Rourke, Florida State Univ. ♦ Violet Harrington Bryan, Xavier Univ. of Louisiana / Jennifer A. Wagner-Lawlor, Univ. of Memphis ♦ Peter Alan Froehlich, Univ. of Mississippi / Joseph B. Keener, Univ. of Alabama, Tuscaloosa ♦ Ian Baucom, Duke Univ. / Gene C. Fant, Jr., Mississippi Coll.

Region 6: Central and Rocky Mountain (4)

Charles A. Grair, Texas Tech Univ. / David A. Wright, Univ. of Texas, Austin ♦ Daniel R. Martínez, Univ. of Nebraska, Lincoln / Michael M. Moghtader, Univ. of New Mexico ♦ Lisa Justine Hernandez, Univ. of Texas, Austin / Diane R. Wiener, Univ. of Arizona ♦ Renate S. Posthofen, Utah State Univ. / Janet Ward, Univ. of Colorado, Boulder

Region 7: Western US and Western Canada (6)

Tim Gauthier, Univ. of Nevada, Las Vegas / Michael James Mahin, Claremont Graduate Univ. ♦ Trevor G. Elkington, Univ. of Washington / Bianca Tredennick, Univ. of Oregon ♦ Michelle Habel-Pallan, Univ. of Washington / Mark Simpson, Univ. of Alberta ♦ Margaret Van Epp Salazar, Univ. of Idaho / Daniel H. Scarfo, Univ. of British Columbia ♦ Heidi Brayman Hackel, Oregon State Univ. / Juliana Spahr, Univ. of Hawaii, Manoa ♦ Emory Elliott, Univ. of California, Riverside / candidate unconfirmed at press time



French Quarter in New Orleans, site of the 2001 MLA Annual Convention.

NEW ORLEANS METRO CVB

GOVERNANCE

New Division Executive Committee Members

Listed below are the newly elected committee members of the eighty-two MLA divisions. All terms are 2001–05 unless otherwise indicated. A complete list of the executive committees will appear in the September 2001 (Directory) issue of *PMLA*.

American Literature

AMERICAN LITERATURE TO 1800

Jeffrey H. Richards, Old Dominion Univ.

NINETEENTH-CENTURY AMERICAN LITERATURE

Eric Lott, Univ. of Virginia

LATE-NINETEENTH- AND EARLY-TWENTIETH-CENTURY AMERICAN LITERATURE

Sarah Robbins, Kennesaw State Univ.

TWENTIETH-CENTURY AMERICAN LITERATURE

Dorothy Wang, Northwestern Univ.

BLACK AMERICAN LITERATURE AND CULTURE

William J. Maxwell, Univ. of Illinois, Urbana

AMERICAN INDIAN LITERATURES

Virginia (Ginny) Carney, Eastern Kentucky Univ.

ASIAN AMERICAN LITERATURE

Eleanor Ty, Wilfrid Laurier Univ.

Comparative Studies

COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

Lori Peterson Garner, Princeton Univ.

COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

Bianca Finzi-Contini Calabresi, Kenyon Coll.

COMPARATIVE STUDIES IN EIGHTEENTH-CENTURY LITERATURE

Julia Douthwaite, Univ. of Notre Dame

COMPARATIVE STUDIES IN ROMANTICISM AND THE NINETEENTH CENTURY

Tilottama Rajan, Univ. of Western Ontario

COMPARATIVE STUDIES IN TWENTIETH-CENTURY LITERATURE

Jarrold Hayes, Univ. of Michigan, Ann Arbor

EUROPEAN LITERARY RELATIONS

Beatrice Hanssen, Harvard Univ.

English Literature

OLD ENGLISH LANGUAGE AND LITERATURE

Anita R. Riedinger, Southern Illinois Univ., Carbondale

MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

Christopher Baswell, Univ. of California, Los Angeles

CHAUCER

Marjorie Curry Woods, Univ. of Texas, Austin

LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE

Joseph Loewenstein, Washington Univ.

