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DANIEL ROOT

Rosemary G. Feal

New Executive Director

After a nationwide search, the MLA Executive Council has appointed Rosemary G. Feal to succeed Phyllis Franklin as executive director of the association. Feal will take a leave from her current position, as chair of the department of modern languages and literatures and professor of Spanish at the State University of New York, Buffalo, to assume the executive directorship this summer, when Phyllis Franklin retires.

Feal has had a long association with the MLA. Her active involvement began in 1988, when she was elected to the Delegate Assembly. She was elected to the Delegate Assembly Organizing Committee and to the Nominating Committee and appointed to the *PMLA* Advisory Committee and to the Ad Hoc Committee to Study the Feasibility of Changing the Dates of the Annual Convention. Most recently she served on the Nominating Committee and as the cochair of the Committee on the Status of Women in the Profession.

She is currently senior consulting editor of *Latin American Literary Review* and an associate editor of *Afro-Hispanic Review*. She also serves on the editorial boards of *Latino Cultural Studies*, *New Centennial Review*, and *Letras Femeninas*. She coedits the State University of New York Press Series in Latin American and Iberian Thought and Culture. Her undergraduate degree is from Allegheny College, and her graduate degrees are from the State University of New York, Buffalo. She taught at the University of Rochester before joining the faculty of the State University of New York, Buffalo, in 1999. She has served on a wide range of professional committees and published widely in Latin American literature, including two books, *Novel Lives: The Fictional Autobiographies of Guillermo Cabrera Infante and Mario Vargas Llosa* and *Painting on the Page: Interartistic Approaches to Modern Hispanic Texts* (coauthored with Carlos Feal).

The council began the search for the new executive director in January 2001. It appointed a search committee consisting of Sylvia Molloy, 2001 president of the association, who chaired the committee; David Bartholomae; Kirsten Christensen; Frances Smith Foster; Stephen Greenblatt; and Mary Louise Pratt. The search committee invited nominations from the membership, reviewed over fifty applications, and conducted two rounds of intensive interviews. The full council met with a short list of candidates in October 2001 and made its final decision at that time. □

Convention News

The 2002 MLA Annual Convention will be held on 27-30 December in New York City. Calls for papers appear on pages 7-29. Photographs of the New Orleans convention appear on pages 8, 11-14, 16, 18-22, 25, 27-29, and 31.

WWW.MLA.ORG

MLA Web Site News

Featured

- Fall 1999 staffing survey of English and foreign language departments
- "Knowing Other Languages Brings Opportunities," a brochure for young learners

Reports and Documents

- *Making Faculty Work Visible*. Report of the MLA Commission on Professional Service
- Committee on the Status of Graduate Students in the Profession: Reports and Web links
- *Preserving Research Collections, a Collaboration between Libraries and Scholars*
- *Summary of Data from Surveys by the Coalition on the Academic Workforce*

Member and 2002 Convention Information

- Calls for papers for the 2002 convention in New York
- Special session proposal form for the 2002 convention
- Membership renewal
- Publications information and sales
- *What's the Word?* 2000 Programs (MLA radio series streamed for modem or high-speed connection) □

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.

2001 Election Results

In the elections conducted last fall, Robert Scholes (English, Brown Univ.) was elected second vice president of the association. Scholes will serve in that office in 2002, will become first vice president in 2003, and will succeed to the office of president in 2004.

Nancy K. Miller (Graduate Center, City Univ. of New York), A. LaVonne Brown Ruoff (Univ. of Illinois, Chicago), and Amada Sandoval (Princeton Univ.) were elected members of the Executive Council for the term 2002–05. All three represent the field of English, including American. The membership categories they represent are, respectively, regular members, life members, and student members.

Fifty-six new representatives were elected to the Delegate Assembly. Eighteen delegates were elected to represent special-interest categories in the assembly, and thirty-eight delegates were elected to represent seven geographical regions in the United States and Canada. The names of Delegate Assembly members will appear in the September 2002 *PMLA*.

In addition, eighty-two members were elected to the division executive committees. Their names will also appear in the September 2002 *PMLA*. □

MEETINGS

Conference on the Relation between English and Foreign Languages in the Academy: Constructing Dialogue, Imagining Change

The Modern Language Association and New York University are cosponsoring a unique conference on English and foreign languages in the academy. Representatives of comparative literature, English, and foreign language departments will consider the impact of cultural and linguistic diversity on language and literature programs; assess past and present relations between English and foreign language departments; and discuss new modes of collaboration, especially regarding literature courses and programs. Registration materials were sent to departments in early fall 2001. The conference will be held at New York University, 12–14 April 2002. For more information, please call Claudia Gilchrist at the MLA office (646 576-5102). □

GRANTS AND PRIZES

The Phyllis Franklin Award for Public Advocacy of the Humanities

In recognition of her long and distinguished service to the humanities as executive director of the Modern Language Association (MLA), the association honors Phyllis Franklin with the establishment of the Phyllis Franklin Award for Public Advocacy. In 2003 and every other year thereafter, this award will honor an individual who has fostered public support for the humanities through speaking, writing, policy making, or other activities. The prize is open to academics and to public figures outside the field and the academy, such as politicians, corporate leaders, foundation heads, journalists, educational administrators, and individuals from the world of arts and entertainment.

The officers of the MLA will review nominees for the award and will recommend names for consideration by the Executive Council. All suggestions, endorsements, and solicitations of comments on persons proposed for the award will be strictly confidential; the prize will be presented at the annual convention. Letters of nomination should include the full name and mailing address of the nominee; a list of the candidate's major works, accomplishments, and publications if applicable; a statement of three hundred words or less commenting on the candidate's achievements; and three letters of support. Letters should be addressed to the president of the MLA and for the first award must arrive at the headquarters office by 31 January 2003. □

Scholars at Risk

A few years ago, a colleague of ours—Katie Trumpener, a professor of German at the University of Chicago and a member of the MLA's Executive Council—had an idea. Like many ideas that turn out to matter, this one was born of disquiet: it was International Human Rights Day, and she had been listening on the radio to interviews with Burmese faculty members and students who had been persecuted by their government as a consequence of their research and writing. Kicked out of their jobs and their classes, they had virtually no lifelines, no opportunity to continue their work elsewhere. Many suffered abuse: insults, privation, beatings, death threats. But even when there was no direct physical danger, they faced the prospect of the end of their productive lives as scholars: their academic careers were finished, no journals or presses would be permitted to publish their work, and there was virtually no alternative access to books and periodicals, let alone time to reflect and write. We know, of course, that this happens all the time in many parts of the world; even with our very substantial legal protections and strong traditions of free inquiry, it happens here. Katie felt frustrated and unhappy, as we all do in the face of these events, but she did not let the matter go.

She began to think about the efforts that had been mounted in the 1930s to aid at least some of the German scholars who had been fired when the Nazis came to power. These efforts, for example, had helped Erich Auerbach, dismissed in 1936 from his professorship at Marburg, find a post in Turkey, where he wrote *Mimesis*. Some fifty scholars, in fact, found refuge at the "Istanbul Universitesi"; hundreds more were welcomed by such life-saving institutions as the College of Mexico in Mexico City, the Institute for Advanced Study in Princeton, and above all the New School for Social Research in New York. The paths endangered scholars followed were often twisting. Roman Jakobson, foreseeing the fate of Russian formalism under the Soviet authorities, left Russia in the late 1920s and moved to Prague. When the Nazis seized Czechoslovakia in 1939, he fled to the north, living in Denmark and Norway. When Norway was invaded in 1940, he escaped across the border to Sweden. Jakobson made it to the United States in 1941 and was appointed at the "University in Exile," the graduate faculty of the New School. There he met a fellow refugee member of the faculty, a young French anthropologist, Claude Lévi-Strauss, whose intellectual career—and hence much literary theory and criticism in the latter half of the twentieth century—turned out to be shaped by Jakobson's structural linguistics. Or consider Paul Oskar Kristeller, who studied at Heidelberg with Karl Jaspers and at the University of Berlin with Werner Jaeger (who would leave Germany in 1934, when the Nazis demanded that he divorce his Jewish wife) before he moved to Freiburg to prepare his *Habilitation* on Ficino. Kristeller's supervisor at Freiburg was Martin Heidegger, but the thesis was not finished there. After Hitler came to power, Kristeller left for Italy and was hired as a lecturer at the University of Pisa, only to be fired in 1938 in the wake of the Fascist anti-Semitic laws. He then made it to the United States, where the philosophy department at Columbia managed to find a place for him—for nine years—as an "adjunct."

So it went in dozens of similar cases—Leo Spitzer, Erik Erikson, Wilhelm Reich, Bruno Bettelheim, Erich Fromm, Hannah Arendt, Erwin Panofsky, René Wellek. The list could be extended, but enough names have been invoked to make an important point: not only were innocent lives saved, but the institutions that hosted these refugee scholars were in many cases profoundly enriched, as was the scholarly community at large.

Katie wondered whether it might be possible to renew these efforts now. She shared her thoughts with the director of the Human Rights Program at the University of Chicago, Jacqueline Bhabha, who in turn began to think about ways to put something into place. A startlingly short time later, the Scholars at Risk Network was created and, with the aid of a generous start-up grant from the MacArthur Foundation, set in motion under the directorship of a lawyer and human rights activist, Rob Quinn.

The Scholars at Risk's mission is to promote academic freedom and to defend the human rights of scholars worldwide. In part this mission is built upon compassion and solidarity—a general desire to help people in distress and a sense that there is a particular appropriateness in scholars helping other scholars. And our sense of solidarity in turn is built upon the conviction that the work we do is vitally important. Its importance lies less in any individual project—our sense of irony is usually quite well-developed—than in the values that all scholarship draws upon: a spirit of untrammeled inquiry, access to documents, a willingness to venture unfamiliar or unpopular views, freedom of expression. These hard-won values are essential to democratic cultures, and they are routinely targeted by democracy's enemies.

The network's principal activity is to identify scholars who are unable to work in their home region because of displacement, discrimination, censorship, harassment, or violence or threats of violence and to provide these scholars academic positions at universities and colleges in the United States. The academic positions are temporary: placements may last from six months to three years, depending on the needs of the scholar. The positions are a kind of lifeline, something for a scholar at risk to grasp onto while he or she rides out the storm. And the network hopes that the heightened awareness these individual placements produce will help to reduce the impact and frequency of attacks on scholars. Repressive regimes often count on a curtain of international indifference or ignorance. When that curtain is torn open, they are less likely to court opprobrium.

Scholars from any discipline are eligible for placement, including such nontraditional scholars as artists, poets, and "public intellectuals." This disciplinary (as well as regional) breadth means, of course, that there is no necessary relation between the Modern Language Association of America and Scholars at Risk. The people the network will assist are at least as likely to come from fields such as law or political science as they are from English or Spanish. But it is not an accident that the spark came from one of us: as scholars of language and literature, we are appropriately and intensely sensitive to threats to freedom of expression. And I like to think of us as unusually generous and committed people.

How can you help Scholars at Risk? You can get further information about it from the Web at <http://scholarsatrisk.uchicago.edu> or by writing to the director, Robert Quinn, at Scholars at Risk Network, Human Rights Program, University of Chicago, 5828 South University Avenue, Chicago, IL 60637. If the goals strike you as important, you can go to your administrators—deans, provosts, presidents—describe the initiative, and ask them to get involved. There are different levels of participation. The simplest involves joining the discussion, sharing information, helping to create an effective network of knowledge and concern. Higher levels of participation involve hosting scholars, something that involves both funding and organization. Thus far more than fifty

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institutions have joined the network, and many of these—including Albion College; Illinois Wesleyan University; the University of Chicago; Purdue University; the University of Illinois, Urbana; the University of Iowa; the University of Michigan; and others—have pledged to host scholars. The first of the placements have already taken place, and more scholars have been identified.

I am sure you have noticed: free inquiry has always been difficult, and the world is not showing conspicuous signs of making it any easier. I keep thinking of Galileo and Giordano Bruno and wishing to offer them a place in my university. Scholars at Risk is not a thought experiment. Here is something we can actually do.

Stephen Greenblatt

GRANTS AND PRIZES

Winners of MLA Prizes Announced

The winners of ten annual prizes and six biennial awards given by the MLA were recognized at the 2001 MLA convention in New Orleans. Stephen Greenblatt, first vice president of the association, announced and presented the prizes at a ceremony preceding the Presidential Address on 28 December.

William Riley Parker Prize: Ian Baucom, "Globalit, Inc.; or, The Cultural Logic of Global Literary Studies" (*PMLA*, January 2001)

James Russell Lowell Prize: Ann Rosalind Jones and Peter Stallybrass, *Renaissance Clothing and the Materials of Memory* (Cambridge University Press)

Modern Language Association Prize for a First Book: Patricia Crain, *The Story of A: The Alphabetization of America from The New England Primer to The Scarlet Letter* (Stanford University Press). Honorable Mention: Jennifer Summit, *Lost Property: The Woman Writer and English Literary History, 1380–1589* (University of Chicago Press)

Kenneth W. Mildener Prize: Hossein Nassaji and Gordon Wells, "What's the Use of Triadic Dialogue? An Investigation of Teacher-Student Interaction" (*Applied Linguistics* 21.3)

Mina P. Shaughnessy Prize: Jacqueline Jones Royster, *Traces of a Stream: Literacy and Social Change among African American Women* (University of Pittsburgh Press)

Modern Language Association Prize for Independent Scholars: Joe Snader, *Caught between Worlds: British Captivity Narratives in Fact and Fiction* (University Press of Kentucky)

Katherine Singer Kovacs Prize: Catherine Julien, *Reading Inca History* (University of Iowa Press)

Lois Roth Award for a Translation of a Literary Work: John Felstiner, *Selected Poems and Prose of Paul Celan* (W. W. Norton)

Aldo and Jeanne Scaglione Prize for Comparative Literary Studies: Marie-Laure Ryan, *Narrative as Virtual Reality: Immersion and Interactivity in Literature and Electronic Media* (Johns Hopkins University Press)

Aldo and Jeanne Scaglione Prize for French and Francophone Studies: Timothy Hampton, *Literature and Nation in the Sixteenth Century: Inventing Renaissance France* (Cornell University Press)

Morton N. Cohen Award for a Distinguished Edition of Letters: Albert J. Devlin and Nancy Marie Patterson Tischler, *The Selected Letters of Tennessee Williams: Volume 1, 1920–1945* (New Directions)

Modern Language Association Prize for a Distinguished Scholarly Edition: Michael Rudick, *The Poems of Sir Walter Raleigh: A Historical Edition* (Arizona Center for Medieval and Renaissance Studies in conjunction with Renaissance English Text Society)

Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures: Gabriella Safran, *Rewriting the Jew: Assimilation Narratives in the Russian Empire* (Stanford University Press)

Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature: Richard John Beardsworth, *The Confession of Augustine* by Jean-François Lyotard (Stanford University Press)

Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies: Nelson Moe, *The View from Vesuvius: Italian Culture and the Southern Question* (University of California Press)

Aldo and Jeanne Scaglione Prize for Italian Studies: Gaetana Marrone-Puglia, *The Gaze and the Labyrinth: The Cinema of Liliana Cavani* (Princeton University Press)

The MLA's prizes are awarded under the auspices of the Committee on Honors and Awards, which appoints the members of the selection committees and determines procedures, deadlines, and criteria for eligibility for all the prizes. Deadlines for upcoming prizes appear on page 28. To submit books or to obtain detailed information about any of the prizes, call or write the Office of Special Projects at the MLA office (646 576-5141; awards@mmla.org). □



Stephen Greenblatt presenting the Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies to Nelson Moe at the Presidential Address.

The *MLA International Bibliography*: Where We Are Now

The 2000 *MLA International Bibliography* has just come from the printer, and the occasion marks an anniversary: twenty years of listings that provide full author and subject access, seventy-nine years of listings altogether, and the first year of entries that concern teaching. The change in scope is described in the "Guide for Users":

Starting with this volume, the *Bibliography* covers material on the history, theory, and practice of teaching language, literature, and rhetoric and composition at the college level, including professional and administrative issues. Works may address the teaching of any modern language and any literature; those on rhetoric and composition may address discourse studies and the teaching and learning of written communication in any language. (Vol. 4, xi)

For this edition of the bibliography, we indexed 1,332 records on the subject of rhetoric and composition, 845 records on the teaching of language, and 589 records on the teaching of literature. We also added fifty-seven journals on these subjects to the publications we usually cover. The listings for the teaching of language are in volume 3; the entries for rhetoric and composition and the teaching of literature are in volume 4. All listings can be accessed electronically. Over time these sections will grow, and their availability will, I hope, aid teachers in their work and encourage recognition of those who study and write about the history, theory, and practice of teaching in the field.

The MLA Executive Council authorized this change in scope in 1998, and a grant from the Andrew W. Mellon Foundation has been supporting the effort. Three committees worked with the MLA staff to conceptualize classifications for the new topics. Katherine Arens, Diane Birckbichler, Heidi Byrnes, and Dale Lange designed the language classification system; Arthur Applebee, Thadious Davis, James Fernandez, John Guillory, and Myra Jehlen envisioned topics for the teaching of literature; Gail Hawisher, Erika Lindemann, Jacqueline Jones Royster, James Sosnoski, and Todd Taylor developed the rhetoric and composition section.

Key to the expansion of the bibliography's scope was an agreement with the Conference on College Composition and Communication (CCCC), whose members had regularly compiled an excellent reference tool for work done in the field of rhetoric and composition. A brief "History of the CCCC Bibliography of Composition and Rhetoric and the *MLA International Bibliography*," by Erika Lindemann and Todd Taylor, describes the accomplishments of members of the CCCC and the decision by the CCCC executive committee to work collaboratively with the MLA on a bibliography (Vol. 4, 169).

Other changes in the bibliography also deserve notice. Since each item we include in the database is examined by an indexer who is a specialist in the field, the cost of indexing is substantial. The perennial challenge the MLA faces in producing this reference work is keeping up with the scholarship. In recent years, grants and improved revenue from library subscriptions have allowed us to increase the number of staff members who work on the bibliography from twenty-two in 1984–85 to thirty-two at the end of 2001. With a larger staff, we can handle a broader range of languages. In 2001 MLA staff members were able to index in forty-four of the seventy-two languages we normally cover. (Ten years ago staff members read twenty-eight of these languages.) Of great help in this regard is a three-year grant from the Andrew W. Mellon Foundation, which supports three staff members who can

index in Arabic, Persian, and Turkish. With more people on staff and with continuing contributions from MLA members who serve as field bibliographers, we are doing a better job of covering publications in the field, as table 1 below indicates. Please note that these statistics include both items published in the year they are listed and items published in earlier years that were not listed when they appeared. To improve the overall coverage of the bibliography, we regularly index both current scholarship and publications from previous years as they reach us. But we also recognize the importance of keeping the bibliography current. To improve currency, we are adjusting the production schedule. We have always been one year behind in the print format of the reference work because we did not begin to cover new material—that is, material from the current year—until August, when the edition was being prepared for the printer. This year, we began to cover 2001 publications in June instead of waiting until August. Next year we will begin current-year indexing in March.

Covering books requires special procedures. Whereas we can arrange for journal subscriptions, we cannot obtain books in this way. We remind university presses to send us copies of new books in the fields we cover, we urge MLA members to let us know when they have books coming out, and we order specific titles from book catalogs. But judging how well we cover book publications has been difficult. In a recent comparative study of the *MLA International Bibliography* and the *Annual Bibliography for English Language and Literature*, Scott Stebelman writes: "Interestingly, MLAIB has often been criticized for inadequate indexing of the book literature; although this may be true, its ratio of books to the total number of publications is almost identical to ABELL's" (*Journal of Documentation* 56.3 [2000]: 337).

The Association of American University Presses is preparing a study of books issued by university and other presses in a number of fields, and the author of the study, Albert N. Greco, was willing to share with us the information he had collected. A comparison of the AAUP data with the number of books listed in the *MLA International Bibliography* suggests that the number of books we indexed in the 1990s was in line with the number of books university presses issued during that period. For example, the AAUP study notes that in 1999 university presses published 2,392 books on literary history, English literature, American literature, Romance literature (French, Spanish, Italian), and philology and linguistics. In the 2000 bibliography we indexed a total of 4,221 books; 1,901 of these entries are on the subjects in the AAUP list. Since we have no way of matching the 1,901 bibliography entries with the books the AAUP counted, this comparison is suggestive rather than definitive.

In addition to covering print publications, since November 2000 we have included a growing number of electronic journals. To be indexed, journals must be available only in electronic form, fit the scope of the bibliography, identify the editor and members of the editorial board, have a stated editorial policy, use peer review, name the publisher and sponsoring organization, provide for continuing access to past issues, and be published regularly. This year members

(continued on next page)

Table 1
1995–2000 Bibliography Record Counts by Year

	1995	1996	1997	1998	1999	2000
Total records	42,392	45,298	50,167	53,935	55,598	61,353

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of the Advisory Committee on the *MLA International Bibliography* questioned the requirement for peer review because we do not have a similar requirement for print journals. The MLA Committee on Information Technology also objects to this distinction between print and electronic publications. The elimination of the criterion will be discussed when the Advisory Committee next meets.

Another change in the bibliography that members can look for late in 2002 is that entries for the full run of twenty-five language and literature journals will be available through JSTOR, an electronic full-text journal archive. A grant from the Andrew W. Mellon Foundation is funding the conversion of these journals from print to electronic format and supporting the cost of indexing the articles in these journals so that articles can be searched in the same way in both the JSTOR archive and the MLA bibliography. Students and scholars who use libraries that subscribe to both the *MLA International Bibliography* and the JSTOR collection of journals will be able to move from a listing in the bibliography to the full-text of an article in the JSTOR database. The journals that have thus far agreed to participate in the project are:

Alif
Boundary 2
Chinese Literature: Essays, Articles, Reviews
College Composition and Communication
College English
Comparative Literature
Diacritics
French Review
German Quarterly
Hispania
Italica
Journal of African Cultural Studies
Journal of the Association of Teachers of Japanese Language
MELUS
Modern Language Journal
Modern Philology
New England Quarterly
New German Critique
PMLA
Poetics Today
Rhetoric Review
Social Text
Twentieth Century Literature

In addition to the bibliography's obvious purpose of allowing students and scholars to identify writings on particular subjects, the thesaurus of terms, which the MLA staff maintains to ensure consistent indexing, provides information about developments in the field. The article on this page by Gregory M. Grazevich, titled "Emerging Terminology in the *MLA International Bibliography*," describes one kind of insight the thesaurus can provide.

Although the association has been fortunate in obtaining grants to help strengthen the coverage of the bibliography, keeping up with scholarship in the field remains an ongoing challenge. As many association members are quick to point out, the bibliography is far from perfect, but it is enormously useful—and perhaps the most important thing the MLA does.

Phyllis Franklin

BIBLIOGRAPHY

Emerging Terminology in the *MLA International Bibliography*

The *MLA International Bibliography* uses a controlled vocabulary that allows users to search for over 95,000 subject terms in the online thesaurus. The thesaurus editors monitor the use of descriptors for consistency of meaning over time. This makes tracking terms in the bibliography a reliable source of information about the evolution of terminology in various fields.

The subject term "environmentalism," for example, was used in indexing twenty-five times from 1983 to 1994 to designate both "a theory that environment rather than heredity is the primary influence upon intellectual growth and cultural development" and "a sociopolitical movement that seeks to call attention to damage or radical changes to the natural environment caused by pollution and other deleterious aspects of industrial and postindustrial society, and their effects on human beings." Beginning in 1996, as indexing with the term in the second of these meanings began to increase dramatically, the two senses were assigned distinct descriptors in the controlled vocabulary, "environmentalism (anthropology)" and "environmental movement," respectively. The term "environmentalism (movement)" was designated as nonpreferred: users who consult the online thesaurus are advised to use "environmental movement" instead. Since these two terms were established, the pattern of usage that was obscured before 1996 has become clear: "environmentalism (anthropology)" has been used six times in indexing to date, and "environmental movement" has appeared 152 times.

Other terms in this field have entered the controlled vocabulary apace. "Ecocriticism" became an established term in 1997, the form "ecological literary theory and criticism" having been a candidate since 1994. After being used seventy-four times in indexing, it has recently spawned the term "ecocritical approach" (five uses to date). "Ecofeminism," having appeared as a candidate term since 1990, was established in 1997 and has appeared seventy-three times since. Its corresponding "ecofeminist approach" entered the controlled vocabulary in 1998 (having been a candidate term in 1995 and 1996) and has seen fourteen uses since then. To the extent that candidate terms presage trends in scholarship, the future may hold more interest in an environment entirely without human beings: the subject term "the posthuman" is currently under evaluation after appearing six times since 2000.

Gregory M. Grazevich

CONVENTION

ADE and ADFL Department Chairs to Receive Early Notice about Reserving Hotel Rooms

In August 2002 the MLA convention office will mail chairs of departments that are paid members of ADE or ADFL by 1 May 2002 early information about making hotel room reservations for the MLA convention. This early notification does not guarantee that department chairs will be able to reserve a suite for interviewing job candidates at the convention, but it does give them the best opportunity to do so. Please note that suites may not be reserved through the MLA Web site. Chairs who would like membership forms or information about their departments' 2001-02 membership status should contact Roy Chustek at the MLA office (646 576-5133; roy.chustek@mla.org). □

CONVENTION

Calls for Papers for the 2002 Convention in New York

The 2002 convention will be held in New York. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2001 *PMLA* (pp. 803–15) and on the MLA Web site (www.mla.org), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2001 *PMLA*. All participants in convention sessions must be MLA members by 1 April 2002. Organizers are responsible for responding to all inquiries. A member may participate as speaker or respondent only twice (e.g., by organizing and chairing a meeting, reading a paper, or serving as a speaker, panelist, or respondent in one or two sessions) at a single convention.

Calls for papers are limited to thirty-five words, including the session title but not the name or address of the organizer.

Groups that announce two or more calls for papers with the same contact person list the contact person only once.

Divisions

American Literature

AMERICAN LITERATURE TO 1800

Friendship in the Early Americas: In Memoriam Norman S. Grabo. Proposals on personal, political, gendered, racial, religious, economic, and aesthetic dimensions; due 1 Mar.

Religious Conflicts in the Early Americas. Papers on the theoretical, political, or aesthetic issues defining and defined by early American writing on religious conflict. 1-page abstracts by 1 Mar.; Gillian Brown (gillian.brown@mail.hum.utah.edu).

19TH-CENTURY AMERICAN LITERATURE

"New" Aesthetics in the 19th Century. Papers addressing intersections of value, taste, and identity, if/how aesthetics change dominant critical paradigms or propose new ones, the place of "the social" in aesthetic considerations, and vice versa. 1-page abstracts by 15 Mar.; Chris Castiglia (ccasti@luc.edu).

Post-9/11: History and Encounter. 19th-century US understandings of the Middle East and North Africa: translation, tourism, *Innocents Abroad*, Emerson and Persian poetry, Melville and Farsi, Poe and the Arabesque. 1-page proposals by 15 Mar.; Robert K. Martin (martinr@etang.umontreal.ca) and Jay Grossman (j-grossman@nwu.edu).

Practices of Poverty. New work on 19th-century poetry, broadly conceived: methodologies, canonicity, print cultures, performance,

circulation, materiality. Papers welcome on the place of poetry in American and transnational perspectives. 1-page proposals by 15 Mar.; Jay Grossman (j-grossman@nwu.edu) and Ivy Schweitzer (ivy.schweitzer@dartmouth.edu).

LATE-19TH- AND EARLY-20TH-CENTURY AMERICAN LITERATURE

Global New York City (1870–1930). 15-min. papers on literature and culture grounded in NYC as an international locale—e.g., emergence of NYC as a global center; movement of people and (literary) products through NYC; local subcultures; teaching turn-of-the-century NY literature in a global context. E-mail abstracts by 1 Mar.; Nancy Bentley (nbentley@english.upenn.edu).

The Incorporation of America: Twenty Years After. 15-min. presentations that engage or update the argument of Alan Trachtenberg's *The Incorporation of America* (1982). 500-word abstracts by 8 Mar.; Brook Thomas (bthomas@uci.edu).

Race, Literature, and Sociology: 1870–1930. 15-min. papers exploring the role of literature and sociology in underscoring or challenging the color line both nationally and globally. E-mail abstracts by 1 Mar.; Kenneth Warren (k-warren@uchicago.edu).

20TH-CENTURY AMERICAN LITERATURE

The City and the Country. Papers addressing the situation of American literatures in global and local contexts. Questions of the cosmopolitan, the national, and the environment. Abstracts or 8–10-page papers by 15 Mar.; Suzanne Clark (sclark@oregon.uoregon.edu).

Experimental Minority Poetry. Papers exploring intersections of form and the political in work by racialized poets. Might engage questions regarding genre, language, avant-garde, "post-" (identity, language, etc.) status of recent work. Abstracts by 15 Mar.; Dorothy Wang (d-wang5@northwestern.edu).

20th-Century US Literature and Global

Issues. Open to all topics with a global dimension, particularly issues of racism, the environment, colonialism and neocolonialism, religious conflict. Discussions focusing on US writers of color especially welcome. 1-page abstracts by 1 Mar.; Elizabeth Ammons.

AMERICAN INDIAN LITERATURES

Native American Women's Love Poetry and Erotics. Are Native women invisibilized as erotic beings by American mythology? Can critical discourse about such writing even be created in a still-colonized setting? How to address this situation and create such a critical discourse? 1–2-page abstracts by 20 Mar.; Deborah Miranda (mirandda@plu.edu).

Literatures of Native American New York. How have regional Native writers experienced and expressed greater New York, and what perspectives do they offer on dialogues around identity, community, sovereignty in American Indian literatures? 1–2-page abstracts by 20 Mar.; Susan Scarberry-Garcia, Hulbert Center for Southwestern Studies, 14 East Cache La Poudre St., Colorado Springs, CO 80903-3298 (sscarberrygarcia@ColoradoCollege.edu).

Deadline for Audiovisual Requests

All requests for audiovisual equipment must be made by the chair of the session by **7 April**. Requests must be received by mail or by fax by 5:00 p.m. on this date. Because the need for audiovisual equipment is a major factor in the scheduling of meetings (and because the movement of equipment is both costly and hazardous), the deadline is firm. Participants who plan to use audiovisual equipment should check with the chair of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 7 April.

ASIAN AMERICAN LITERATURE

Consuming Asian America. How are Asian American cultures (literature, film, food, peoples, histories, communities, etc.) being consumed by, even as that consumption transforms, mainstream US audiences and larger institutional and national narratives? 500-word abstracts and brief vitae by 15 Mar.; Christine So (soc@georgetown.edu).

No Longer Crouching or Hidden: Asian Americans in Film. Papers analyzing Asian Americans as filmmakers, producers, directors, actors, or recent representations of Asian Americans. 500-word abstracts and brief vitae by 15 Mar.; Eleanor Ty.

Such Opposite Creatures Anymore? Feminist, Gendered, and Queer. Maneuvers in Asian American cultural criticism. How have new critical methodologies and literary subjects—the intersexed, transvestite, and cyber-queer—transformed the field's gendered terrain? 500-word abstracts and brief vitae by 15 Mar.; Rachel Lee (rlee@humnet.ucla.edu).

BLACK AMERICAN LITERATURE AND CULTURE

James Baldwin, Ralph Ellison, and the Cultural Politics of the Cold War. Papers on *Invisible Man* and *Go Tell It on the Mountain*. Papers should focus on the engagement of these texts with Cold War political culture. 250-word abstracts by 10 Mar.; Mae Henderson (maeh@stanford.edu).

CHICANA AND CHICANO LITERATURE

Critical Chicana and Chicano Popular Culture. How does popular culture and its analysis serve the production of critical knowledges that challenge status quo constructions of gender and power relations? 500-word abstracts and biographies by 1 Mar. by e-mail; Michelle Habell-Pallan (mh285@cornell.edu).

Comparative Studies

COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

Beasts and Bestiality. Conceptions of animals' mental, moral, and sexual natures in medieval literature and culture; interrelations and distinctions between humans and animals. 1-page abstracts by 15 Mar.; Susan Crane (scrane@rci.rutgers.edu).

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Classical Roots of Medieval Literature.

Models, influences, imitation; interrelations between Greek and Roman works and medieval works in any language or tradition. 1-page abstracts by 15 Mar.; John Miles Foley (foleyj@missouri.edu).

Uses of Manuscripts. Proposals invited on all theoretical and practical aspects of manuscript study. 1-page abstracts by 1 Mar.; Marilyn Desmond (mdesmon@binghamton.edu).

COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

The Ideologies of Humanism: Burckhardt's Legacies. Papers on any aspect of the construction and afterlives of the notions of the human, humanism, the Renaissance, the Modern, etc., especially as they derive from Burckhardt's work. Abstracts by 15 Mar.; Jacques Lezra (lezra@facstaff.wisc.edu).

The Interatlantic Baroque. Any aspect of the cultural encounter between the European and the American baroque. An emphasis on the methodological problems posed by interatlantic comparativism is especially welcome. Abstracts by 15 Mar.; Barbara Fuchs (fuchsbar@u.washington.edu).

Refugees and Migration in the Early Modern Period. Any aspect of the importance, characteristics, visual and literary representation, legacies, etc. of migrations or refugee communities in the early modern period. Abstracts by 15 Mar.; Bianca Calabresi (calabresib@kenyon.edu).

COMPARATIVE STUDIES IN 18TH-CENTURY LITERATURE

The Agency of Objects without Subjects. Papers rethinking the sovereignty of the 18th-century subject; studies of commodity biography; "it" narratives; still lives. 250-word abstracts by 1 Mar.; Deidre Lynch (delynch@indiana.edu).

ReOrient: Comparativist Approaches to an Asian-Centered World, 1660–1800. 250-word abstracts by 1 Mar.; Robert Markley (rmarkley@wvu.edu).

COMPARATIVE STUDIES IN ROMANTICISM AND THE 19TH CENTURY

Aesthetic Histories. Aestheticization of history and the historicization of the aesthetic within and after Romanticism. E-mail 1-page proposals by 20 Mar.; David Ferris (david.ferris@colorado.edu).

Inter-nationalities. Writers or discourses (e.g., philosophy) that are between nationalities; travel (including to the past) as displacement; translation from other cultures; writing in another language; the experience of the foreign as an encounter with the other. E-mail 500-word abstracts by 20 Mar.; Tilotama Rajan (trajan@uwo.ca).

Justice. Interrogations across disciplines or national boundaries relating to crimes, trials, punishments. How does the 19th century represent or theorize justice? Can this help us think about 9–11–01? E-mail 1–2-page abstracts by 15 Mar.; Jann Matlock (74237.334@compuserve.com).

COMPARATIVE STUDIES IN 20TH-CENTURY LITERATURE

Globalization and Comparative Studies. How are globalization and comparative studies related? Foci: National literature, (post)coloniality, transculturation, cybercultures, nationalism, talibanization, zionism, terror discourse, hyperreality, capital, empire. Papers by 15 Mar.; Djelal Kadir (kadir@psu.edu).

EUROPEAN LITERARY RELATIONS

Freud and Fundamentalism. Discussion within the wider rubric of Freud's relation to religion. Psychoanalysis as critique of religious mentality; psychoanalysis as antidote to fundamentalist thought (religious or otherwise); but also the danger of fundamentalism in psychoanalytic explanations. 1-page abstracts by 10 Mar.; Stathis Gourgouris (ssg93@columbia.edu).

English Literature

OLD ENGLISH LANGUAGE AND LITERATURE

Beowulf. Papers on any aspect of the poem are welcome.

Diction and Friction: Ambiguity and Polysemy in Old English Poetry and Prose.

Open. Papers on any topic are welcome. 1–2-page abstracts by 1 Mar.; Toni Healey (fax: 416 978-8835; healey@doe.utoronto.ca).

MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

Borders: Writing in English, 1450–1525. Are we helped or hindered by classifying terminologies—"late medieval," "early modern," "Renaissance"? Fresh assessments of writers of this "borderline" period. 1-page abstracts by 15 Mar.; Christopher Baswell.

Genres of Travel. Papers on medieval literature addressing the movement of people, ideas, and culture across geographical space, real or imagined. 1-page abstracts by 15 Mar.; Geraldine Heng.

Medieval Drama: Current Perspectives. Assessments of the field; new approaches; challenges and opportunities for future research. 1-page abstracts for 10–15-min. presentations by 15 Mar.; Theresa Coletti.

CHAUCER

Theorizing Masculinity in Chaucer's Texts. E-mail abstracts by 15 Mar.; Peter Travis (peter.w.travis@dartmouth.edu).

The Uses of Psychoanalysis in Chaucer Studies. E-mail abstracts by 15 Mar.; Marshall Leicester (hml@cats.ucsc.edu).

LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE

The Private Sphere in Early Modern England. Issues of gender, education, sexuality, family, reproduction, work, economics, politics, writing, subjectivity, publishing, privacy, space, genre. Proposals by 7 Mar.; Elizabeth Harvey (elizabeth.harvey@utoronto.ca).

Religion and Ethnicity in Early Modern England. Intersections of religious and biblical discourse with issues of ethnicity and "race" in the 16th century. Proposals by 7 Mar.; Richard Halpern (rhalpern@uclink4.berkeley.edu).

When Is a Public Sphere? I. Habermas's public sphere is a space for critique freed from the constraints of church and court. Is some such sphere forming and shaping literary practice in the 16th century? Proposals by 7 Mar.; Joseph Loewenstein (jfloewen@artsci.wustl.edu).

SHAKESPEARE

Global Sites for Shakespeare. Integration of native performance traditions with the Shakespearean text in countries other than England or America; recent stage and film productions in new global sites. Abstracts by 8 Mar.; Susan Zimmerman (suszimqc@aol.com).

Shakespeare and Human Nature. How the general public's widespread (though academically unpopular) view of Shakespeare as a source of moral wisdom, with unparalleled insight into human nature, plays out in public discourse and in classrooms. Abstracts (e-mail preferred) by 1 Mar.; Linda Woodbridge.

17TH-CENTURY ENGLISH LITERATURE

Gender and the 17th-Century Lyric. Papers on any aspect of the interrelation between gen-



der and lyric (either secular or religious), including the gender of devotion. 1-page abstracts by 1 Mar.; John Rogers.

Mourning and Melancholia in 17th-Century Texts. Possible topics include the Reformation transformation of mourning, the rhetoric of death denial, the gender of melancholia, mourning and misogyny, melancholic structure of eros, the politics of loss. 1-page abstracts by 1 Mar.; Rachel Trubowitz.

When Is a Public Sphere? II. Papers offering a more precise understanding of the cultural and specifically literary implications of the Habermasian concept. Papers on women, political theory, and the public sphere welcome. 1-page abstracts by 1 Mar.; Paul Stevens.