SHAKESPEARE

Susan Zimmerman, Queens Coll., City Univ. of New York

SEVENTEENTH-CENTURY ENGLISH LITERATURE

David Norbrook, Univ. of Maryland, College Park

RESTORATION AND EARLY-EIGHTEENTH-CENTURY ENGLISH LITERATURE

Joel Reed, Syracuse Univ.

LATE-EIGHTEENTH-CENTURY ENGLISH LITERATURE

Elizabeth A. Bohls, Univ. of Oregon

THE ENGLISH ROMANTIC PERIOD

Sonia Hofkosh, Tufts Univ.

THE VICTORIAN PERIOD

James Eli Adams, Cornell Univ.

LATE-NINETEENTH- AND EARLY-TWENTIETH-CENTURY ENGLISH LITERATURE

Douglas Mao, Harvard Univ.

TWENTIETH-CENTURY ENGLISH LITERATURE

Susan M. Squier, Penn State Univ., University Park

ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

Evelyn J. Hawthorne, Howard Univ.

French Literature

FRENCH MEDIEVAL LANGUAGE AND LITERATURE

Barbara K. Altmann, Univ. of Oregon

SIXTEENTH-CENTURY FRENCH LITERATURE

Cathy Yandell, Carleton Coll.

SEVENTEENTH-CENTURY FRENCH LITERATURE

Solange Guenoun, Univ. of Connecticut, Storrs

EIGHTEENTH-CENTURY FRENCH LITERATURE

Daniel Brewer, Univ. of Minnesota, Twin Cities

NINETEENTH-CENTURY FRENCH LITERATURE

Doris Y. Kadish, Univ. of Georgia

TWENTIETH-CENTURY FRENCH LITERATURE

Steven Winspur, Univ. of Wisconsin, Madison

FRANCOPHONE LITERATURES AND CULTURES

Clarisse Zimra, Southern Illinois Univ., Carbondale

Genre Studies

DRAMA

Jill Dolan, Univ. of Texas, Austin

FILM

Chon A. Noriega, Univ. of California, Los Angeles

Krin Gabbard, State Univ. of New York, Stony Brook, 2001–02

NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY

Robin Hackett, Vassar Coll.

POETRY

Steve McCaffery, York Univ.

PROSE FICTION

William A. Cohen, Univ. of Maryland, College Park

LITERARY CRITICISM

Lee Edelman, Tufts Univ.

METHODS OF LITERARY RESEARCH

Pamela Dalziel, Univ. of British Columbia

AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

Leigh Gilmore, Ohio State Univ., Columbus

German Literature

GERMAN LITERATURE TO 1700

Helmut Puff, Univ. of Michigan, Ann Arbor

EIGHTEENTH- AND EARLY-NINETEENTH-CENTURY GERMAN LITERATURE

Susan E. Gustafson, Univ. of Rochester

NINETEENTH- AND EARLY-TWENTIETH-CENTURY GERMAN LITERATURE

Jens Rieckmann, Univ. of California, Irvine

TWENTIETH-CENTURY GERMAN LITERATURE

Sabine Wilke, Univ. of Washington

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Hispanic Literatures

LITERATURE OF COLONIAL SPANISH AMERICA

José Rabasa, Univ. of California, Berkeley

LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

Raúl Ianes, Miami Univ., Oxford

TWENTIETH-CENTURY LATIN AMERICAN LITERATURE

Lucille Kerr, Northwestern Univ.

SPANISH MEDIEVAL LANGUAGE AND LITERATURE

Mary-Anne Vetterling, Regis Coll., MA

SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH POETRY AND PROSE

Ignacio Navarrete, Univ. of California, Berkeley

SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH DRAMA

A. Robert Lauer, Univ. of Oklahoma

EIGHTEENTH- AND NINETEENTH-CENTURY SPANISH LITERATURE

Rebecca Haidt, Ohio State Univ., Columbus

TWENTIETH-CENTURY SPANISH LITERATURE

Maryellen Bieder, Indiana Univ., Bloomington

LUSO-BRAZILIAN LANGUAGE AND LITERATURE

Christopher Dunn, Tulane Univ.