RESTORATION AND EARLY-18TH-CENTURY ENGLISH LITERATURE

Nostalgia, Loss, Ephemerality. Papers theorizing the productive capacities and political valences of Restoration and 18th-century nostalgia. The role of real and imagined loss in literary history, nationalism, models of tradition and cultural change, etc. Abstracts by 8 Mar.; Paula McDowell (pmcdow@rci.rutgers.edu).

(Post)Modernity and Melancholia. Papers exploring the 18th century's haunting of 20th- and 21st-century literature and culture as mirror, metaphor, progenitor, and ghost of modernity, empire, subjectivity, and their aftermaths. Abstracts by 8 Mar.; Helen Deutsch (hdeutsch@humnet.ucla.edu).

LATE-18TH-CENTURY ENGLISH LITERATURE

The Cultures of Gothic. Possibilities: Gothic and race, gendered Gothic, Gothic and art. Other papers welcome. 10-page papers (preferable) or 2-page abstracts by 15 Mar.; Robert Folkenflik (rfolken@uci.edu).

THE ENGLISH ROMANTIC PERIOD

Against the Law. Romantic outlaws revisited, sedition, libel, piracy, plagiarism, forgery, blackmail, sodomy, incest, riots, frame breaking, Luddism, vagrancy, smuggling, in texts and as practices. 350-500-word abstracts by 15 Mar.; Alan Richardson (alan.richardson@bc.edu).

Romanticism in Wartime. Reading Romantic literature and culture as operating within wartime; revising ideas of global war derived from later modern wars; describing the place of Romanticism in the current wartime, in the urban landscape. Abstracts by 15 Mar.; Mary A. Favret.

THE VICTORIAN PERIOD

Victorian Poetics and Politics. The 19th-century circulation of poetry in public, in oratory, on stage, at school, in prose; cultural politics of the poet(ess); poetics of nation, province, empire. 1-page abstracts by 1 Mar.; Yopie Prins (yprins@umich.edu).

LATE-19TH- AND EARLY-20TH-CENTURY ENGLISH LITERATURE

Bringing English Studies to Order, 1870-1922. Turn-of-the-20th-century debates about the literary field, making and unsettling

disciplinary boundaries, gendering intellectuality, experiments in educational reform. 250-word proposals by 15 Mar.; Ann Ardis (aardis@udel.edu).

Times Squared: Metropolitan Monuments and Memory. What is a monument? Seeking papers on urban commemorations, imperial remnants, historical registries, national trusts, museum cultures, nostalgic utopias, voluble gardens, patiently planned parks.

Traumatic Modernism. Experience or theory of trauma in a modernist context. Urban symptoms; psychoanalytic paradigms; historical occasions; formal manifestations; images, icons, and close readings. 500-word abstracts by 15 Mar.; Douglas Mao.

20TH-CENTURY ENGLISH LITERATURE
Modernist Literary Influences on Postcolonial Novelists Writing and Living in Britain. Papers or abstracts by 15 Mar.; Robert L. Caserio.

Modernity, Disciplinarity, Science, and Literature in 20th-Century Britain. Papers or abstracts by 1 Mar.; Susan Merrill Squier.

Postcolonial ethics. Proposals by 15 Mar.; Jean Pickering (jean_pickering@csufresno.edu).

ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

Anglophone Women's Writing and Western Feminist Discourses. Focus on women writers from all former British colonies as they interrogate Western feminist discourses and revise gender roles, family relationships, and cultural affiliations. 300-word abstracts preferably by post by 18 Mar.; Susheela Rao (rao@uwosh.edu). No e-mail attachments.

Language, Displacement, and Memory. The possibilities of translation, personal and collective memory, connection, and empowerment in a globalized culture that views some groups and languages as vanishing and others as indispensable. 300-word abstracts by 22 Mar.; Amritjit Singh (amrit378@earthlink.net).

Universalism and Eurocentrism: Postcolonial Responses. Does Western philosophy (postmodernism, poststructuralism) obliterate a common humanity across cultures? Conversely, does it erase local differences? Panel open to proposals on African, South Asian, Canadian, Australian, and New Zealand literatures. 300-word abstracts by 20 Mar.; John Hawley (jhawley@scu.edu).

French Literature

FRENCH MEDIEVAL LANGUAGE AND LITERATURE

Advice and Counsel. Dispensers and recipients of advice and their political or moral positions; advice on everyday life; authors and narrators; didactic literature per se, or "didactic moments" in literary narration.

The Crusades. Chroniclers, eyewitnesses, and those who stayed at home; visions and delusions of grandeur; the endurance of the crusade mentality; literary influence; chivalry; the



LAGNAPPE STUDIO

Annette Kolodny, respondent at the session "Reshaping the Academy Past and Future: In the Tradition of Annette Kolodny."

orientalization of the Franks; language of prophecy and destiny.

Dreams and Dream Visions. Dreams as a way to truth; dream and vision genres; confusion in dreams; effacing the border between dreams and reality; dreams, allegory and symbolism. 1-page abstracts by 5 Mar.; Andrea Tarnowski (andrea.tarnowski@dartmouth.edu).

16TH-CENTURY FRENCH LITERATURE

The End of the Renaissance. When did the Renaissance end? Are there qualitative differences between works written during and after the Renaissance? *Was* there in fact a Renaissance in French literature, and did it in fact end?

Open Topic. Papers on any aspect of 16th-century French literature. 8-10-page papers or 500-word abstracts by 15 Mar.; Edwin M. Duval (edwin.duval@yale.edu).

17TH-CENTURY FRENCH LITERATURE

The Other Woman. Mistress, witch, Oriental, transgendered, rival, etc. 300-word abstracts by 15 Mar.; Lewis Seifert (lewis_seifert@brown.edu).

Post-17th-Century Fictionalizations of the Grand Siècle. Post-17th-century novels, short stories, and other fictional reworkings of literary or historical texts, characters, and events from the 17th century, or the imaginary *Grand Siècle* depicted in nonfiction. 300-word abstracts by 15 Mar.; Nicholas Paige (npaige@uclink4.berkeley.edu).

Seeing Places. Historic and imaginary places as depicted in texts, images, monuments as well as "places for seeing" (theater, spectacle, etc.). 300-word abstracts by 15 Mar.; Harriet Stone (hastone@artsci.wustl.edu).

18TH-CENTURY FRENCH LITERATURE

Fashioning the Intellectual in and through the 18th Century. 1-page abstracts by 15 Mar.; Elena Russo (erusso@jhu.edu).

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Sylvia Molloy at the "Open Reception Honoring Phyllis Franklin on Her Retirement."

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Space and Literature in 18th-Century France. 1-page abstracts by 15 Mar.; Daniel Brewer (dbrewer@umn.edu).

Why Read *Julie ou La Nouvelle Héloïse*? 1-page abstracts by 15 Mar.; Janie Vanpée (jvanpée@smith.edu).

19TH-CENTURY FRENCH LITERATURE

Constructing Masculinities. Studies of literary, sociocultural, and artistic constructions of masculinities by male and female artists and writers in any genre or medium. 1-2-page proposals by 4 Mar.; Charles J. Stivale (ad4928@mail.wayne.edu) or Willa Z. Silverman (wzsl@psu.edu).

Le Rire: Irony, Parody, Vulgarity. Theories of laughter, the psychology of laughter, genders and genres of 19th-century humor. 1-2-page proposals by 4 Mar.; Rae Beth Gordon (rb.gordon@uconn.edu).

The Violent 19th Century. Echoes of today's violence reverberate through the 19th century in France. Papers on terror, revolutions, the commune, anarchy. Papers or abstracts by 4 Mar.; Doris Kadish (dkadish@arches.uga.edu) or Deborah Harter (harter@rice.edu).

20TH-CENTURY FRENCH LITERATURE

Pacs, Parité, Identité. 300-word abstracts by 15 Mar.; Mireille Rosello (m-rosello@northwestern.edu).

Performing History: Theater in 20th-Century France. 300-word abstracts by 15 Mar.; Rosemarie Scullion (rosemarie-scullion@uiowa.edu).

Reading Models in 20th-Century France. Inviting papers that treat the displacement of literary genres or that address how 20th-century critics and primary texts approach the problem of literary reading. 300-word abstracts by 15 Mar.; Steven Winspur (swinspur@facstaff.wisc.edu).

FRANCOPHONE LITERATURES AND CULTURES

Passer le flambeau: L'héritage de Léopold Sédar Senghor, Mongo Beti et Tchikaya u Tamsi / Passing the Torch: The Legacy of Léopold Sédar Senghor, Mongo Beti, and Tchikaya u Tamsi. 1-page proposals by 25 Mar.; Francis Abiola Irele.

Mission civilisatrice et guerres de libération. 1-page proposals by 25 Mar.; Clarisse Zimra.

Au-delà de la langue maternelle: Poétique du bilinguisme. 1-page proposals by 25 Mar.; Eloise Brière.

Genre Studies

DRAMA

Drama and the Body. Critical and theoretical approaches; actor, body, text; embodiment; historicizing bodies; theater and medicine; physical performance; theater and the senses; bodies and identities; virtual bodies. 300-word abstracts by 4 Mar.; Stanton B. Garner, Jr. (sgarner@utk.edu).

FILM

Geopolitics of Media. Papers investigating geopolitical transformations of media. Papers may address, for example, the dynamic effects of geography and violence, culture and ecology, labor beyond specific jobs, or loss that transcends national boundaries. 1 Mar.; Amy Villarejo.

NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY

On the Fault Lines of Literature, Psychoanalysis, and Philosophy: The Mutual Interactions of Disciplines. Titles and abstracts to Emily Budick (fax: 972-2-5827675; msbemily@mscc.huji.ac.il).

The War on Terrorism. On the use and abuse of language in the current world crisis—on the part of government, media, and other commentators. Proposals to Lillian Robinson (robinson@vax2.concordia.ca).

POETRY

Dimensions of Poetry Performance. Papers investigating anthropological, social, technological aspects of text, orality and aurality, emergence of new genres. Issues regarding notation, "Spoken Word" versus the page, or studies of historical precedents are also invited. 250-word abstracts by 8 Mar.; Lorenzo Thomas (thomasl@uhd.edu).

PROSE FICTION

Prose Fiction I: People out of Place. Papers on prose narrative considerations and theorizations of dislocation or disruption, of discomfort, distress, or delight in being where one ought to be. 1-2-page abstracts by 15 Mar.; Mary Ann O'Farrell.

Prose Fiction II: Desires out of Place. The representation or theorization of surprising, unusual, or unwelcome desires (incestuous, bestial, polysexual, sadistic, etc.) and their social, cultural, or ideological effect (or lack thereof). 1-2-page abstracts by 15 Mar.; Donald E. Hall.

Prose Fiction III: Matter out of Place.

Papers on the narration or theorization of dirt, filth, waste, and related concepts, as well as bad, wrong, and misplaced objects and material. 1-page abstracts by 15 Mar.; William A. Cohen.

LITERARY CRITICISM

Anecdotal Theory. Papers that theorize the anecdote (as literary genre) or explore the place of anecdote in theorizing. Abstract by 11 Mar.; Jane Gallop.

METHODS OF LITERARY RESEARCH

Editing Texts by Minorities. Theoretical and practical issues in editing texts (oral, manuscript, print, film, needlework, etc.) by "outsiders" (political or religious radicals, women, gays or lesbians, people of color, etc.). 1-2-page abstracts by 7 Mar.; Elizabeth Hageman (ehageman@cisunix.unh.edu).

Writing the History of the Book. Issues and new directions in the "history of the book," including definitions of this newly ascendant discipline and its relation to traditional scholarship. 1-2-page abstracts by 10 Mar.; Pamela Dalziel (pdalziel@interchange.ubc.ca).

AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

Biography as Autobiography. Leigh Gilmore (gilmore.55@osu.edu).

Diaries and Letters. Rebecca Hogan (hogan@uwwvax.uww.edu).

Memorial and (Auto)Biography. Mary Ann Caws (cawisma@aol.com).

German Literature

GERMAN LITERATURE TO 1700

Foreign Encounters. Focus on broadly defined encounters of all kinds with the radically other: cross-cultural, cross-gender, North and South, East and West, interconfessional, court and city; especially investigations employing innovative interdisciplinary approaches and theoretical frameworks.

Open Session. 1-page abstracts by 25 Mar.; Mara R. Wade (m-wade@uiuc.edu).

18TH- AND EARLY-19TH-CENTURY GERMAN LITERATURE

The Emergence of Psychoanalytic Paradigms.

The Rise of the Renaissance: Interest in the Renaissance and the Underpinnings to the Emergence of the Concept "Renaissance."

After the Family: Alternative Models to the Family of Bourgeois Tragedy. 1-page abstracts by 1 Mar.; Jane K. Brown (jkbrown@u.washington.edu).

19TH- AND EARLY-20TH-CENTURY GERMAN LITERATURE

Globalizing Literature and Culture I: Theoretical or Methodological Concerns.

Globalizing Literature and Culture II: Intersections of Diverse Literary and Cultural Discourses. Exchange between literature and science, philosophy, the arts, other literatures; literature and media.

Globalizing Literature and Culture III: Borders and Bodies. Globalization and the construction of identity, gender, ethnicity, race. 1-2-page abstracts by 11 Mar.; Elke Frederiksen (fax: 301 946-1507).

20TH-CENTURY GERMAN LITERATURE

The Representation of Transgression in 20th-Century German Culture I: Sexual Transgression.

The Representation of Transgression in 20th-Century German Culture II: Political Transgression.

The Representation of Transgression in 20th-Century German Culture III: Social Transgression. 1-page abstracts by 15 Mar.; Dagmar C. G. Lorenz (fax: 312 413-2377; dlorenz@uic.edu).

Hispanic Literatures

LITERATURE OF COLONIAL SPANISH AMERICA

Indigenous Textualities. This panel is dedicated to textiles, kipus, mounts, pictorial codices, alphabetical writings, and other indigenous artifacts. Papers may address the materiality or the language of the texts. Abstracts by 1 Mar.; José Rabasa (jrabasa@socrates.berkeley.edu).

Innovative Pedagogies for Colonial Latin American Literature. A workshop session. Which pedagogies are best to situate these texts sociohistorically for students? Case studies, specific exercises, sample assignments en-

couraged. 1-page proposals by 1 Mar.; Stacey Schlauf (sschlauf@wcupa.edu).

Subjects of Knowledge in Colonial Latin America: In Memory of Antony Higgins.

This session examines colonial intellectuals' efforts to establish their cultural independence from Spain, through creation of "cultural archives"; revisions of the "Encounter" or pre-Hispanic cultures; and other means. 1-page abstracts by 7 Mar.; Santa Arias (sarias@mailier.fsu.edu).

LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

Cultures of Reading and Reading Culture(s). Tertulias and salons, periodicals, publishers, fictional and nonfictional representations of reading in 19th-century Latin America. 1-page abstracts in Spanish or English by 15 Mar.; Lee Skinner (lskinner@ku.edu).

Independencia, patria, poesía. Discursos y contradiscursos de la patria en la poesía decimonónica; inestabilidades y reformulaciones de los géneros poéticos. 1-page abstracts in Spanish or English by 15 Mar.; Raúl Ianes (ianesr@muohio.edu).

La "otra" ficción corta decimonónica latinoamericana. How anecdotes, legends, fables, costumbrista sketches, fictitious letters, etc. helped shape the short story and the novel. 1-page abstracts in Spanish or English by 15 Mar.; Flor María Rodríguez-Arenas (arenas@uscolo.edu).

20TH-CENTURY LATIN AMERICAN LITERATURE

Literature, Film, Latin America. Exchanges between Latin American literature, understood broadly, and films from Latin America, the United States, and Europe. How does film engage Latin American literature? How does Latin American literature engage film? Abstracts by 8 Mar.; Lucille Kerr (lkerr@northwestern.edu).

New Scenarios in Latin American Theater. Regional, thematic, theoretical, and strategic trends in Latin American theater since 1985. Abstracts by 8 Mar.; Vicky Unruh (kunruh@ukans.edu).

Questions of and about Ethics in Latin American Texts. Abstracts by 15 Mar.; Carlos Alonso (calonso@sas.upenn.edu).

SPANISH MEDIEVAL LANGUAGE AND LITERATURE

Languages and Society in Medieval Iberia. 1-page abstracts by 15 Mar.; Michael Harney.

Modes of Comedy in Medieval Spanish Literature. 1-page abstracts by 15 Mar.; Mary Anne Vetterling.

Open Topic. 1-page abstracts by 15 Mar.; Louise Vasvari.

16TH- AND 17TH-CENTURY SPANISH POETRY AND PROSE

Courtly Culture: Manners, Taste, and Style in Early Modern Texts.

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LAGNAPPE STUDIO

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The Early Renaissance: Cradle of Genres?

The creation and re-creation of prose and poetic genres in the early Renaissance. 1-page abstracts by 15 Mar.; Adrienne L. Martín (almartin@ucdavis.edu).

16TH- AND 17TH-CENTURY SPANISH DRAMA Hasta las Mujeres se Atreven a Escribir Comedias Ya: Women and the Early Modern Stage. Women's creative participation—as dramatists, actresses, directors—in the theater of the period.

Open Session. Papers on any aspect of the *comedia*. Possible topics include *comedia* and film; “ver” versus “oir” and performance; the role of memory. Papers by 15 Mar.; Amy R. Williamsen (amyw@u.arizona.edu).

18TH- AND 19TH-CENTURY SPANISH LITERATURE

Irony and Laughter in 18th- and 19th-Century Spanish Literature. Cultural development of humor. Its uses in social and political criticism, destabilizing narratives, and epistemological exploration of self. 1-page abstracts by 15 Mar.; Francisco LaRubia-Prado (prado110@hotmail.com).

20TH-CENTURY SPANISH LITERATURE

The Politics of Policies: Nationalisms, Hegemony, and the Ideologies of Writing. Reflections on the linguistic, ethnic, and racial debates and polarization of nationalisms that have multiplied in Spain since the 1980s. Abstracts and abbreviated vitae by 1 Mar.; (lbermudez@spanport.ucsb.edu).

LUSO-BRAZILIAN LANGUAGE AND LITERATURE

Defining Postcolonialism in the Portuguese-Speaking World. Roundtable discussion of the relation of literature to such questions as: How does the concept of post-colonialism apply in 19th-century Brazil, post-colonial Brazil, contemporary Brazil? Portugal, Africa? Luiz Fernando Valente (l_valente@brown.edu).

Lusophone Diasporas. Papers limited to the literature of people living outside their country of origin. Some examples would include Brazilians in Portugal, Portuguese in the United States or France, or Lusophone Africans in Brazil. Renata Wasserman (aa0902@wayne.edu).

Politics of Sexualities. Papers exploring how sexuality is represented in literature. Topics might include the relations of economics, politics, and powerful institutions (churches, medical professions, media) in shaping the experiences and uses of sexuality. Susan Cauty Quinlan (susieq@arches.uga.edu).

Interdisciplinary Approaches

ANTHROPOLOGICAL APPROACHES TO LITERATURE

Autoethnographies. Papers exploring the idea of an ethnographic account of “one’s own culture.” Case studies; disciplinary definitions; theoretical and political implications; the advantages and drawbacks of “inside” knowledge.

Abstracts by 15 Mar.; James Buzard (jimbuzard@mit.edu [No attachments]).

Hurston and Anthropology. Papers are invited that treat any aspect of Hurston’s work in relation to anthropology. Abstracts and vitae by 15 Mar.; Brad Evans (bevans@rci.rutgers.edu).

Travel and Anthropology in the 19th Century. The session wishes to map the discursive relations between travel writing and the emerging field of anthropology in the 19th century. Abstracts and vitae by 15 Mar.; Ali Behdad. Hard-copy submissions preferred.