Interdisciplinary Approaches

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Sonita Sarker, Macalester Coll.

ETHNIC STUDIES IN LANGUAGE AND LITERATURE

Luzma Umpierre, Bates Coll.

POPULAR CULTURE

Josh Kun, Univ. of California, Riverside

ANTHROPOLOGICAL APPROACHES TO LITERATURE

Brad Evans, Rutgers Univ., New Brunswick
James Buzard, Massachusetts Inst. of Technology, 2001-03

LINGUISTIC APPROACHES TO LITERATURE

Margaret H. Freeman, Los Angeles Valley Coll., CA

PHILOSOPHICAL APPROACHES TO LITERATURE

Ian Balfour, York Univ.

PSYCHOLOGICAL APPROACHES TO LITERATURE

Christopher Lane, Emory Univ.

LITERATURE AND RELIGION

Dayton Haskin, Boston Coll.

SOCIOLOGICAL APPROACHES TO LITERATURE

Rosemary Hennessy, State Univ. of New York, Albany

LITERATURE AND OTHER ARTS

Kenneth S. Calhoun, Univ. of Oregon

LITERATURE AND SCIENCE

James J. Paxson, Univ. of Florida

CHILDREN'S LITERATURE

Katharine Capshaw Smith, Florida International Univ.

GAY STUDIES IN LANGUAGE AND LITERATURE

Kathryn A. Kent, Williams Coll.

Italian Literature

MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

Sherry Roush, Penn State Univ., University Park

SEVENTEENTH-, EIGHTEENTH-, AND NINETEENTH-CENTURY ITALIAN LITERATURE

Andrea Ciccarelli, Indiana Univ., Bloomington

TWENTIETH-CENTURY ITALIAN LITERATURE

Stefania Lucamante, Catholic Univ. of America

Language Studies

LANGUAGE AND SOCIETY

Raul Aranovich, Univ. of Texas, San Antonio

LANGUAGE THEORY

Alfonso Morales-Front, Georgetown Univ.

APPLIED LINGUISTICS

Julie A. Belz, Penn State Univ., University Park

LANGUAGE CHANGE

Mary Blockley, Univ. of Texas, Austin

HISTORY AND THEORY OF RHETORIC AND COMPOSITION

Susan Wells, Temple Univ.

Other Languages and Literatures

AFRICAN LITERATURES

Maureen N. Eke, Central Michigan Univ.

EAST ASIAN LANGUAGES AND LITERATURES

Aoi Mori, Hiroshima Jogakuin Univ.

SLAVIC AND EAST EUROPEAN LITERATURES

Irene Masing-Delic, Ohio State Univ., Columbus

Teaching

THE TEACHING OF LANGUAGE

Marjorie Tussing, California State Univ., Fullerton

THE TEACHING OF LITERATURE

Kimberly A. Nance, Illinois State Univ.

THE TEACHING OF WRITING

David Bleich, Univ. of Rochester

TEACHING AS A PROFESSION

Heather Dubrow, Univ. of Wisconsin, Madison □

MEETINGS

2001 ADE Summer Seminars

ADE Summer Seminars prepare department chairs and directors of graduate and undergraduate programs for changes in the profession and for the administrative, personnel, and financial responsibilities of their own departments. The seminars' workshops and discussion groups also help attendees build a network of fellow administrators they can call on throughout the year. Summer Seminar West will be held 28 June–1 July in Monterey, California, and will be hosted by Mark Hennelly (California State Univ., Sacramento) and Linda Morris (Univ. of California, Davis). It will include two full-day workshops, one for new chairs and one for directors of graduate study. Summer Seminar East, 12–15 July in Bethlehem, Pennsylvania, hosted by Barry Kroll (Lehigh Univ.), will include a full-day workshop for new chairs and a half-day workshop on development and fund-raising. Both seminars will feature sessions on legal issues for department administrators and on English departments in the "university of excellence" as well as discussion groups on topics ranging from faculty evaluation and development to maintaining professional and personal balance as an administrator. For more information, visit www.ade.org or contact David Laurence at 646 576-5130 or ade@mla.org. □

Council Approves Statement on Distance Education

The following statement, prepared by the MLA Committee on Information Technology (formerly the Committee on Computers and Emerging Technologies in Teaching and Research), endorses the AAUP "Statement on Distance Education" and articulates special concerns of language and literature teachers with respect to distance education. The statement was approved by the MLA Executive Council at its 23–24 February 2001 meeting.

The committee believes that it is premature, at this time, to establish formal guidelines on distance education for the modern languages and literatures; but it does feel that it is important that the MLA begin to speak out on the issue. The committee hopes this endorsement will initiate an ongoing conversation about distance education.

The AAUP "Statement on Distance Education": Special Considerations for Language and Literature

The MLA strongly endorses the principles put forth in the "AAUP Statement on Distance Education" (<http://www.aaup.org/spcdistn.htm>). While recognizing the importance of distance education to the profession, the MLA wants to reaffirm the traditional rights, responsibilities, and authority of the faculty. We quote from the AAUP document:

As with all other curricular matters, the faculty should have primary responsibility for determining the policies and practices of the institution in regard to distance education.

Further, the MLA maintains that distance education initiatives should take into account the unique demands of teaching language and literature and should employ pedagogical strategies and technologies that ensure an appropriate educational environment. For example, language-learning courses present particular difficulties for online instruction. Language learning goes beyond the mere acquisition of linguistic knowledge; it involves an understanding of cultural context and the communicative processes that allow the learner to negotiate meaning in speaking, listening, reading, and writing. This learning process requires a high level of human contact, one that is traditionally facilitated by face-to-face interaction in the language classroom. Distance education must demonstrate its ability to enable those interactions, especially in multicultural contexts.

Three principles in the AAUP statement have particular import for teachers of languages and literature.

1. *The applicable academic unit—usually a department or program—should determine the extent to which the new technologies of distance education will be utilized, and the form and manner of their use.*

Innovations in information technology have made it possible for individual faculty members to access and process digital images and sound as well as text over the Internet. Faculty expertise is indispensable to the process of assessing and selecting appropriate educational materials from the vast number of language and literature resources now available, integrating the new digital resources with traditional forms of content in a distance learning environment, and designing effective curricula and specific course content.

Moreover, faculty expertise and experience are indispensable for selecting appropriate technologies for distance education. The Internet creates a medium quite different from educational television, for example. Language and literature faculty members should be represented in discussions of resource allocation for computer centers and academic units that maintain and operate the technologies used to deliver distance education courses. (See the *MLA Guidelines for Institutional Support of and Access to IT for Faculty Members and Students*.)

2. *The institution should establish policies and procedures to protect its educational objectives and the interests of both those who create new material and those who adapt material from traditional courses for use in distance education.*

The MLA continues to assert that institutions and departments bear a responsibility for making explicit the rewards and ramifications of creating online instructional materials. (See the *MLA Guidelines for Evaluating Work with Digital Media in the Modern Languages*.) Institutional policies concerning the ownership and protection of intellectual property also need to be established in consultation with the faculty.

3. *To enable them to carry out their instructional responsibilities, teachers assigned to these courses should be given support in the form of academic, clerical, and technical assistance, as well as means of communicating and conferring with students.*

Access to support of this kind remains especially problematic for language and literature teachers in the light of the heavy reliance on adjunct faculty members and graduate assistants in English and foreign language programs. □

MEETINGS

2001 ADFL Summer Seminars

The ADFL seminars offer three days of intense professional exchange about life and work in departments of foreign languages for chairs, language coordinators, and program administrators. The seminar also allows participants to enjoy the cultural and natural resources of the surroundings. The 2001 seminars feature preseminar workshops for new and recently appointed chairs. Seminar East will be held in Middlebury, Vermont, on 7–9 June and hosted by Michael Katz (Middlebury Language Schools and Schools Abroad). Participants will stay at the Middlebury Inn. Seminar West will be held at the University of Texas, Austin, on 21–23 June and hosted by Janet Swaffar (Univ. of Texas). Participants will stay at the Austin Marriott Hotel.