CHILDREN’S LITERATURE

Children’s Literature and the Academy: A Roundtable Discussion. Any topic pertinent to the present challenges and opportunities facing children’s literature scholar-teachers. Short abstracts of 10-min. presentations by 15 Mar.; Lynne Vallone (l-vallone@tamu.edu).

Children’s Periodicals: Historical or Contemporary. How has periodical literature, including new forms such as zines and serialized Web sites, shaped the field of children’s literature (or vice versa)? Abstracts or complete papers by 15 Mar.; Kenneth Kidd (kkidd@english.ufl.edu).

Guns and Barbies. What is the role of material culture in children’s culture? How do children use, or subvert, branded products to generate imaginative narratives? Abstracts or complete papers by Feb.; A. Waller Hastings (hastings@northern.edu).

ETHNIC STUDIES IN LANGUAGE AND LITERATURE

Envisioning a New World: Polycultural, Mestizo and Mestiza, and Creole Literatures. How do the ethnic complexities of the United States in the 21st century raise new issues for writers of color? 1-page abstracts on work by mixed heritage authors by 15 Mar.; Norma Cantú (ncantu@utsa.edu).

Teaching Multiethnic Literature and Electronic Media: Syllabi and Instructional Aids. Syllabi and course designs that incorporate electronic media as resource, instructional aid, research tools, and pedagogic activity. Syllabi by 15 Mar.; James Ruppert (fjkr@uaf.edu).

GAY STUDIES IN LANGUAGE AND LITERATURE

Sexualities across Space: The Queer Atlantic? Pros and cons of considering sexuality transatlantically. Queer travelers, ideas, representations relating to trade, colonialism, post-colonialism, nationalisms, liberation movements, slavery, abolition, the sea. 1-page abstracts by 1 Mar.; Lisa Moore (llmoore@mail.utexas.edu).

Sexualities over Time: Historicizing Queer Practices. Sexuality pre- and post-19th century; acts versus identities; sexual morphology versus sexual subjectivity; women’s romantic friendships versus other paradigms; fluidity versus fixity, etc. 1-page abstracts by 1 Mar.; Kathryn R. Kent (kathryn.r.kent@williams.edu).

Sexualities under Surveillance: Disciplinary Techniques. Sex and sexuality within law, science, media, and other modes of social discipline; negotiation and resistance; voyeurism and exhibitionism; fetishism and commodification; regulation of sexual trade. 1-page abstracts by 1 Mar.; Geeta Patel (geeta.patel@verizon.net).

LINGUISTIC APPROACHES TO LITERATURE

Talkin’ Funny: The Representation of Non-standard or Created Language Varieties in Original or Translated Works, including Poetry, Drama, Narrative, and Film. 2-page abstracts or full papers by 2 Mar.; Mark Turner (mturn@wam.umd.edu) and Sue Sroda (sue.sroda@murraystate.edu).

LITERATURE AND OTHER ARTS

Performance Art and the Production of New Knowledges.

“Reading” Performance Art.

Performance art has been called a “genre-free” zone, has caught on in many “minority” communities, and adeptly inhabits border regions between cultures, sexes, genders, and classes. How do we enter into productive dialogue with performance art concerning the precise (and accessible) philosophical, aesthetic, and political interventions carried out by/in this “other” (non)art? 1-page abstracts or papers by 15 Mar.; Marguerite R. Waller (marguerite.waller@ucr.edu).



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LITERATURE AND RELIGION

The Bible and Modern Literature.

Retellings, affinities, subversions, writers' premises, ancient and contemporary context. Binding of Isaac, Exodus, Job. Morrison, Kafka, Amichai, Roth, Yehoshua. Modern midrash: feminist and other. 500-word abstracts by 15 Mar.; Bernard Horn (bhorn@frc.mass.edu).

LITERATURE AND SCIENCE

The Autopoietic Imaginary: Maturana and Varela and Culture. Papers relating to the cultural implications of Humberto Maturana and Francisco Varela's concept of autopoiesis. All approaches, all media welcome. 1-2-page abstracts by 15 Mar.; Mark B. Hansen.

When Physicists Go to Literature for Time. Papers relating the incursions of recent physicists (e.g., Wheeler, Bohm, Tipler, Deutsch, Barbour, Prigogine) into the literary thematics of time or temporality. 1-2-page abstracts by 15 Mar.; James J. Paxson.

PHILOSOPHICAL APPROACHES TO LITERATURE

The Politics of Human Rights. Do human rights belong to the domain of the political, or are human rights themselves outside or beyond politics? Do human rights transform the political? By 15 Mar.; Michael Hardt (hardt@duke.edu).

POPULAR CULTURE

National Tragedy. How does popular culture construct, interpret, and mobilize national tragedy, especially post-9/11/01? How does the "tragic" function within and against nationalist ideology? Abstracts by 10 Mar.; Ira Livingston (ilivingston@notes.cc.sunysb.edu).

PSYCHOLOGICAL APPROACHES TO LITERATURE

Psychoanalysis and Art. Approaches to aesthetics in the posthermeneutical mode. What can psychoanalysis do with art besides translating it into another discourse? How can art illuminate psychoanalysis rather than vice versa? Abstracts and vitae by 1 Mar.; Tim Dean. No e-mail submissions.

Psychoanalysis and New Historicism. Are their perspectives on past events, cultural contexts, and literary history compatible or mutually exclusive? In either case, why? Comparative approaches solicited. Abstracts and vitae by 1 Mar.; Christopher Lane (fax: 847 467-1545; clane@northwestern.edu).

Psychotherapy and Class. Relations of class to our understandings of identity, nosology, receptivity, therapeutic outcome; representations in literature or different schools; identifications of therapists and patients. 500-word abstracts and 2-page vitae by 1 Mar.; Michelle Massé (fax: 225 578-4129; mmasse@lsu.edu).

SOCIOLOGICAL APPROACHES TO LITERATURE

Why Do They Hate Us So Much? Who are "they" in this question? After 9/11, we hear talk of "Islamic societies." Whom are we referring to? Can this latest imperial onslaught promise anything but despair? 1 Mar.; Amitava Kumar (aik4@psu.edu).

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Transnational Transgender Cultural Productions. Feminism and its approaches to or retreats from radical representations.

Feminism in the Shadow of Global Capital. Women's writing as world literature. **US Women's Studies, International Women's Studies, and the Practice of Literary Criticism.** Theorizing the relation between praxis and reading. 8-10-page papers or 500-word abstracts by 10 Mar.; Shirley Geok-lin Lim (slim@english.ucsb.edu).

Italian Literature

MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

Open Session on Medieval and Renaissance Italian Literature.

Sex and the Sacred. Intersections of sex and sacrament: marriage, adultery, mystical marriage, etc.

Writing Histories. Historiography in its many forms and varied subjects: the chronicle, Renaissance historiography, lyric historiography, untold stories, mythographies, etc. 300-word abstracts by 10 Mar.; Regina Psaki (rpsaki@oregon.uoregon.edu).

17TH-, 18TH-, AND 19TH-CENTURY ITALIAN LITERATURE

Body and Nation in Italian Literature from the XVII to the XIX Century. By 15 Mar.; Andrea Ciccarelli (aciccare@indiana.edu).

Literature and War in Italian Literature from the XVII to the XIX Century.

By 15 Mar.; Massimo Lolli (maxiloll@oregon.uoregon.edu).

Terror and Spectacle in Italian Literature from the XVII to the XIX Century.

By 15 Mar.; Ernesto Livorni (elivorni@facstaff.wisc.edu).

20TH-CENTURY ITALIAN LITERATURE

Italy and the Culture of Migration.

Graziella Parati.

Italian Representations of the Holocaust.

Stefania Lucamante.

Visual Media, Visual Space, and Visual Culture in Modern and Postmodern Italy.

Papers on every form of visual experience and visual representation: cinema (from silent to contemporary cinema), video art (in the domain of fine art and mass culture), video music, photography, architecture, painting, graffiti art, television, documentary, theater. Patrizia La Treccchia (pla@sas.upenn.edu).

Language Studies

APPLIED LINGUISTICS

The Development of Cultural Competence.

Proposals invited on topics related to the teaching and learning of other cultures. Possible topics include cross-cultural awareness, pragmatic competence, and acculturation during study abroad.

Issues in Classroom Second Language Acquisition.

Proposals invited that report on theoretically motivated studies of classroom language learning. Possible topics include input and interaction, feedback, and the role of explicit grammar instruction.

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Language Program Direction: Preparing the Future Professoriat. Proposals invited on topics related to the professional preparation of graduate students as teachers of language, literature, linguistics, and culture. 250-word abstracts by 1 Mar.; Cristina Sanz.

HISTORY AND THEORY OF RHETORIC AND COMPOSITION

Rhetoric and the Academy. How have rhetoric and composition evolved or devolved since the surge in interest that characterized much of the 1980s, in the academy and through alternatives to academic training in rhetoric?

Rhetorics of Crisis, Possibility, and Revival. How does or should rhetoric frame discussions of crises? How does rhetoric create crises? Elements of crisis rhetoric that might be explored include temporality, exigency, identity formation, and agency. 200-word abstracts by 1 Mar.; William Covino (wcovino@fau.edu).

LANGUAGE AND SOCIETY

Papers on any appropriate topic, with special interest in these areas: minority languages and language varieties; linguistic variety and its representation in literature and popular media; language legislation and linguistic rights. By 10 Mar.; Dennis Baron (debaron@uiuc.edu).

LANGUAGE CHANGE

Diachronic Poetics. Any aspect of the historical development of verse or prose forms as linguistic subsystems. Topics might include effects of language contact, grammatical change, or changes in modes of production.

Linguistic Effects of Globalization. Any aspect of language change arising from globalization, including language death, grammatical change resulting from contact between local and nonlocal languages, or attitudes toward dominant languages. Janet Sorensen (jsorens@indiana.edu).

Open Session. Papers are invited on any topic involving language change. Kristin Hanson, National Humanities Center, 7 Alexander Dr., PO Box 12256, Research Triangle Park, NC 27709-2256 (fax: 919 549-9001; khanson@socrates.berkeley.edu).

LANGUAGE THEORY

Language Theory in the 21st Century. Suggested topics include the following questions: What does language theory encompass? Is idealization a necessity? To what extent can language theory incorporate (inter)subjectivity? 1-page abstracts by 10 Mar.; Robert D. Fulk (fax: 812 855-9535; fulk@indiana.edu).

Other Languages and Literatures

AFRICAN LITERATURES

African Intersections I: Anglo-Franco-Lusophone Literatures. Papers will address the divide that separates European-language African literatures and the ways to bridge it in research and teaching.

African Intersections II : African-Language Literatures. Papers on the interaction among



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African-language literatures and with their criticism, translation, and performance.

African Intersections III: Asian and Mideastern Presences in African Literature. Mixing, traveling, betweenness, prejudice, privilege. Papers on shopkeepers, money traders, professionals, and other characters. African authors of Asian or Mideastern descent. Lebanese, Syrians, Indians, Malays, etc. All regions of Africa. Paper proposals to Aliko Songolo (asongolo@facstaff.wisc.edu).

EAST ASIAN LANGUAGES AND LITERATURES TO 1900

Creolization in Traditional East Asian Literatures. The term *creolization* has seen heaviest usage in reference to the modern literatures of the Americas, but this restriction in space and time seems questionable. 1-page abstracts, extending or reworking the concept, by 15 Mar.; Haun Saussy (saussy@stanford.edu).

Eastern Religions and Western Literatures: Following in the Path of Emerson, Thoreau, and Whitman. Influence of Eastern religions (Buddhism, Confucianism, Islam, Zen, among others) on writers from the Western world. 8-page double-spaced drafts by 15 Mar.; Toru Kiuuchi (fax: 81-474-73-1227; tkiuchi@sta.att.ne.jp).

Strategies of Representation: Narrative in East Asian Literatures. Examination of narrative strategy and narratology in East Asian literatures. Exploration of nature, form, function, and mode of narrative in cultural context. All approaches welcome, especially comparative. 500-word abstracts by 15 Mar.; Chung-Hei Yun, 6109 Partridge Lane, Midland, MI 48640 (nhyun@aol.com)

EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900

Contemporary Popular Cinema in East Asia. The production, exhibition, distribution, and reception of popularly oriented recent films in East and Southeast Asia; issues of genre, stars, gender, national identity. 1-page abstracts by 15 Mar.; Anne Ciecko, PO Box 25, Amherst, MA 01004-0025 (ciecko@comm.umass.edu), and Adam Knee (adamknee@hotmail.com).

Cross-Cultural Visions: Eastern Thought and Aesthetics in African American Literature. Haiku poetry of Richard Wright, James A. Emanuel, Sonia Sanchez, Lenard D. Moore, and others; Buddhist thematics in Alice Walker and Toni Morrison, etc. 8-page drafts by 15 Mar.; Yoshinobu Hakutani (yhakutan@kent.edu).

Cultural Memory and Gender in 20th-Century East Asian Literature. The construction, perception, and contestation of the cultural past in relation to gender; issues of heritage, identity, history, and historiography. 1-page abstracts by 15 Mar.; Jung-Soon Shim (jsshim@saint.soongsil.ac.kr).

SLAVIC AND EAST EUROPEAN LITERATURES

Famous Last Words in Life and Literature. The use of (falsified) last words for ideological-propagandistic purposes; of "elevating" last words for diminishing death fear; last moments in literary texts. E-mail abstracts by 15 Mar.; Irene Masing-Delic (irene@hiperism.com).

(Post)Communist Responses to Globalization. E-mail abstracts by 15 Mar.; Vitaly Chernetzky (vac10@columbia.edu).

Teaching

THE TEACHING OF LANGUAGE
Assessment Models in Teaching Heritage Speakers of Foreign Languages.

The Interrelation of Teaching Language and Teaching Literature.

The TA Experience in Foreign Language Education. 15 Mar.; Thomas J. Garza.

THE TEACHING OF LITERATURE
Teaching and Resisting Genre: Autobiography. Have Western-defined genre categories aesthetically colonized non-Western autobiography? Has non-Western autobiography resisted these categories? How does the teaching of genre affect our sociocultural understanding of autobiography? 500-word abstracts by 15 Mar.; Sara Castro-Klarén (sck@jhu.edu).

THE TEACHING OF WRITING

Longitudinal Studies of Writers and Language Use.

What Can Be Learned from ("Other") Cultures and Subcultures by Knowing Their Languages and Dialects? 1–2-page paper proposals by 18 Mar.; David Bleich (fax: 585 271-1858; david.bleich@rochester.edu).

TEACHING AS A PROFESSION

Ethical Issues in Teaching and Learning.

Papers on ethical issues in teaching and learning, including assignment of personal or confessional writing in academic contexts, grading, uses of student work in scholarly publications, and blurring of personal and professional boundaries.

Preparing the Future Professoriat. Papers on new models for graduate education that prepare students to undertake more diverse and integrated forms of scholarly work, including reflective teaching as well as research. 500-word proposals by 4 Mar.; Mariolina Salvatore (marsa@pitt.edu).

Discussion Groups

ARABIC LITERATURE AND CULTURE

Rethinking Community and Identity. What creates home and identity? How do ethnicity, gender, religion, and politics operate here? Papers on communal and individual representations in works by Arab and Arab-diasporic writers. Proposals by 1 Mar.; Maysa Hayward (mysa@adelphia.net).

BIBLIOGRAPHY AND TEXTUAL STUDIES

Papers that explore the interconnections between popular culture and the disciplines of bibliography and textual criticism. How does textual scholarship inform our understanding of the popularization and reception of our cultural artifacts? By 15 Mar.; Ken Womack.

CANADIAN LITERATURE IN ENGLISH

Canada: The Idea and the Culture. How has the idea of Canada as a nation, society, culture developed? How have literary discourses shaped the idea and culture of Canada? 250-word abstracts or papers by 18 Mar.; Jennifer Gauthier (jgauthie@gmu.edu).

CELTIC LANGUAGES AND LITERATURES

Comparing Celticities. Papers on any Celtic topic (topics that compare two or more Celtic literatures or aspects thereof especially encouraged) are requested. 250-word abstracts by 15 Mar.; Dara Hellman (dhellman@ix.netcom.com).

CLASSICAL STUDIES AND MODERN LITERATURE

Submissions on the contemporary reception of Vergil. Papers can address any aspect of Vergil's lasting influence: critical response, poetic adaptation, translation. 150-word abstracts by 22 Mar.; Sarah Spence (sspence@uga.edu).

COGNITIVE APPROACHES TO LITERATURE

Literary Form. Cognitive approaches to understanding the formal aspects and commitments of literary works; general and

theoretical discussions or readings of particular works, traditions, and forms welcome. 350–500-word abstracts by 15 Mar.; Alan Richardson (alan.richardson@bc.edu).

COMPARATIVE ROMANCE LINGUISTICS

Discuss arguments about two or more Romance languages for 20 min. What is shown by differences that arise? 1-page abstracts by 15 Mar.; Andrew Allen (a_strachan@rumac.clu.edu).

COMPUTER STUDIES IN LANGUAGE AND LITERATURE

Mining Digital Resources: Sites, Tools, Results. Exemplary projects and studies using computer resources, with special emphasis on evaluating resources, new uses for old tools, and new tools for the "scholar's workstation." Proposals by 1 Mar.; Malcolm Hayward (mhayward@iup.edu).

DISABILITY STUDIES

Crippling Postcoloniality and Globalization. Body and nation as inflected by ability and disability; globalization and antiglobalization and disability; (de or re)constructions of disabled, postcolonial, gendered, sexed, raced, and ethnic identities; cross-cultural representations and constructions; international bodies (WHO, etc.); the "worlding" of disability. Written, visual, or embodied texts. 250-word abstracts, brief vitae by 1 Mar.; Martha Stoddard Holmes (mstoddard@csusm.edu) and Robert McRuer (rmcruer@gwu.edu).

GERMANIC PHILOLOGY

Open Topic. Proposals by 15 Mar.; Frederick W. Schwink.

HUNGARIAN LITERATURE

New Territories on Hungarian Culture. 1-page abstracts, post-1989 possession, use, and defense of literary, aesthetic, theoretical territories (spaces and positions). Possible topics: being Central; national and global enclaves; innovative genres. 1 Mar.; Patricia D. Fox (foxp@missouri.edu).

ITALIAN AMERICAN LITERATURE

Assimilate This! Metropolis, Migration, and 'Mericans in Italian American Culture. Papers or proposals exploring Italian American writers' or filmmakers' representations of urban centers and migration out of cities highlighting gender, class, race, sexuality by 1 Mar.; Edvige Giunta (eggiunta@njcu.edu).

JEWISH AMERICAN LITERATURE

Generations and Memory. How do the concepts of generation and memory illuminate significant canonical and emergent Jewish texts? What role do geography (e.g., NYC), gender, politics, religiosity play in defining generations and intergenerational tensions or connections? 1–2-page abstracts by 15 Mar.; Andrew Furman (fax: 561 297-3807; afurman@fau.edu).

JEWISH CULTURAL STUDIES

Jews in Multicultural Contexts. How are Jews or Jewishness represented in literature by or about different ethnic, religious, or cultural groups? In what contexts and under what cir-

cumstances are Jews considered multicultural writers? 1-page abstracts by 1 Mar.; (amyfeinstein@yahoo.com).

LAW AS LITERATURE

Law and Narrative Theory. Law as a site of tragedy or comedy as classically understood; "character" in law; convention in legal narrative and narratives about law; time and causality in legal narrative, etc. Submissions by 1 Mar.; Bruce Carolan (bruce.carolan@dit.ie).