With the title "Conflicting Identities, Competing Loyalties," this year's seminars explore the chair's responsibilities to the institution, the department, the faculty, and students. Seminar sessions will focus on these responsibilities in terms of specific languages and institutional contexts, competing philosophies, and day-to-day departmental management. Speakers and topics will be announced in the *ADFL Bulletin* and on the ADFL Web site (www.adfl.org). A brochure with registration form detailing housing, meals, and excursions will be mailed to ADFL members in early spring. For further information, write or call Elizabeth Welles, director, ADFL, at the MLA office (646 576-5140; adfl@mla.org), or consult the ADFL Web site. Registration is also available at the Web site (www.adfl.org). □

Report from the Committee on Academic Freedom and Professional Rights and Responsibilities

As noted in the Spring 2001 *MLA Newsletter*, the count of listings from the October 2000 *Job Information List* indicates stable or improving in opportunities for academic employment for PhDs: a 6.7% increase in English and a .9% decrease in foreign languages. The job search, however, remains intensely competitive; competition obviously raises the level of stress and difficulty for candidates and imposes scheduling and procedural constraints on departmental chairs. Even in the best of times, miscommunication and delays occur.

Reviewing diverse inquiries about commonly held assumptions, expectations, and protocols involved in job searches, the Committee on Academic Freedom and Professional Rights and Responsibilities (CAFPRR) offers departments and candidates the following reminders of good practice regarding interviewing and hiring procedures.

Advice to Candidates

In its statement "Advice to Search Committee Members and Job Seekers," CAFPRR reiterates that "Candidates should realize that the departments advertising in the *Job Information List* normally expect candidates to attend the MLA Convention for screening interviews. Candidates who do not attend the Convention may therefore be at a disadvantage. [. . .] Candidates should realize that convention attendance is generally the most efficient and least expensive way to conduct interviews."

Regarding the scheduling of interviews, the committee believes that candidates should accept invitations for interviews at the MLA convention if they are interested in the positions. Although candidates' requests for alternative interview arrangements should not be prejudicial to their candidacy, such requests may be interpreted as a sign of diminished interest in the job. Candidates should also be aware that institutional policies concerning interviews at the MLA convention will vary.

Responsibilities of the Department

Throughout the search process departments should communicate with candidates in a clear, unambiguous manner. Sentences

such as "We will begin to review submissions after December, and faculty members from our department will be at the MLA convention to talk with you and answer questions you may have" are confusing to candidates, who may think that the department is inviting them for an interview.

After the MLA Convention

Departments should provide timely and courteous updates on the status of the search by e-mail, telephone, or letter. If there are long delays between the MLA interviews and campus visits or at other stages of the process, chairs should take particular care to communicate with candidates. In no instance should applicants be left without a formal response from the department about the closure of the job search.

Similarly, candidates who accept an offer should immediately notify any other institutions where they are under consideration. Departments should be prepared to absorb travel costs involved in any resulting cancellations.

After accepting a position formally and in writing, it is unethical for candidates to take another job. Candidates should realize that the department making the original offer may, in such a failed search, lose the position, thus placing an entire program in jeopardy. The careers of other candidates for the position may also be adversely affected.

Advice to Candidates Who Are Foreign Nationals

Candidates should be advised that every newly hired employee, including United States citizens, is now required by law to complete a form I-9 that verifies employment eligibility. Practices for obtaining immigration visas for candidates who are not United States citizens will vary among institutions and regions. Departments may legitimately inquire into the immigration status of candidates. The ultimate responsibility for certification of eligibility for employment remains with the candidate. □

C O R R E S P O N D E N C E

The MLA Newsletter welcomes correspondence from members of the association concerning items in previous issues or matters of professional interest. Writers are asked to limit letters to five hundred words; the editor reserves the right to edit letters that exceed five hundred words.