LITERATURE OF THE UNITED STATES IN LANGUAGES OTHER THAN ENGLISH

New Perspectives on American Texts. What criteria need to be developed for a just assessment of non-English texts? How should current critical theory be transformed to accommodate these transnational and transcultural texts? Abstracts by 31 Mar.; Gonul Pultar (gonul@bilkent.edu.tr).

LUSOPHONE LITERATURES AND CULTURES OUTSIDE PORTUGAL AND BRAZIL

Luso-Literature as Represented in or as Ethnic Component of the Host Country's Canon. Emerging ethnic literary voices in the countries where the Portuguese settled, from Europe and North America to South Africa and Australia. Abstracts, bibliographies, vitae by 16 Mar.; Reinaldo F. Silva (fax: 351-234-370940; rsilva@dlc.ua.pt).

MEDIA AND LITERATURE

Digital Narrativity. Readings of hyperfiction and hypermedia narratives, new vocabularies, concepts, typologies: interactivity, ergodicity, immersion, story/discourse, literacy versus audiovision, ephemerality, authorship, hoaxes and ethics, cyberdrama, technocultures, etc. Papers or 250-word abstracts and biographies by 1 Mar.; Eckart Voigts-Virchow (eckart.voigts-virchow@anglistik.uni-giessen.de).

NETHERLANDIC LANGUAGE AND LITERATURE

Papers on any aspect of Dutch language or literature welcome. 15 Mar.; Johann P. Snapper (dodutch@socrates.berkeley.edu).

OLD NORSE LITERATURE AND LANGUAGE

Old Norse and Old English Law and Literature. Papers dealing with comparative aspects of Old Norse and Old English law and literature. 1-page abstracts by 15 Mar.; Kari Ellen Gade (fax: 812 855-8927; gade@indiana.edu).

PART-TIME FACULTY MEMBERS

Off-Track Faculty Members and the State of Higher Education. Academic freedom, student access, teaching assessment, curriculum, mentoring, scholarship, shared governance, unionization, legislation, accreditation. Submissions from all ranks encouraged. 500-word abstracts by 15 Mar.; Sandra Baringer (sbaringer@aol.com).

POSTCOLONIAL STUDIES IN LITERATURE AND CULTURE

Terrorisms: Can Postcolonial Theory Offer Explanations? E-mail abstracts by 1 Mar.; Hena Ahmad (hahmad@truman.edu).

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PRESENT-DAY ENGLISH

Open Topic. 1-page proposals by 25 Mar.; Eric Hyman.

PROVENÇAL AND CATALAN LANGUAGE AND LITERATURE

Political Conflict in Occitania. What is the relation between Old Provençal literature and the political landscape? Conflicts between foreign kings and Occitan barons, crusaders and Saracens, clerics and laymen, preachers and heretics, and neighboring lords considered. Abstracts by 15 Mar.; Karen Sullivan (sullivan@bard.edu).

PUERTO RICAN LITERATURE AND CULTURE

Nueva York / Puerto Rico: Intersecciones y Divergencias. Proposals on relations between Puerto Rican writers on the island and in New York. We are particularly interested in commonalities and differences. Papers on Nuyorican Writers will be specially encouraged. 1-page proposals by 28 Feb.; Luzma Umpierre (prdiscgroup@aol.com).

ROMANIAN STUDIES

Romanian-French Cultural Connections. Papers or abstracts by 15 Mar.; Peter G. Christensen (petergc@csd.uwm.edu).

SCANDINAVIAN LANGUAGES AND LITERATURES

Scandinavian Identities, Literature, and Gender. 1-page paper abstracts (e-mail submission preferred) by 1 Mar.; Paal Bjorby (paal.bjorby@nor.uib.no).

SCOTTISH LITERATURE

Scotland and Anthropology: The Art and Science of "Man." Anthropological and protoanthropological discourses and topics from all historical periods (medieval and early modern to contemporary), by Scottish writers or focusing on Scotland as anthropological site. Proposals or inquiries to Chris Ann Mattheo (chrisann@walrus.com).

SEPHARDIC STUDIES

Judeo-Iberian Languages, Linguistics, and Literatures of the Diasporas. How the Sephardic diasporas shaped Iberian languages (oral and written) of the time of the expulsions, including Aragon, Castile, Catalonia, Portugal. 1-page abstracts, brief bibliographies, vitae by 16 Mar.; Elaine R. Miller.

SLAVIC LITERATURES AND CULTURES

Clash of Civilizations. Representations of Slavic-Muslim encounters. E-mail abstracts by 15 Mar.; Dragan Kujundzic (dragan@uci.edu).

SOUTH ASIAN LANGUAGES AND LITERATURES

Postcolonialisms: Metropolitan and Vernacular. How "postcolonial" are South Asian literatures in languages other than English? Tensions between English and other languages; challenges of translation; controversial statements by Rushdie and Ghosh; vernacular texts (not) being read or taught in North America. 300-word abstracts by 15 Mar.; Michael Reder (reder@conncoll.edu).

SOUTHERN LITERATURE

The South as Representational Battlefield.

How have the Confederate flag, Civil War reenactments, the *Wind Done Gone* controversy, films, popular media, literary texts, or specific historical places served as contested sites of southern representation? 1-page abstracts by 1 Mar.; Scott Romine (sbromine@uncg.edu).

TRANSLATION

Translation Studies in Academia Today.

Proposals could address questions of teaching, scholarship, or the place of translation within the humanities. Submit proposals electronically by 25 Mar.; Rosemary Arrojo (rosearrojo@uol.com.br).

THE TWO-YEAR COLLEGE

Teaching the Foreign. Proposals and papers that address problems, pedagogy, and opportunities for teaching "the foreign," which is defined as another language, a different culture, the multicultural classroom, etc. By 15 Mar.; Pamela J. Monaco (pamela_monaco@hotmail.com).

WEST ASIAN LANGUAGES AND LITERATURES

The Mystical Element in West Asian and Mediterranean Literatures. Abstracts by 1 Mar.; Stephen Tabachnick (stbchnck@memphis.edu).

YIDDISH LITERATURE

Papers are solicited on any aspect of Yiddish literature. E-mails preferred by 1 Mar.; Jerold C. Frakes (frakes@usc.edu) or OCHJS, Yarnton, OX5 1PY Oxford, England.

MLA Committees

ADVISORY COMMITTEE ON FOREIGN LANGUAGES AND LITERATURES

Assessing the Foreign Language Major: Portfolio, Interview, Test. Papers on successful assessment of the major; predictions and recommendations for the future; thoughts on

the impact of technology. 1-page e-mail abstracts by 15 Mar.; Dieter Jedan.

Foreign Language Distance Learning. Can students learn languages if they are not in the same location as their instructor or fellow learners? Which delivery modes, techniques, and assessment methods work? Abstracts by 15 Mar.; Michael Katz.

ADVISORY COMMITTEE ON THE MLA INTERNATIONAL BIBLIOGRAPHY

Improprieties of the Electronic Age: Attribution, Citation, and Plagiarism. Bibliographic methods for citing print and electronic media; reproduction and citation standards in traditional as well as online classroom settings. Detailed abstracts and brief biographical notes by 15 Mar.; Thomas Spear.

Shifting Identities: The Passions and Conflicts of Contemporary Bibliography. Diverse practitioner, research, and theoretical perspectives welcomed. Detailed abstracts and brief biographical notes by 15 Mar.; David Chioni Moore.

COMMITTEE ON ACADEMIC FREEDOM AND PROFESSIONAL RIGHTS AND RESPONSIBILITIES

Identity Politics in an Age of Terrorism. Reports on the impact of terrorism, US military action, and calls for patriotism on individual and group identification by race, ethnicity, religion, or nation. Papers or proposals by 15 Mar.; Doris Garraway (d-garraway@northwestern.edu) and Doris Y. Kadish (dkadish@arches.uga.edu).

Professional Rights and Personal Responsibilities: Narratives from the First Year of Faculty Life. Papers from first- or second-year faculty members on acculturation and accommodation to departments and institutions. 1-page abstracts and vitae by 15 Mar.; Mark Long (mlong@keene.edu).

COMMITTEE ON COMMUNITY COLLEGES

Changing the Discourse of the Academy: The Community College and Civic Life. Papers emphasizing the approaches to language,



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literature, and writing that respond to nontraditional student populations and local constituencies. Abstracts by 1 Mar.; Pamela Lim-McAlister (buykites@highlinekites.com).

Giving Culture a Local Habitation and a Name: What Happens in Communities Because of Community Colleges. Practices extending humanities beyond campus: literary festivals; cultural, study abroad, outreach programs; connected learning communities. Abstracts by 7 Mar.; H. Mark Reynolds.

Working Together: English and Foreign Language Partnerships. Bridging first-year composition programs and beginning language classes. Cooperation enhancing student success, literacy, global understanding, and humanities. Challenges facing cooperation in the first year. Abstracts by 7 Mar.; Douglas Eisner (deisner@fullcoll.edu).

COMMITTEE ON INFORMATION TECHNOLOGY

Roundtable on Copyright and Electronic Scholarship. Brief papers on pragmatic issues related to copyright and the use of digital materials in scholarship and teaching. 1-page abstracts by 22 Feb.; Steve Olsen (solsen@mia.org).

COMMITTEE ON THE LITERATURES OF PEOPLE OF COLOR IN THE UNITED STATES AND CANADA

The Ethnicity of Environment. 2-page abstracts on current and future relations between ethnic studies and environment studies by 15 Mar.; José Aranda.

COMMITTEE ON THE STATUS OF GRADUATE STUDENTS IN THE PROFESSION

Faculty Mentoring of Graduate Students: How to Build a Successful Relationship. Papers addressing the how-tos of successful mentoring in today's graduate school environment. Submissions might approach the issue from a faculty member (how to be a good mentor) or a graduate student (how to find a good mentor, and then to be a good mentee) perspective. 250-word abstracts by 10 Feb.; Dongfeng Xu (dxu@midway.uchicago.edu).

OFFICE OF ENGLISH PROGRAMS

The Small College Department: Generalism. "Generalism" as a term for modes of teaching, scholarship, and intellectual life in small college English and foreign language departments. 250-word abstracts for 12-min. presentations by 10 Mar.; Lawrence Moe (lawrence.moe@metrostatedu.edu)

PUBLICATIONS COMMITTEE

Mediating the New: Rhetorical Problems in Introducing New Ideas. Papers might address communicating in a new critical vocabulary, negotiating audiences' resistances, avoiding "in-group" talk, and presenting older approaches from a new perspective. Proposals by 15 Mar.; Patricia Bizzell.

Special Sessions

These proposed topics for special sessions at the convention have not been approved; the announcements are intended

to bring potential organizers and panelists together before organizers send in their final proposals. Organizers and panelists should note the 1 April deadline for membership and the 7 April deadline for submission of final proposals.

Academic Generations. Is there a way that we can speak of groupings (when one goes to grad school, gets a job) in terms of generations? How do such generations affect departments? the profession? criticism? cultural politics? Proposals and short vitae by 15 Mar.; Jeffrey J. Williams (williamsjeff@missouri.edu).

Adoption Literature versus Orphan Literature. Implications and examples of categories. Critiques and historicizations, rewritings of the myth of self-created orphan. Rewritings of foundling, changeling, birth-parent search stories. Proposals and inquiries by 15 Mar.; Marianne Novy and Lisa Fluett.

The Aesthetic: Is It Good for Anything or Anyone? Looking at the cognitive, therapeutic, pedagogical, spiritual, and moral aspects of the arts. Abstracts by 15 Mar.; Gene H. Bell-Villada.

African Americans in the Latin American Mind. Special attention given to papers on the representation of social and cultural encounters with African American life in Latin American texts. 1-page abstracts by 1 Mar.; Laurence Prescott (lep4@psu.edu).

African Americans, Literature, and War. Literary responses by black Americans to American warfare abroad, from the Spanish-American Wars to the Persian Gulf. 1-2-page abstracts and brief vitae to Jennifer James (jcx@gwu.edu).

African American Writers in Dialogue with Germany. Interdisciplinary look at the recent history of intercultural exchanges between African American intellectuals and their German readers and colleagues. Possible topics: Du Bois and Germany around 1900, German philosophy/theology and the Civil Rights Movement, Audre Lorde and the emergence of Afro-German feminism in the 1990s. 1-page abstracts by 29 Mar.; Olaf Berwald (oberwald@utk.edu).

Ageism and Literary Studies. Personal stories, polemics, and manifestos—anything addressing ageist practices in our profession. Essays that combine gender or race with ageism. Critical-theoretical discussions of age as a burgeoning social category. 1-2-page abstracts by 25 Mar.; Nancy Berke.

Pédro Almodóvar in *All about God*. Always shocking and controversial, Almodóvar seems to believe that religion often does more harm than good in Spanish society. Papers on Almodóvar's treatment of religion in his films. Abstracts by 15 Mar.; Jose L. Murillo Amo, Modern Languages, Marshall Univ., Huntington, WV 25755-0001 (murillo@marshall.edu).

American Antinomianism. American antinomianism from the 1630s through the middle of the 19th century. Papers that focus on one particular period or aspect of antinomianism are preferred. 1-page proposals and brief vitae

by 15 Mar.; Jennifer Bernstein (jennbeth@juno.com).

American Fun. How does fun constitute the US citizenry? Proposal papers on high-, low-, and "no"-brow American fun that raise questions of nation, citizenship, ethnicity, or imperialism. Abstracts and cover letters by 25 Mar.; John Beckman (jabeckman@usna.edu).

The American Prose Poem. The 1990s have seen the spread among mainstream American poets of this oppositional "anti-genre." Papers that theorize the changing position and function of the prose poem in North America. Abstracts by 15 Mar.; Ellen McGrath Smith (smith948@duq.edu).

American Protest Literature. Papers addressing American protest literature or film, identity politics, Communist influences, social determinism, genre, the Civil Rights Movement, the canon, the critical establishment, modernism and postmodernism, antiwar protests, contemporary protest. 2-page abstracts and vitae by 15 March.; Kimberly Drake (kdrake@vvc.edu).

America on Stage: Playwrights Confront the Contemporary World. Many contemporary playwrights are choosing current events and controversies—gay bashing, stalking, infertility, AIDS—as their subject matter. Papers should address both the actual occurrence and the artistic presentation. Multiple examples are preferred. Glenda Frank, 50 West 97th St., 15A, New York, NY 10025-6081 (glfrank@erols.com).

Aristotle's Poetics Today. Focusing on poetics as a project rather than on the *Poetics* as a text, papers should consider what—if anything—remains viable in Aristotle's classificatory approach to literature. Abstracts by 1 Mar.; David Gorman (dgorman@niu.edu).

Asian American Criticism Now. How do we currently think and fail to think about Asian American culture? Critiques of new major works of Asian American cultural criticism since (and possibly including) *Immigrant Acts*. 500-1,000-word abstracts by 25 Mar.; Tomo Hattori (tomo_hattori@hotmail.com)

Jane Austen and Henry James. 1-2-page abstracts by 15 Mar. for papers that imagine and articulate a literary relation between Austen and James. David McWhirter (d-mcwhirter@tamu.edu) and Mary Ann O'Farrell.

Authenticity and American Literature. Papers that address the problem of literary authenticity in the US. Topics may include plagiarism, literary fakes, copyright, realism, or movie adaptations. Interdisciplinary papers are especially welcome. 1-page abstracts and vitae by 1 Mar.; Claudia Stokes, Trinity Univ., 715 Stadium Dr., San Antonio, TX 78212 (claudia.stokes@trinity.edu).

Bandes Dessinées and Romance-Language Comic Strips in the Classroom. How are comic strips such as *Tintin*, *Asterix*, or *Maus* used in teaching literary theories? 250-word abstracts by 15 Mar.; Stephanie Pillet (spillet@hotmail.com).

Bisexualities in French: Theory, Literature, Film. Papers that address sociological, psychoanalytic, literary, or filmic representations of
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bisexuality in France or Francophone countries. Of particular interest are cross-cultural comparisons. Proposals by 15 Mar.; Lewis Seifert (lewis_seifert@brown.edu).

Blacks and Indians in Latin America. Relations between indigenous peoples and African descendants in literary texts and trends. Implications of representation, such as constructions of colony, nation, or self, through these groups. 1-2-page abstracts by 10 Mar.; Marveta Ryan (mmryan@grove.iup.edu).

Blake Scholarship and the New Technology. Evaluate how technology has (or has not) affected—or possibly should (or should not) affect—traditional scholarship. Inquiries and abstracts by 15 Mar.; Sheila A. Spector (sheilaspector@aol.com).

Jorge Luis Borges: Poetry and Poetics. Papers dealing with Borges as poet, his theories on poetry, his poems about poetry or the role or place of the poet(s), etc. Titles, half-page abstracts (plus brief bibliographies), and short vitae by 1 Mar.; Luis Correa-Diaz (correa@arches.uga.edu).

Bridging the Americas: Anglophone and Francophone Caribbean Women Writers. Essays will map cross-cultural connections in the works of such authors as Maryse Condé, Jamaica Kincaid, Edwidge Danticat, and Paule Marshall. Abstracts by 15 Mar.; Louis Parascandola (lparascandola@earthlink.net) and Simone A. James Alexander (alexansi@shu.edu).

The Canonical Translation and Its Discontents. "Classic" translations of a particular author or work or translations considered foundational in a national literature, cultural, or religious tradition. Papers by 15 Mar.; George Rueckert (rueckert@u.washington.edu).

Celebrating Twenty-Five Years of Autofiction. Réévaluation de l'oeuvre de Serge Doubrovsky, instigateur du renouvellement autobiographique dans les années 70, ainsi que toute analyse des écrivains contemporains qui ont embrassé ou rejeté cette pratique littéraire. 1-page abstracts by 15 Mar.; Annie Jouan-Westlund (ajouanwestlund@csuohio.edu).

Raymond Chandler: The Big Questions. "The Big Sleep." "The Long Goodbye." Chandler's expressions have entered the language. What makes Chandler so good? Why has he had the influence he has had? Why read him? Papers, abstracts, proposals by 15 Mar.; Mervyn Nicholson.

Chaotic Narratives. What impact has chaos theory had on narrative? How do fictional texts incorporate fractals, nonlinear dynamics, and the new nature into their narratives? What is the relation between chaotic narratives and postmodernism? 2-page abstracts by 15 Mar.; Gerd Bayer (gdb@po.cwru.edu).

Class from the Visible to the Invisible. Does social class need visible referents for proper theorization (labor, poverty)? Class as allegory, pensée sauvage, unconscious, or occluded Other of narrative and discursive processes. Abstracts by 15 Mar.; Robert Seguin (rseguin@brockport.edu).

Clothing and Costume in Cervantes: (Un)covering, Discovering, and Recovering Identity. Papers may include any theoretical approach that clarifies Cervantes's particular attention to apparel. 1-page abstracts and brief vitae by 10 Mar.; Elaine Bunne (ebunn@drew.edu).

Colonizing Childhood in the United States: Problems and Contexts. How have American authors deployed children to explore racial, religious, and ethnic anxieties? Papers exploring the relation between childhood and savagery are welcome. Abstracts by 25 Mar.; Anna Mae Duane (duane@fordham.edu).

Community Art Work, Disability, and Identity. How does communal-art practice intersect with new visions of identity politics and socially responsible action? What is community writing? Papers on communal creative writing, hypertext, or interarts projects are invited, in particular work that deals with disability issues. 2-page abstracts and short vitae by 25 Feb.; Petra Kupperts (pkupperts@bryant.edu).