To the editor:

I'm writing to express my appreciation of the MLA staff's energy, time, and efforts in putting together events tailored for those of us who were on the job market. This was my first MLA convention (and my first year on the market). My experience in Washington was a positive one, which was largely influenced by the way the staff had the Job Center organized, by their presence and accessibility when we had questions, by the job counseling provided, and the Preconvention Workshop for Job Seekers. I learned a lot, had a great interview, and met new friends. My first MLA convention experience was unlike all the horror stories I have heard, and I do believe that my positive experience was largely the by-product of all the staff's hard work and organization.

Phyllis Thompson

BOOK NEWS

Call for Contributions in Approaches Series

The Publications Committee has approved development of two new titles in the series *Approaches to Teaching World Literature*. The first volume, devoted to Henry James's *The Turn of the Screw*, *Daisy Miller*, and other short fiction, will be edited by Kimberly C. Reed and Peter G. Beidler. The second, *Approaches to Teaching DeLillo's White Noise*, will be edited by Timothy Engles and John N. Duvall. If you wish to contribute to either volume, please send your name and mailing address to Sonia Kane at the MLA office by 15 June (sonia.kane@mla.org; fax: 646 835-4043). □

Committee Invites Comments on Academic Publishing

The MLA Ad Hoc Committee on the Future of Scholarly Publishing, which is charged with studying the effects of recent trends in academic publishing, is preparing its report and seeks comments on such topics as changes in publishing practices and opportunities, changes in tenure standards and expectations, potential roles and challenges of electronic publishing, library acquisition policies, and publication issues for scholars in languages other than English. Please send responses to scholar.pub@mla.org. □

BOOK NEWS

MLA Books Available for Purchase on the MLA Web Site

All MLA books are available for purchase through the MLA's Web site. By clicking "publications" on the home page at www.mla.org, you may browse the entire catalog of MLA titles. Orders may be placed securely through the Web site using MasterCard or Visa, or you may fax an order using a printed order form. Members will continue to receive a 20% discount for purchases of books on the MLA Web site. □

BOOK NEWS

Two New MLA Titles Published

The MLA published two new titles in winter 2001. *A Resource Guide to Asian American Literature*, edited by Sau-ling Cynthia Wong and Stephen H. Sumida, offers background materials for the study of this expanding discipline and suggests strategies and ideas for teaching well-known Asian American works. An original collection of twenty-five essays, the volume focuses on fifteen novels and book-length prose narratives (among them Meena Alexander's *Nampally Road*, Louis Chu's *Eat a Bowl of Tea*, Monica Sone's *Nisei Daughter*, Amy Tan's *The Joy Luck Club*) and six works of drama (including David Henry Hwang's *M. Butterfly*). The *Resource Guide* concludes with four essays that present themes and approaches for the study and teaching of short fiction, poetry, and panethnic anthologies. The volume is 345 pages; it costs \$40.00 (members \$32.00) in cloth and \$22.00 (members \$17.60) in paperback.

Approaches to Teaching Woolf's To the Lighthouse (edited by Beth Rigel Daugherty and Mary Beth Pringle), like all books in the MLA's *Approaches to Teaching World Literature* series, contains two parts. The first, "Materials," discusses the available editions of the novel and further reading for students, as well as reference works, bibliographies, critical works, and teaching aids. In the second part, twenty-one essays focus on how to read *To the Lighthouse* and present a range of critical approaches, including autobiographical, contextual, and intertextual methods. The volume is 210 pages; it costs \$37.50 (members \$30.00) in cloth and \$18.00 (members \$14.40) in paperback.

To purchase these books or other MLA publications, please call customer services (646 576-5161), fax your order (646 576-5160), or place your order through the MLA Web site at www.mla.org. The MLA accepts Visa, MasterCard, and American Express. □

D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 July and 1 November. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2000 PMLA, pages 858-76. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

JULY

- 1 American Institute of Indian Studies

AUGUST

- 1 Fulbright Scholar Program

SEPTEMBER

- 1 Abe Fellowship Program
- 1 Rockefeller Foundation
- 15 Cambridge University Library
- 30 Canadian Studies Grant Programs

OCTOBER

- 1 American Council of Learned Societies
- 1 American Philosophical Society
- 1 John Simon Guggenheim Memorial Foundation Fellowships
- 1 United States Institute of Peace
- 1 University of Utah Tanner Humanities Center
- 1 Woodrow Wilson International Center for Scholars
- 6 Michigan Society of Fellows
- 6 New York Foundation for the Arts
- 9 Spencer Foundation
- 15 American Council of Learned Societies
- 15 Columbia University Society of Fellows in the Humanities
- 15 Fulbright Teacher Exchange Program
- 15 Keats-Shelley Association of America
- 15 National Humanities Center
- 15 Villa I Tatti
- 16 Institute for Research in the Humanities of the University of Wisconsin, Madison
- 16 Andrew W. Mellon Postdoctoral Fellowships in the Humanities at the University of Pennsylvania
- 21 Cornell University Society for the Humanities
- 21 Spencer Foundation
- 25 Fulbright Award (US Government) for Graduate Students
- 31 Canadian Studies Grant Programs
- 31 Memorial Foundation for Jewish Culture

NOVEMBER

- 1 American Association of University Women Educational Foundation
- 1 American Council on Education
- 1 American Philosophical Society
- 1 American Research Center in Egypt
- 1 American-Scandinavian Foundation
- 1 Archaeological Institute of America
- 1 Leo Baeck Institute
- 1 Bunting Fellowships
- 1 Fulbright Scholar Program
- 1 Getty Grant Program
- 1 IREX (International Research and Exchanges Board)
- 1 Omohundro Institute of Early American History and Culture

U P C O M I N G M L A D E A D L I N E S

JUNE

- 1 Deadline for receipt of ballot covering ratification of Delegate Assembly actions
- 15 Notification of decisions on funding requests mailed to discussion leaders who have applied for funds for speakers at the 2001 convention
- 25 Deadline for receipt of new members' applications for listing in the September 2001 (Directory) issue of *PMLA*
- 25 Deadline for current members to submit changes in rank or affiliation for listing in the September 2001 (Directory) issue of *PMLA*
- 25 Deadline for departmental administrators to submit changes in their departmental listings in the September 2001 (Directory) issue of *PMLA*
- 25 Deadline for receipt of 2001 (calendar year) dues for listing in the September 2001 (Directory) issue of *PMLA*
- 30 Deadline for receipt of petitions for additional Delegate Assembly candidates (see MLA constitution, article 10.E); deadline for receipt of petitions for additional second vice president and Executive Council candidates (see MLA constitution, articles 6.E and 8.A.2)

JULY

early Program-copy proofs and information on dates, times, and July places of 2001 meetings sent by convention office to session organizers

- mid- Deadline for receipt of corrections of Program-copy proofs July for the November 2001 (Program) issue of *PMLA*
- 27 Deadline for receipt of 2002 convention calls for papers for the *Fall Newsletter*

AUGUST

- 1 Deadline for receipt of applications from publishers that are members of the AAUP seeking support from the Scaglione Endowment for scholarly manuscripts on the languages and literatures of Italy

SEPTEMBER

- 14 Deadline for receipt of job listings for the October print editions of the *Job Information List*
- 19 Deadline for receipt of 2002 convention calls for papers for the *Winter Newsletter*

OCTOBER

- 15 Deadline for receipt of resolutions to be considered and voted on at the 2001 Delegate Assembly meeting (see MLA constitution, articles 9.C.10 and 11.C.3-5); deadline for receipt of motions to be placed on the agenda of the 2001 Delegate Assembly meeting (see MLA constitution, article 9.C.11, and Delegate Assembly bylaw 7)

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