Conrad and Philosophy. Proposals for papers on the intersection between philosophy and the works of Joseph Conrad. May consider the philosophical influences on Conrad, look at Conrad's works in the light of particular philosophical systems or ideas, or investigate the philosophical presuppositions or implications that exist in Conrad's works. 1-page proposals; John Peters, Dept. of English, Univ. of North Texas, PO Box 311307, Denton 76203-1307 (jpeters@unt.edu).

Contemporary Belgian Culture: Literature, Art, and Film. Focus on the construction of a specific Belgian cultural identity in the general context of the Francophone world. 1-page abstracts by 15 Mar.; Pierre Taminiaux (taminiaup@georgetown.edu).

Cooking Literature, Literature of Cooking. Abstracts sought treating food as literature, cookbooks as literary texts, or theorization of food studies approaches to literature. Nonthe-

matic proposals from all periods and literatures welcome. Abstracts by 31 Mar.; Lynn Houston (lynnhouston@yahoo.com) or Tim Tomasik (tomasik@fas.harvard.edu).

Corporate Culture and the Academy. Papers invited that address the relation between academic institutions and contemporary corporatism, including educational marketing techniques and influence of corporate money on academic programs. 500-word abstracts by 1 Mar.; Margaret Pappano, 1112 Flanner Hall, Notre Dame, IN 46556-5611 (map14@columbia.edu).

Corporate Culture and the Literary Text. The influence of 20th–21st-century corporate culture on literary texts on various levels: representational, formal, canon formation, sponsorship, etc. 500-word abstracts by 1 Mar.; Margaret Pappano, 1112 Flanner Hall, Notre Dame, IN 46556-5611 (map14@columbia.edu).

Cosmopolitan Antislavery. The transatlantic context of 18th- and 19th-century antislavery movements. Of particular interest are papers that address antislavery in relation to emergent global discourses of literature, aesthetic culture, and aesthetic sensibility. 1-page abstracts and vitae by 15 Mar.; Robert Fanuzzi (fanuzzir@stjohns.edu).

Custom Is an Idiot. Hic-Mulier in a pamphlet Haec-Vir (1620) proclaims this to counter Haec-Vir's misogyny. Papers might explore custom in early modern literature as it pertains to women, misogyny, the law, or culture. Abstracts by 15 Mar.; Susan O'Malley (gushee271@aol.com).

Dangerous Letters. Bioterrorism has shown that mail can threaten our lives and nation. Novels, however, have long linked letters with the treasonous and illicit. What cultural, political, and literary issues do "dangerous letters" address? Abstracts and vitae by 15 Mar.; Laura Rotunno (ler556@mizzou.edu).

Dickinson in/and History. Papers that engage the following (deceptively simple) axiom:



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Emily Dickinson was a poet for and product of a specifically historical, political, and economic moment. 1-page abstracts by 1 Mar.; Coleman Hutchison, Dept. of English, Northwestern Univ., 1897 Sheridan Road, Evanston, IL 60201 (coleman@northwestern.edu).

Disability in Medieval and Early Modern Europe. Seeking papers that historicize theories of disability through the study of the construction and representation of disability in literature and culture before 1600. 500-word abstracts by 15 Mar.; Edward Wheatley (ewheatle@hamilton.edu).

Disability in Women's Writing: Bodies and Borders. How do women write disability? How does their writing affect bodily borders and the negotiation of identity (politics)? 1-page abstracts and brief vitae by 1 Mar.; Claude Desmarais (desmarai@yorku.ca).

Disguise in Medieval Literature. Papers on disguise as a theme or structuring device in medieval literature. 1-page abstracts by 15 Mar.; Marilyn Lawrence (marilyn.lawrence@nyu.edu).

Diversity in the Multiversity. Institutionalization of race and gender studies and the (corporate) restructuring of the university; diversity requirements; identity politics and managerial strategy; multiculturalism and discipline; flexibility; demographic change and the responsibilities of English. 250-word abstracts by 20 Mar.; Mike Hill (mhill65617@aol.com).

Do or Die: The Future of Small Language Programs. Innovative strategies to keep afloat or develop small language programs (French, German, Russian, etc.) with declining or stagnating enrollments. 1-page abstracts by 26 Feb.; Michele Bacholle (bachollem@easternct.edu).

The Dream of the Zipless Interface. Representations of seamless, streamlined union between minds and media, sensoria and simulations. Literature, film, VR. Proposals and brief vitae by 10 Mar.; e-mail only; Sujata Iyengar (mlaprop@yahoo.com).

East Wind, West Wind: Chinese Motif yet Foreign Award. Papers discussing Chinese

writers or literature about China receiving international recognition; issues of reception, identity, marginality, and subjectivity. 1-page abstracts by 15 Mar.; Meiling Wu (mwu@csuhayward.edu).

Ecological and Pacifist Hispanic Literature in the 20th Century. Recent literary responses to the intersection of ecofeminism and environmental ethics in Hispanic literature. Maria-Cruz Rodriguez-Gonzalez (mrodr@uky.edu).

The Endgames and Afterlives of Modernism. Did modernism die, or did it undergo a metempsychosis? Papers examining traces of modernism (or neomodernism) in post-1945 works are of particular interest. Abstracts by 15 Mar.; Patricia Juliana Smith.

Epiphanies in Literature and in Theory. How does the sudden, epiphanic mode of apprehension differ from the logic of narrative? Can there be a theory of epiphany? 250-word abstracts by 15 Mar.; Anne Hunsaker Hawkins (ahh1@psu.edu).

E-Teaching: Emerging Foreign Language Methodologies Using Online Course Management Systems (Blackboard, WebCT, Prometheus, etc.). Brief abstracts and short vitae by 15 Mar.; Sylvie L. F. Richards (sylvie@brooklyn.cuny.edu).

Everyday Life and the Event. What is not happening in "everyday life" is "the event." After Benjamin and Lefebvre, this session explores the tension or rupture between the event and everyday life in literary and visual representations. Abstracts by 15 Mar.; Sianne Ngai (xngai@stanford.edu), Barrett Watten (b.watten@wayne.edu).

Female Friendships in the German-Speaking World: Reality and Representation. Fictional and nonfictional explorations of the significance of female friendship in shaping experiences, ideals, and cultures. 1-page abstracts by 1 Mar.; Rachel Freudenburg (freudnr@bc.edu) and Marjanne Gooze (mgooze@uga.edu).

Feminism, Antifeminism, Postfeminism? Current Directions in Spanish Women's Writing and Thought. Special attention given to papers dealing with theoretical and critical reflections from Spain on these issues. 1-page abstracts by 1 Mar.; Rosalia Cornejo-Parriego (rcparrie@uottawa.ca).

Flamenco: Between Collective Memory and Collective Consumption. Seeking proposals investigating the cultural meaning of flamenco in Spanish literature, film, and visual arts. Interdisciplinary approaches encouraged. 350-word abstracts by 15 Mar.; Anna Diakow (a-diakow@northwestern.edu).

Fragmented Bodies in Early Modern French Literature. How were fragmented bodies represented in literature? Why did authors imagine the body part by part? What is the symbolics of body parts in medical, religious, and literary texts? Proposals (in English or French) by 15 Mar.; Andrzej Dziedzic (dziedzic@uwosh.edu).

French 17th-Century Literature in Postwar Criticism. What is the relevance of French 17th-century literature today? Papers invited on specific critics who write extensively on

17th-century topics and issues such as the definition of classicism, baroque politics, the public sphere, civilité, feminism, critical methodologies, pedagogical histories, philosophy and literature, etc. Abstracts or papers by 15 Mar.; Mark A. Cohen (cohen@bard.edu).

From Cape Verde to East Timor: Literature, Culture, and Society as Expressed by Lusophone-African and Lusophone-Asian Women. How literature, culture, religion, and society have shaped women's writings in pre- and postcolonial Lusophone nations. 1-page abstracts, brief bibliographies, and vitae by 16 Mar.; (papers in English, Portuguese, or both); Joseph A. Levi, Dept. of Modern Languages, Craig-Lee 141, Rhode Island Coll., 600 Mount Pleasant Ave., Providence 02908 (jalevi21@juno.com).

A Gap in the Canon: Spanish American Posmodernismo Revisited. Topics may include characteristics of Spanish American *posmodernismo* and its interstitial, noncanonical placement between *modernismo* and the avant-garde; poetic self and poetic language; visions of the city and the province; key posmodernista authors or works. 500-word abstracts and brief descriptions of research interests by 1 Mar.; Jorge Luis Castillo (castillo@spanport.ucsb.edu).

Geographies of the Other World. How did legends, travel accounts, wonderbooks, vision literature, etc. contribute to competing mappings of alien worlds in medieval Italian culture? 1-page abstracts by 1 Mar.; Tobias Gittes (tfg3@columbia.edu) and Patrizia Palumbo (ppalumbo@wagner.edu).

Global Cities of the South. Spatial discourse in colonial-postcolonial cities such as Bombay, Cairo, and Hong Kong. Do such peripheral discourses anticipate, intensify, or offer alternatives to representations of metropolitan urban conditions? 1-page abstracts by 1 Mar.; Ashley Dawson (dawson@postbox.csi.cuny.edu).

Global Marginalities: Hispanic American Drama and the Emergence of World Theater. Papers examining the role of Hispanic American theater within recent discussions of intercultural and postmodern performance practices, paying particular attention to conflicts between local needs and international recognition. 1-page abstracts by 1 Mar.; Leo Cabranes (cabranes@dramadance.ucsb.edu).

Going Live: Media Events in the 19th Century. Did the "media event" exist before 20th-century broadcast technologies? Toward a 19th-century genealogy of immediate, simultaneous, collective experiences. Technology, nationality, sensationalism, literature. Proposals, brief vitae by 10 Mar.; e-mail only; Richard Menke (rmenke@arches.uga.edu).

History and Its Discontents in Modern Spanish Culture. Readings of history in Spanish literary and historiographic texts from the 18th century to the Restoration. Analyses focused on gender, nationalism, and ideology are particularly welcome. 1-page abstracts by 15 Mar.; Inigo Sánchez-Llama (sanchezl@purdue.edu).

The Hollywood Musical, 1970–2001. Reinventions of the genre, including postmodern
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pastiche (*Moulin Rouge*), self-reflexive exploration (*Rocky Horror Picture Show*), performative experimentation (*Nashville*), or commemorative soundtrack (*American Graffiti*, *Goodfellas*). Abstracts by 15 Mar.; Scott F. Stoddart, Center for Academic Development, Marymount Manhattan Coll., 221 East 71st St., New York, NY 10021 (sstoddart@mmm.edu).

The Holocaust in Italian Literature: Beyond Primo Levi. Papers on works from the 1970s through the 1990s, including novels, memoirs, short stories, and testimony. 1-page abstracts by 1 Mar.; Risa Sodi (risa.sodi@yale.edu).

Hurston, Wright, Ellison: New Literary-Historical Configurations. Papers that challenge standard accounts of African American literature founded on the Hurston-Wright or Wright-Ellison opposition and that enable us to reimagine an African American modernism not defined around the exclusion of either Hurston or Wright. 2-page abstracts or drafted papers by 1 Mar.; Michael Nowlin (mnowlin@uvic.ca).

Imagining the Inhuman. Literary, filmic, artistic, and philosophical attempts to imagine the inhuman recently gained a new urgency. What sorts of disciplinary, theoretical, historical, ethical, and political implications result from attempting to account for inhumanity? Proposals and vitae by 15 Mar.; Amir Eshel (eshel@stanford.edu).

The Importance of Punctuation. General considerations of punctuation as a feature of writing, papers exploring the use of punctuation in certain literary genres or specific literary figures. Abstracts by 1 Mar.; Albert E. Krahn (krahn@punctuation.org).

Imprisonment in the Victorian Novel. Possible topics: Representation or classification of prisoners (their bodies, psychological states, perceptions, imagination, discursive subject positions), narrative structures, uses of physical space, prison economy, penal theory and practice. Any approach. 1-page abstracts by 20 Mar.; Frank Lauterbach (flauter@gwdg.de).

Instructing Instrumental Spanish: Strategies and Successes. Seeking testimonials, theories, and research about teaching undergraduate Spanish for professional uses outside academe, that is, Spanish for business, law, social services, heritage speakers, bilingual professionals, etc. Inquiries and proposals to Andrew Gordon (agordon@mesastate.edu).

"In Tears amid Alien Corn": Homesickness and Geopathology. Homesickness as "geopathic disorder" (suffering caused by one's location). Representations of homesickness, dislocation, and exile (political, academic, etc.) in drama. All periods, approaches. Proposals and vitae by 15 Mar.; M. Beth Meszaros (meszarb@swosu.edu).

Interdisciplinarity: Crisis in the Humanities? Interdisciplinarity as overcoming or mutation of crisis in the humanities. Proposals by 20 Mar.; David Ferris (david.ferris@colorado.edu).

Invention of Religious Traditions: A New Hinduism and 19th-Century Indian Nationalism. Focus on nationalism, use of reli-

gious metaphors and imagery in nationalist imagination, motherland and mother-goddess nexus, etc. Abstracts by 20 Mar.; Rini Bhat-tacharya (rinib1@yahoo.com).

Irish Women Writers before the Great Hunger, circa 1700–1845: Purpose and Politics. Women's response to forces that compromised or reconfigured the production, publication, dissemination, and reception of indigenous Irish writing. Abstracts and brief vitae by 15 Mar.; Maureen Mulvihill (mulvihill@nyc.rr.com).

Islam in Middle English. Papers examining the representation of Islam or Muslims in Chaucer, Gower, Mandeville, or any other Middle English verse or prose. 1-page abstracts by 15 Mar.; Robert Epstein (repstein@fair1.fairfield.edu).

Japonaiserie. Possible topics: *The Mikado*, *Madame Butterfly*, Madame Chrysanthemum, Impressionism, Whistler, travel writing, costumes, jewelry, etc. at the fin de siècle. 500-word proposals and brief vitae by 1 Mar.; Kay Chubbuck, PO Box 53, Princeton, NJ 08542 (chubbuck@princeton.edu).

Derek Jarman: Films of Early Modern English and European Literature and Culture. Marxist, feminist, cultural materialist, and queer interpretations of any of Jarman's films are encouraged. 1–2-page abstracts by 15 Mar.; W. Reginald Rampone, Jr., Div. of Liberal Arts, PO Box 1129, Louisiana State Univ., Eunice 70535.

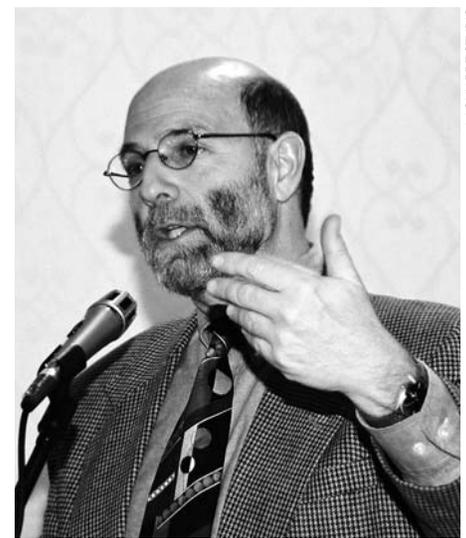
Jews in Multicultural Contexts. How are Jews or Jewishness represented in literature by or about different ethnic, religious, or cultural groups? In what contexts and under what circumstances are Jews considered multicultural writers? 1-page abstracts by 1 Mar.; Amy Feinstein (amyfeinstein@yahoo.com).

Keeping It Real: Performing Authenticity in Pop(ular) Music Culture. Essays will complicate authenticity's pervasive role in the creation, dissemination, and reception of popular music. Interdisciplinary approaches are especially encouraged. 1-page abstracts and brief vitae by 15 Feb.; Conseula Francis (cfrancis@u.washington.edu) and Joseph Tate (jtate@u.washington.edu).

Letitia Landon, 1802–2002: Bicentennial Reevaluations. Papers on Landon's reception and changing critical fortunes over the last 200 years. Detailed abstracts and vitae or papers by 15 Mar.; Adriana Craciun.

La representación del sufrimiento en la escritura femenina del siglo XV al XVII. La representación del sufrimiento, un motivo frecuente en la literatura premoderna, indica una existencia ansiosa del sujeto humano en sus circunstancias. Un enfoque en la representación del sufrimiento en los textos escritos por mujeres permitirá indagar en la formación de la conciencia femenina y (proto)feminista en la sociedad patriarcal. Yonsoo Kim; Sanda Munjje, Dept. of Spanish and Portuguese, Univ. of California, Berkeley 94720 (sandam@uclink4.berkeley.edu).

Latin American Literature and Technology. Papers on Latin American literature and issues of technology. What is the relation between Latin American literature and hyper-



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text? What is the connection between Latin American literature and hyperfiction? Detailed abstracts and vitae by 15 Mar.; Perla Sassón-Henry (sasson@usna.edu).

La Virgen de Guadalupe: Icon, Identity, Text. Readings of texts concerning or including *la Virgen*, Mexico's most beloved religious figure, and the development of Chicano and Chicana, Mexicano and Mexicana, and other literatures; relations among religion, national identity, popular and folk cultures, visual arts, and literature. Papers or abstracts by 10 Mar.; Maria Carla Sanchez (mcsanche@mail.sdsu.edu).

Lawrence and the Body. Possible topics include Lawrence and body studies, Lawrence and disease, Lawrence and disability, Lawrence and the body of the racial other, homoeroticism, gender ambiguity. 1–2-page abstracts by 10 Mar.; Rebecca Carpenter (rcarpent@wmdc.edu).

T. E. Lawrence in the 21st Century: New Perspectives. Papers that relate Lawrence to current, 21st-century issues, including nationalism, orientalism, and travel writing. 250-word abstracts by 15 Mar.; Mary Bryden (brydn@reading.ac.uk).

Les agitateurs. Angot, Beigbeder, Despentès, Houellebecq et les autres. Envoyer un résumé (une page maximum) par e-mail avant le 24 mars; Alain-Philippe Durand (adurand@uri.edu).

C. S. Lewis: Poetry and Poetics. Papers dealing with Lewis as poet, his theories on poetry, individual poems about poetry or the role of the poet. Brief e-mail queries (dlandrum@cornerstone.edu) by 1 Mar.

Sinclair Lewis: Life, Biography, and Literary Reputation. Papers connected with the new biography of Lewis by Richard Lingeman. Analyses of biography in Lewis scholarship, Lewis in context, or related topics. 1-page abstracts by 15 Mar.; Sally E. Parry (separry@ilstu.edu).

The Lie with the Ounce of Truth. Queerness and homophobia in the works, lives, culture, and times of Dashiell Hammett and Lillian Hellman. Papers on any aspects. E-mail abstracts

and biographies by 5 Mar.; Serena Anderlini-D'Onofrio (serena1@centennialpr.net).

Listening to "Silent" Cinema. Papers on why the silent screen wasn't silent: pre-1926 sound technologies, the film lecturer and showmen exhibitors, vaudeville actors behind the screen, music and sound effects, phonograph movies. 1-page abstracts by 8 Mar.; Tony Grajeda, English Dept., Univ. of Central Florida, Orlando 32816-1346 (agrajeda@pegasus.cc.ucf.edu).

The Literary Heart. Things cardiological, viewed as clinical, metaphorical, and poetic discourses. Heart disease and Heartsease; heartaches and heart attacks; simple hearts, lion hearts, heart transplants, souffles aux coeurs, more. 250-word abstracts by 1 Mar.; Martha Stoddard Holmes (mstoddard@csusm.edu).

The Literary Work of Salvador Dali. Essays that approach Dali's writings in relation to his paintings and within the context of the surrealist movement. 1-page abstracts and brief vitae by 8 Mar.; Carmen Rasilla, Dept. of Languages and Literatures, 15 Library Way, Univ. of New Hampshire, Durham 03824 (crasilla@cisunix.unh.edu).

Audre Lorde, New Yorker. Commemorating the 10th anniversary of her death, papers should suggest the importance of New York in the works (poetry, essays, biomythography) of this black feminist lesbian warrior. 2-page abstracts by 1 Mar.; Joan Wylie Hall (egjwh@olemiss.edu).

Making Ends Meet: Comparative Literature, Language Departments, English. Proposals on topics explored at the MLA's April 2002 conference, including shared pedagogical initiatives and the place of comparative literature. 1-page proposals by 15 Mar.; Caroline D. Eckhardt (e82@psu.edu).

Making Sense of Making Sex: On Thomas Laqueur. Explorations of Laqueur's history in relation to sexuality and feminism or the con-

licts between models of gender during the long transition. 1-page abstracts by 15 Mar.; David W. Toise, Dept. of English, California State Univ., 6000 J St., Sacramento 95819-6075 (dwtoise@yahoo.com).

Marketing Non-American Degrees: A Roundtable Discussion. Issues such as the relation between graduate students from non-American universities and the American job market and related concerns. 1-page abstracts electronically by 1 Mar.; Jennifer Haselberger (ehase02@students.bbk.ac.uk); Julia Kuehn (dkueh01@students.bbk.ac.uk).

The Medicalization of Masculinity in 19th-Century England. The relations between constructions of masculinity and the influences of any aspect of medicine or medicalization of the male body, behavior, sexuality. Abstracts and vitae by 15 Mar.; Barbara Tilley (babsie@grove.ufl.edu).

Medicine, Malady, and Mirrors: Narcissism and the Imag(in)ing of Illness, Disease, and Disability. The link between narcissism and illness, disease and disability; the political, psychic, and ethical implications of the link; and how the link is installed or contested in medical and creative imag(in)ings. Joanne Rendell, Dept. of English, Univ. of Sheffield, England (egp98jcr@shf.ac.uk).

Modernist Nonfiction. Literary modernism is often configured as fiction and poetry. This panel explores modernist nonfiction, including essay, memoir, review, and polemic. How does nonfiction complement—or contradict—the dominant genres? 2-page abstracts and vitae by 11 Mar.; Meg Albrinck and Celia Marshik (celia.marshik@sunysb.edu).

Mitzi Myers: In Memoriam. Papers addressing Maria Edgeworth or 18th- and 19th-century children's literature and pedagogy (in honor of Mitzi Myers, editor and scholar of children's books). Abstracts and vitae by 15 Mar.; Donelle Ruwe (druwe@fsc.edu).

Native (Ex)Positions. Exhibiting North and South American "Indians" was common practice in the 19th century. How were such human spectacles represented or reimagined in literary and nonliterary texts? 1-page abstracts by 20 Mar.; Thanya Santacruz (tsantac@gwdg.de).

New York in the 20th Century: A French Viewpoint. Explore the encounters of French and Francophone writers with the quintessential American metropolis. Senghor, Sartre, and Robbe-Grillet are among those who embraced New York in their work, but this list is by no means exhaustive. 2-page abstracts and vitae by 15 Mar. by e-mail; Catherine Webster (csw202@nyu.edu).

Non-Chicano Approaches to Latino Atlantic Literatures. Papers that render visible the specificity and diversity of the literary and cultural expressions of Latino Atlantic communities in the US (Cuban, Dominican, Puerto Rican, or Latino identified). Papers in Spanish or English that deal with or move away from the public and institutional conflation of Chicano for Latino literary studies (and vice-versa) are welcome. 500-word abstracts by 15 Mar.; Lázaro Lima (llima@brynmaur.edu).

The Novels of Patrick O'Brien: Literature or Entertainment? Papers on any aspect of this topic are appropriate; close textual readings or discussions of generic issues are especially welcome. 250-word abstracts by 15 Mar.; Sherman Hawkins (sherman_hawkins@hotmail.com).

Nuns, Whores, and Wives in Cinema. Papers that explore the attempted institutionalization of women's identities and sexuality and their visual representation (sexualization, prohibition, voyeurism, punishment). 500-word abstracts and vitae by 15 Mar.; Tamao Nakahara (tamao@socrates.berkeley.edu).

Origins of Disability. Papers that engage disability in historical terms, trace the development of disability in culture, tie in postmodern representations of the disabled body with larger historical conventions. 1-2-page abstracts by 8 Mar.; Mark Mossman, Dept. of English and Journalism, 1 University Circle, Western Illinois Univ., Macomb 61455 (ma-mossman@wiu.edu).

Other Places: History, Memory, and the Politics of Location. What is the narrative function of Hiroshima in *Hiroshima Mon Amour*? Or Egypt in *The English Patient*? Papers invited on all aspects of the topic. Abstracts by 20 Mar.; Rini Bhattacharya (rinib1@yahoo.com).

Pain. Rhetorics of suffering, pain, and relief in visual and written cultural texts. Whose body is in pain? What coordinates of gender, race, ethnicity, class, sexuality locate persons in pain—and pain's relievers? 250-word abstracts by 1 Mar.; Martha Stoddard Holmes (mstoddard@csusm.edu).

Panic Writing: Literature, Economics, Culture. Papers studying how writers experienced, represented, or produced economic panic. Possible topics include the cultural work of "panic fiction," class and gender politics of economic instability, and intersections of financial and cultural panic. 500-word
(continued on next page)



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abstracts by 15 Mar.; David Zimmerman (dazimmerman@facstaff.wisc.edu).

Partisan Review: A Celebration of the New York Intellectuals. Papers dealing with the influential role of *Partisan Review* in the rise to prominence of the so-called New York Intellectuals. 1-page abstracts (or *MS Word* e-mail attachments), contact information, and vitae by 1 Mar.; Herbert Shapiro (herb.shapiro@esc.edu).

Peering into the Tower: Literary Representations of Life in the Academy. Hard-copy abstracts by 10 Mar.; Melinda M. Rosenthal.

Arturo Perez-Reverte. Papers on any aspect of the novels. 2-page abstracts by 10 Mar.; Carolyn A. Durham and John P. Gabriele.

Performance, Spectacle, and Dramatic Writing in Latin America. Papers that explore the myriad ways in which performance creates meaning and shapes everyday life in Latin America. Fields include literature, sports, rituals, social movements, and virtual arts. 1-page abstracts and vitae by 1 Mar.; Leilani Garcia-Turull (lgarcia@ursinus.edu).

Performing Witness. Papers that examine acts of witnessing through/as performance: rhetorics, audiences, production and reception contexts, performative effects. Subjects other than the Holocaust and testimonio particularly welcome. Proposals by 7 Mar.; Miriam Bartha (mbartha17@aol.com).

Phenomenology and Its Wake. Papers that link the phenomenological writings of Merleau-Ponty, Sartre, Beauvoir, or Husserl to the work of Lacan, Derrida, or Deleuze especially welcome. 1-page abstracts by 15 Mar.; E. K. Kaufman (ek6j@virginia.edu).

Plath's *Ariel* Reconsidered. Papers discussing any aspect of Plath's volume, especially in the light of newly available materials (Plath's unabridged journals, Hughes's poems and papers). 500-word abstracts and vitae by 15 Mar.; Ann Keniston (akenist@fas.harvard.edu).

Portrayals of Incarceration in the Literatures of the Americas. Focus on contemporary representations of imprisoned peoples of color, both in New York State and in the West-

ern hemisphere. Abstracts or proposals and vitae; Roberta Hill (rwhitem@facstaff.wisc.edu) or Sean Teuton (steuton@facstaff.wisc.edu).

The Postcolonial Lowbrow. Papers explaining how tawdry romances, crime novels, family sagas, soap operas, and the like in fiction, movies, and television allow consideration of a high-low split in postcolonial culture. Abstracts by 20 Mar.; Joan Marx (jmarx@richmond.edu).

Postimperial Sensibilities. What new epistemologies are created when one lives in a nation no longer an imperial power? Papers examining shifts in expression and self-definition in post-1945 British literature, film, and culture are invited. Abstracts by 15 Mar.; Patricia Juliana Smith.

Postmodern Narrative and Terrorism. Papers are sought that investigate all aspects of responses to and representations of terrorism in postmodern narrative (in its broadest sense), from DeLillo to Clancy to CNN. 2-page abstracts by 15 Mar.; Michael J. Crowley (mjc982237@yahoo.com).

Profeminism(s), Politics, and Enlightenment, Post-1660. Intersections between emergent conceptions of feminine autonomy and political commitments; rhetorics of feminine authority and authenticity in relation to emergent enlightenment theologies. Abstracts by 10 Mar.; William Kolbrenner.

Queer Straights. Questionings of the new binary heterosexuality / everything queer (gay, lesbian, bisexual, transgender). Postqueers. Feminism and men. Integrations of gender studies that use advances of feminist and queer theory to construct new approaches to heteroerotic sexuality and to "men's" studies. Abstracts by 15 Mar.; Phil Mirabelli (philmirabelli@aol.com).

Race and Gender in Film Noir. Preference given to psychoanalytic and postcolonial approaches to the study of the intersection of race and gender in film noir. 1-page abstracts and vitae by 15 Mar.; Benigno Trigo (btrigo@notes.cc.sunysb.edu).

Race, Gender, and Time: Palimpsestic Relations between the 19th and 20th Centuries. How do 19th-century temporalities

shape gendered, racialized treatments of the individual, social, domestic? Considering papers on literature, film, or cultural history. 300-word abstracts (e-mail preferred) by 1 Mar.; Naomi Greyser (ngreyser@uci.edu).

Reading Victorian Feeling. How do Victorian novelists produce affective responses, what constitute those responses, and what are their intended effects? Papers that challenge or reevaluate the notion of interpellation are particularly welcome. By 1 Mar.; Rachel Ablow.

Reconsidering Camilo J. Celso. New approaches, perspectives, or readings of his works (novels, poetry, plays, essays, etc.). Contested or uncontested position in the Spanish literary canon. Overall significance of his work. 1-2-page abstracts and vitae by 15 Mar.; Elroy E. Merino (emerino@niu.edu).

Reimagining Spain's Modernity. How do current theoretical perspectives on gender, cultural or transatlantic studies, postmodernism, and new historicism shape the diverse re-presentations (in the novel, film, theater, poetry) of critical moments in Spain's modernity? 500-word abstracts by 1 Mar.; Vialla Hartfield-Méndez (vhartfi@emory.edu).

Reinventing Community in 18th-Century Ireland and Scotland. Papers on the cultural practices, rituals, and social networks that helped preserve a sense of community in 18th-century Ireland or Scotland in the aftermath of colonization. 1-page abstracts by 15 Mar.; Helen Burke (hburke@english.fsu.edu).

The Relations among College and University English Departments, Education Schools, and High Schools. What are some effective models for collaboration? How can we jointly work to improve the performance of our language arts and literature majors in education as well as that of their students? How do we respond to the current crisis in teaching? 2-page abstracts; Beth Wallace (kowalesk@bc.edu).

Repensar la transculturación de Fernando Ortiz: Oralidad y transculturación. Este panel intentará reconsiderar el planteamiento de Ortiz en el contexto de la tradición oral y la cultura popular de Latinoamérica. Ortiz introdujo la noción de transculturación para evitar la dialéctica de aculturación entre la cultura dominante y la dominada. Destacó la importancia del espacio intersticial entre una cultura hegemónica y otra marginal y además el proceso complicado de aculturación; Song No.

Representing Women's Work in Early Modern England. Papers on how early modern English literature depicted women's work, from specific occupations to general concerns about paid versus unpaid female labor. 1-page abstracts by 1 Mar.; Michelle M. Dowd (mmd33@columbia.edu).

Researching with Undergraduates. Following the lead of the sciences, some undergraduate English programs are looking at ways to involve undergraduates in the research of faculty members. Is this process applicable to humanities? Can it be genuine research or is it another add-on to faculty workloads? 250-word abstracts and short statements of experi-



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ence in this area by 15 Mar.; John C. Orr (orr@up.edu).

Rethinking the History of Criticism. How do we rewrite the history of criticism after Grand Theory? How might we envision the extant history, from Plato to the present, that we have? Proposals and short vitae by 15 Mar.; Jeffrey J. Williams (williamsjeff@missouri.edu)

Revisions of German Modernity. Papers exploring new notions of modernity through gender, sexuality, and race in texts that have been canonical for traditional debates about modernity. Papers engaging philosophical or psychoanalytic texts welcome. Abstracts by 15 Mar.; Elke Heckner (heckner@oregon.uoregon.edu).

Rhetorical Exchanges: Fascism and Antifascism in Italy. Papers examining rhetorical, narrative, and performative dramatizations of interwar national identity. Focus: narratives engaging sacrificial economies, ritual, gender, modernity. 1-2-page abstracts and vitae by 10 Mar.; Chiara Ferrari (cqf1700@nyu.edu).

The Rhetoric and Semiotics of a Post-11 September World. Papers discussing rhetorical and semiotic tropes deployed in response to 11 September, such as pilgrimage, the American flag, patriotic slogans, the "end of irony," etc. Interdisciplinary approaches are encouraged. 1-page abstracts by 1 Mar.; Susan Signe Morrison (sm18@swt.edu).

Romancing Henry Green. Papers dealing with romance (as literary genre, theme, and aspect of sexuality or critical practice) in Green's novels, memoir, and recent biography *Romancing*. 1-page abstracts by 1 Mar.; David Copeland (davidr.copeland@sympatico.ca).

Romanticism and the Disciplines. Recent scholarship locates the origins of many modern disciplines in Romantic literary culture. Papers should link such predisciplinary formations to the current postdisciplinary climate. 500-word abstracts by 15 Mar.; Noah Heringman (heringmann@missouri.edu).

A Roundtable on Teaching Distance Learning Courses. Distance learning is perhaps the fastest-growing sector in postsecondary education. What are the pros and cons? What standards must we maintain to give our students a quality educational experience? Abstracts of papers on the objectives, methods, and difficulties in distance learning. Li-Ping Geng (llgeng@yahoo.com).

Russia and the Postcolonial State: To Open the Question. The purpose of this panel is to consider how questions of postcolonialism may be understood in the context of imperial Russia, the Soviet Union, or post-Soviet Russia. Abstract and vitae by 15 Mar.; Lilya Kaganovsky (lilya@uiuc.edu).

Edward Said's Modernism. Papers considering Said's reflections on literary modernism in relation to other key concerns of his work: beginnings, orientalism, Palestine, imperial culture, intellectuals, etc. Abstracts by 15 Mar.; David Heckerl (david.heckerl@stmarys.ca).

Science on Stage: A Brave New Drama? Papers considering how physics, mathematics, chemistry, genetics, or any other kind of science informs current drama, particularly in terms of moral, ethical, and philosophical con-

cerns. Relations between contemporary works and earlier plays also welcome. 1-page abstracts by 18 Mar.; Karen C. Blansfield (karenb@email.unc.edu).

W. G. Sebald: Between Past and Present. Papers on any aspect of W. G. Sebald, whose works tirelessly probe our relation to the past through fiction, historical narrative, memoir, and photographs. 1-page abstracts; Tessa C. Lee (chi.lee@yale.edu).

Sedgwick and the City. The Catharine Maria Sedgwick Society invites proposals for a panel devoted to Sedgwick's life in New York City and the city's influence on her work. Letters and separate proposals by 21 Feb.; Jenifer Elmore, 12324 Gingerwood Lane, Wellington, FL 33414 (jelmore@gate.net).

Sense and Sexuality. How do faculties of perception—any of the five senses, impression, intuition, etc.—relate to sexual behavior, identity, or ambivalence? Abstracts or papers by 22 Mar.; Matthew Bell (verver2000@aol.com).

Sentiment and Race in 19th-Century America. How is sentiment used in various treatments of race? How does racial discourse impact sentimentalism? Does sentimentalism determine author-reader relations with racial Others? 1-page abstracts, biographies by 1 Mar.; Laura Mielke (lmielke@email.unc.edu).

Shakespeare in Gotham. In film or on stage, prefer contemporary productions. Abstracts and vitae by 1 Mar.; Sharon O'Dair.

Short Story Sequences: The Geographies of Community. Using *Winesburg, Ohio* and *Dubliners* as a historical base, we will explore the recent developments of the still-evolving genre and its relations to textual, actual, and temporal community. Jeff Birkenstein (jbirkenstein@yahoo.com).

Significant Others in Victorian Novels. Papers welcome that endorse remaining "single" by exploring the tension between those characters in Victorian novels who never marry and those that the genre programmatically forces down the aisle. 250-word abstracts by 22 Mar.; Jon Hodge (jhodge@emerald.tufts.edu).

Spain Meeting and Making the "Orient." Papers examining representations of East Asia in Spanish writings of the 16th and 17th centuries, including histories, diaries, and letters, with possible emphasis on race, gender, sexuality, or religion. 2-page abstracts and vitae by 15 Mar.; Robert Richmond Ellis (rrellis@oxy.edu).

Gertrude Stein and Psychoanalysis. 1-page abstracts by e-mail (in body of text) by 1 Mar.; Chris Coffman (coffman@cats.ucsc.edu).

Surrealism and Documentary. How do the efforts of the surrealist avant-garde intersect with the realisms of interwar documentary movements? Papers may consider surrealist and documentary texts, images, and films. 500-word abstracts by 15 Mar.; Steve Spence (stevespence@mail.clayton.edu).

Tales of the City: Contemporary Jewish American Women Writers Making Manhattan. Portrayals in Roiphe, Jong, Gornick, Wasserstein, Ozick, Heilbrun, and others of Jewish urban women becoming part of yet

changing cosmopolitan and literary New York. 1-2-page proposals and dossiers by 8 Mar.; Annette Zilversmit.

Teaching the Non-English Literatures of Colonial America. Specific issues: translations versus originals; multilingualism and race, ethnicity, culture, gender, class; language competence (teachers and students); recent anthologies; political implications. 1-page abstracts and vitae by 15 Mar.; Patrick Erben (perben@emory.edu).

Teaching Umberto Eco's *The Name of the Rose*. Seeking field reports from pedagogical forays into Eco's medieval murder mystery: as introductory tour of medieval culture, laboratory of literary theory, adventure in bibliography, or? Abstracts by 1 Mar.; Martha Rust, Dept. of English, New York Univ., 19 University Place, 5th floor, New York, NY 10012 (martha.rust@nyu.edu).

Texts as Physical or Virtual Objects. Papers exploring physical elements (size, format, design, typography, print versus electronic publication) that affect readers' experiences of or responses to texts. 1-page proposals by 25 Mar.; Sara Oswald.

The Theater of Beth Henley. Abstracts and vitae by 22 Mar.; Gene A. Plunka.

Theorizing Contemporary Encyclopedic Narratives. How do encyclopedic narratives represent contemporary culture, particularly technology? What ends are served through the inclusion of often esoteric information? What possibilities does literary theory offer for understanding and evaluating these representations? 2-page abstracts by 15 Mar.; Michael J. Crowley (mjc982237@yahoo.com).

"This Cannot Be Said": Eucharistic Ineffability in 17th-Century English Poetry. The textual engagement of English 17th-century poets with Reformed reconceptualizations of eucharistic theology. Abstracts by 10 Mar.; Yaakov Akiva Mascetti (mascety@popeye.cc.biu.ac.il).

Tragedy and Thought. In joining again the "ancient quarrel" between poetry and philosophy, submit 250-word abstracts addressing the intersection of Greek tragedy, theories of tragedy, and philosophy, emphasizing primary texts; Michael Degener (degener@bu.edu).

The Transvestite Stage: Theory and Practice. How do recent cross-dressed performances of early modern drama illuminate critical study of the transvestite stage? Examples from the well-known (Lester's Rosalind, Shaw's Richard II) to local performances. James O'Rourke (jorourke@english.fsu.edu).

Tudor Literature before Elizabeth. Papers on Tudor literature and literary culture before Elizabeth's reign. Papers that examine intersections between Tudor literature and the early English Reformation are particularly welcome. 1-page abstracts by 10 Mar.; Scott Lucas (scott.lucas@citadel.edu).

Elizabeth Tudor, on Her Own Terms. Papers treating any aspect of Elizabeth's work as an author, before or after her accession: the letters, poems, prayers, speeches, or translations. (continued on next page)

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Completed 8-10-page papers by 15 Mar.; Christopher Martin (ccmartin@bu.edu).

Unruly Catholic Women. Under what circumstances were Catholic women across various eras and nationalities able to resist traditional gender restrictions, as represented through their literary production? 250-word abstracts by 8 Mar.; Ana Kothe (anakothe@coqui.net) or Leigh Eicke (eicke@cvsu.edu).

The Urban Environment of British Modernism. Readings of urban nature or the urban appreciation of rural nature in texts of British modernism. Analyses of canonical and non-canonical modernist writers not previously considered by ecocritical approaches are especially welcome. 1-2-page abstracts and vitae by 15 Mar.; William Kupinse (william-kupinse@utulsa.edu).

Uses of Vernacular Culture. Papers that define and complicate the parameters of vernacular culture by interrogating terms of authenticity, border crossings, gender, sexuality, and nationality. 500-word abstracts by 1 Mar.; Kimberly J. Banks, English Dept., Univ. of Missouri, 5100 Rockhill Road, Kansas City 64110-2499 (banksk@umkc.edu).

The Vagina Monologues and Other Cunt-Positive Texts at the Turn of the Millennium. In the context of queer theory, bi- and polyamorous discourses, and cultural feminism, it's time to focus on cultural symbolizations of female genitalia. Papers are invited on any aspect. E-mail abstracts and biographies by 5 Mar.; Serena Anderlini-D'Onofrio (serena1@centennialpr.net).

Paul Valéry. Papers on Valéryan poetics, criticism, poetry, thought, and theory. Paratextual or genetic approaches particularly encouraged. For queries and more information, consult www.paulvalery.org. 500-word abstracts and

short vitae by 10 Mar.; Niels Buch-Jepsen (nb58@cornell.edu).

Victorian Frauds. Papers on mercenary manipulations of any of the many Victorian economies (domestic, political, moral, market, etc.); actual frauds (Sadleir, Tichborne, Redpath); bubbles. Papers on Victorian cultural history are especially welcome. 1-2-page abstracts and brief vitae by 10 Mar.; Rebecca Stern (rfstern@bsu.edu).

Virtual Literary Communities: La Femme Nikita and Related Fandemonia. Phenomena such as fan fiction, cyberdrama and cyberpoetry, message boards, chat rooms, conventions, campaigns, charity events, studies devoted to the TV series. 500-word abstracts and vitae by 15 Mar.; Susan Hollis Merritt (shmerritt@aol.com).

Voices from the Village: Literature of Rural Africa. Analyses of relatively unknown significant works profiling village life. Papers in English representing various African regions. Abstracts and biographies by 15 Mar.; Cheryl Toman (ctoman@mail.millikin.edu).

West Indians in the Harlem Renaissance. Any aspect of their cultural or social contributions. Figures to be discussed might include Marcus Garvey, Amy Jacques Garvey, Claude McKay, Eric Walrond, Eulalie Spence, J. A. Rogers, Hubert Harrison. 1-2-page abstracts by 10 Mar.; Louis J. Parascandola (lparascandola@earthlink.net).

West Point: Two Hundred Years in the American Imagination. Papers should explore connections between the United States Military Academy, its graduates, and the literary development of the American imagination. 1-page abstracts by 22 Feb.; William Hecker (cw0520@usma.edu).

What We Dare Not Discuss: Grading—A Roundtable. Papers on the range of issues involved in evaluating student work. Grade infla-

tion, grading phobia, the politics of grading, the purpose(s) of evaluation, undergraduate versus graduate work, etc. 1-page abstracts by 1 Mar.; Jim Kilfoyle (kilfoylj@southwestern.edu).

Women and Teaching Institutions: Making a Difference. What differences do feminist women make at teaching institutions? What pedagogies work? What administrative strategies are effective? What success stories inspire your practice as a female faculty member? Brief abstracts and 2-page vitae by 15 Mar.; Susan Naomi Bernstein, English, Univ. of Houston, Downtown, 1 Main St., Houston, TX 77002 (bernsteins@uhd.edu [no attachments]).

The Wonder That Was Xena! The power of "camp" humor, historical reconstruction, mythic play, fantasy, and subtexts to effect social critique and social liberation. 2-page abstracts and brief vitae by 15 Mar.; Alanna Kathleen Brown (brown@english.montana.edu).

Writing Childhood in Caribbean and Latin American Narratives. How does the representation of childhood define and redefine notions of cultural identity, belonging, citizenship, memory, gender, and colonialism? Languages: Dutch, French, Portuguese, Spanish. 1-page abstracts by 1 Mar.; Marjorie Salvodón, Dept. of Humanities and Modern Languages, Suffolk Univ., Boston, MA 02108 (msalvodo@suffolk.edu).

Allied and Affiliate Organizations

AMERICAN ASSOCIATION FOR ITALIAN STUDIES

Italian Multiculturalism: New Perspectives. 1-page abstracts by 15 Mar.; Guy Ruffa (guyr@uts.cc.utexas.edu).

Real and Imaginary Cities. 1-page abstracts by 15 Mar.; Daniela Bini (bini@mail.utexas.edu).

AMERICAN ASSOCIATION OF AUSTRALIAN LITERARY STUDIES

Natural Australia: Ecocriticism and Australian Literature.

Urban Australia: The Urban Experience in Australian Literature. Proposals, abstracts, or inquiries; Jim Hoy (fax: 620 341-5547; hoyjames@emporia.edu).

AMERICAN ASSOCIATION OF PROFESSORS OF YIDDISH

The Jewish Family in American Jewish Fiction. Proposals by 20 Mar.; Evelyn Avery, English, Towson Univ., 8000 York Road, Towson, MD 21252.

Yiddish New York: Its Creativity, Its Culture, Its Influence. Proposals by 20 Mar.; Joseph C. Landis.

AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES

Representing the Other: Russia and America during the Cold War. E-mail abstracts by 15 Mar.; Catharine Theimer Nepomnyashchy (cn29@columbia.edu).

Slavs in Hollywood. E-mail abstracts by 15 Mar.; George Gutsche (gutsche@u.arizona.edu).



Arthur Mosher presenting the ADFL Award for Distinguished Service to the Profession to Seiichi Makino.

AMERICAN BOCCACCIO ASSOCIATION

The Life and Works of Giovanni Boccaccio. Papers by 22 Mar.; James McGregor.

AMERICAN COMPARATIVE LITERATURE ASSOCIATION

Rethinking Translation: Theory, History, and Practice. Open call for two sessions. Proposals addressing questions of transnationality, colonial contact, cross-writing, models of comparatism, and interdisciplinary approaches to translation and theories of translation. Proposals by 15 Mar.; Lydia Liu (lydialiu@umich.edu).

AMERICAN FOLKLORE SOCIETY

Altars, Rituals, and Testimonies: New York, 9/11, and the Production of Urban Folklore. Papers on the urban folklore surfacing as a response to the tragic events of 11 September, 2001 in New York City. Rituals, narratives, and testimonies are possible topics. 1-page abstracts by 15 Mar.; Maria Herrera-Sobek.

Myth, Ballads, Epic Heroes, and Villains: The Production of Folklore during War. Folklore created as a response to war (such as the war in Afghanistan). Possible topics: ballads, corridos, narratives, jokes, etc. 1-page abstracts by 15 Mar.; Maria Herrera-Sobek.

AMERICAN NAME SOCIETY

Two Open MLA Sessions. Fields include literature, literary theory, philosophy, linguistics, geography, social-historical usage. Panels on single authors or subjects invited. 150-word abstracts by 4 Mar.; Christine DeVinne (cdevinne@ursuline.edu).

AMERICAN THEATRE AND DRAMA SOCIETY

Alternative US Theater. Alternative—experimental, avant-garde, not-for-profit, non-verbal, community-based, etc.—US theater. Individual artists, companies, non-performer-based theaters. NYC as a site for alternative theatrical forms, organizations, movements. 250-word proposals by 15 Mar.; William Demastes (wdemast@lsu.edu).

The American Musical. American musical theater—past, present, or future; theories, politics, economics, aesthetics, and sources of; artistic or collaborative challenges. 250-word proposals by 15 Mar.; Kanta Kochhar-Lindgren (kantakl@aol.com).

ASSOCIATED WRITING PROGRAMS

250-word proposals examining how writers explain our work to scholarly colleagues and funding committees. AWP-sponsored roundtable at 2002 MLA convention. Enclose 1-page vitae. Send by 10 Jan. by e-mail attachment to k.coles@english.utah.edu.

ASSOCIATION DES AMIS D'ANDRE GIDE

Gide et le désert. Le rapport d'André Gide avec le désert, ce dernier pouvant être pris tant au sens littéral que figuré. Veuillez envoyer avant le 10 mars un précis d'une page environ en français ou en anglais à Christine Armstrong (armstrong@denison.edu).



LAGNIAPPE STUDIO

ASSOCIATION FOR BUSINESS COMMUNICATION

Business, Technical, and Professional Communication: Past, Present, and Future. How have our theory, research, and practice evolved historically? What trends do you envision in the future? What has been the impact of technology? 1-page abstract (e-mail submissions preferred), contact information, brief biographical statement, and proof of MLA membership by 1 Mar.; Melinda Knight (knight@simon.rochester.edu).

ASSOCIATION FOR COMPUTERS AND THE HUMANITIES

New Technologies: Theory and Practice. Papers on the use of new technologies in literary, language, or cultural studies, including work on hypertext theory and practice, writing and literacy issues, research initiatives, and subjectivity and technology. 250-word abstracts by 1 Mar.; Michael Hanrahan (michael.hanrahan@kcl.ac.uk).

ASSOCIATION FOR LITERATURE AND THE ENVIRONMENT

Mountain Heights and Canyon Depths. Papers welcome on the presence and importance of mountain and canyon landscapes. May address the role of the sublime, difficulty and remoteness of high country, and the role of the wild. Papers on exploration narratives encouraged.

Agriculture and Culture. Papers may consider the history, literature, and culture of land and land cultivation and may range from the legacy of Jeffersonianism to contemporary practices in stewardship or sustainable agriculture. Vitae and 1-page abstracts by 1 Mar.; Bonney MacDonald, ASLE Liaison, English Dept., Union Coll., Schenectady, NY 12308. No e-mail submissions.3-16

ASSOCIATION FOR THE STUDY OF AMERICAN INDIAN LITERATURES

Constructing Indigenous Consciousness in Colonizing Languages. Can indigenous con-

sciousness be expressed through a nonindigenous language, or does it thus become something alien to its natal culture? What do Native people gain from such an attempt; what is lost? 1- to 2-page abstracts by 15 Mar.; Daniel Heath Justice (outlandcherokee@hotmail.com).

Native Literature in Native Classrooms: The Challenge of Teaching in a Tribal College. Does teaching in tribal colleges and institutions with heavily indigenous populations require special pedagogical strategies? entail unique classroom problems? 1-page abstracts by 20 Mar.; Ginny Carney, Leech Lake Tribal Coll., Cass Lake, MN 56633 (ginnycarney@yahoo.com).

MARGARET ATWOOD SOCIETY

Short Fictions, Flash Fictions. Detailed abstracts (approx. 500 words) by 15 Mar.; Karen E. Macfarlane (karen.macfarlane@msvu.ca) and Charlotte H. Templin (templin@uindy.edu).

Something to Digest: Margaret Atwood and Consumption. Detailed abstracts (approx. 500 words) by 15 Mar.; Shuli Barzilai (sbar@h2.hum.huji.ac.il) and Ruth Saxton (rsaxton@mills.edu).

SIMONE DE BEAUVOIR SOCIETY

Two Open Sessions. On any aspect of Beauvoir's life or works. Abstracts and short vitae by 4 Mar.; Yolanda Patterson, 440 La Mesa Dr., Menlo Park, CA 94028-7455 (guyyopat@aol.com).

BYRON SOCIETY OF AMERICA

Byron and Romantic Politics. Proposals and papers addressing Lord Byron in relation to Whig politics, revolution, colonialism and empire, gender politics, satire, or romantic nationalism. 1-page abstracts or 8-page papers by 15 Mar.; Jeffrey W. Vail (jwvmail@bu.edu).

CERVANTES SOCIETY OF AMERICA

Don Quixote in the Context of Cervantes's Complete Works. Preference to papers focusing on continuity or experimentation within the complete works, always taking *Don Quixote* as a point of reference. Abstracts by 15 Mar.; James A. Parr (james.parr@ucr.edu).

CHILDREN'S LITERATURE ASSOCIATION

Children's Film and Cinema. Papers that situate children's cinema/film within historical, ideological, theoretical (including film theory), and pedagogical perspectives are sought. 8-10-page papers, abstracts, queries by 15 Mar.; eng-wojcikan@online.emich.edu.

Picture Books and Ethnicity. Picture books seem perfect venues for portraying diversity, since difference can be depicted visually. What are the politics of such possibly facile representations? How powerful and authentic are these images of ethnicity? 2-page abstracts by 15 Mar.; June Cummins.

PAUL CLAUDEL SOCIETY

Claudel, poète du monde. Papers on any aspect of Claudel's international experience and works. Papers on other topics will also be considered. Abstracts by 1 Mar.; Nina Hellerstein (hellerst@arches.uga.edu).

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COLLEGE LANGUAGE ASSOCIATION

Heritage and Homage: Navigating Our Cultural Legacy I. Submissions on literature and languages including: literary theory; African, Asian, and European influences; historical memory in literature; cross-cultural representation; literary and critical legacies in literature.

Heritage and Homage: Navigating Our Cultural Legacy II. Submissions on literature and languages including: literary theory; historical literature; African Francophone, Hispanophone, and Lusophone critical theory and influences; cross-cultural representation; literary and critical trends in language studies and pedagogy. 1–2-page abstracts by 11 Mar.; Yakini B. Kemp, Dept. of English, Florida A&M Univ., Tallahassee 32307.

COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Outerboroughs: Teaching Language and Literature. Papers reflective of the multicultural communities of Brooklyn, Queens, the Bronx, and Staten Island. Proposals may emphasize matters of pedagogy or matters of literary content. Abstracts by 1 Mar.; George Scheper.

CONFERENCE ON CHRISTIANITY AND LITERATURE

Christianity and Literature: New Directions. Focused papers on issues of literary analysis, history, and theory in dialogue with the Christian tradition. 15-min. papers or 250-word abstracts and biographies by 1 Mar.; Darryl Tippens (darryl.tippens@pepperdine.edu).

JOSEPH CONRAD SOCIETY OF AMERICA Conrad and Philosophy. Papers could consider philosophical influences on Conrad, Conrad's works in the light of particular philosophical systems, or philosophical presuppositions in Conrad's works. 1-page proposals by 15 Mar.; John Peters, Dept. of English, Univ. of North Texas, PO Box 311307, Denton 76203-1307 (jpeters@unt.edu).

The Postcolonial Conrad. Although a number of critics have studied Conrad's influence on postcolonial writers, few have considered Conrad as postcolonial. Can *Almayer's Folly* be read as a postcolonial novel? *Lord Jim*? *Nostramo*? *Victory*? 1-page proposals by 15 Mar.; Tom Henthorne, Dept. of English, Pace Univ., 1 Pace Plaza, New York, NY 10038 (thenthorne@pace.edu).

DICKENS SOCIETY

Dickens: Yours, Mine, and Ours. Dickens and his broad cultural heritage: reading, teaching, adapting his works in the 21st century; Dickens as cultural icon, narrative source, or literary model; Dickensiana, past and present. 1-page abstracts by 1 Mar.; Janice Carlisle (janice.carlisle@tulane.edu).

EMILY DICKINSON INTERNATIONAL SOCIETY

Open Session.



LAGNIAPPE STUDIO

Linda Ray Pratt presenting the ADE Francis Andrew March Award to J. Hillis Miller.

Seeing Dickinson, Sounding Dickinson.

Any aspect of Dickinson's visual or aural poetics. Abstracts by 15 Mar.; Mary Loeffelholz (m.loeffelholz@neu.edu).

JOHN DONNE SOCIETY

Donne: An Open Session. 8–11-page, 20-min. papers by 1 Mar.; Theresa DiPasquale.

Twenty Years On: Where the Variorum Stands Now. Organized by Gary Stringer.

FAULKNER SOCIETY

Memorial and Memory: Faulkner's Poetics of Conflict. Papers exploring the tension in Faulkner's poetics between memorial(izing) and memory in terms of the notion that his art engaged a specifically historical, political, and psychosocial moment. 250-word abstracts by 15 Mar.; Judith L. Sensibar (jlsensi@aol.com).

FEMINISTAS UNIDAS

Unlearning Violence: Panel. Feminist approaches to Hispanic and Luso-Brazilian literary and film texts that challenge the rhetorics of violence and calls to war ("civil" or international) and deconstruct the processes of dehumanization of the enemy under crisis. Abstracts by 15 Mar.; Beth Jorgensen (bjgn@mail.rochester.edu); Stacey Schlau (sschlau@wcupa.edu).

Unlearning Violence: Workshop. Pedagogy workshop in Hispanic and Luso-Brazilian studies. Rehumanizing the classroom in times of crisis, teaching the enemy, the democratic classroom, witnessing and trauma, feminist pedagogies that address the rhetoric of violence. Abstracts by 15 Mar.; Patricia Greene (madrid@msu.edu); Patricia Klingenberg (klingepn@muohio.edu).

ROBERT FROST SOCIETY

Robert Frost. Papers on any aspect of Frost's work or life, including his poetry, public talks

and readings, letters, formalism, friendships with poets, criticism, or other topic. Complete papers by 15 Mar.; Lisa Seale (lseale@uwc.edu).

MARGARET FULLER SOCIETY

Fuller in the 1840s. Her works in social, cultural contexts: discourses of race and gender, religious practices, literary genres, theories of "political economy," reform movements, historical events (Mexican War, 1848 revolutions), journalism, mass print culture. 2-page proposals and vitae by Mar. 15; Brigitte Bailey (bgb@cisunix.unh.edu).

Margaret Fuller's New York. Fuller's *Tribune* essays in context: journalistic practices, genres, the Irish, demographics, significant events, the urban picturesque, social organizations, new institutions and asylums, the flaneur, literary contact, salon culture. 3–5-page proposals and vitae by 15 Mar.; Jeffrey Steele (jsteele@facstaff.wisc.edu).

GAY AND LESBIAN CAUCUS FOR THE MODERN LANGUAGES

Queer New York. Abstracts by 15 Mar. to Jody Greene (jgreene@cats.ucsc.edu).

GOETHE SOCIETY OF NORTH AMERICA

Goethe and the Islamic World. The construction of the Islamic world by Goethe and his contemporaries, as well as their reception by modern Islamic thinkers. Critical, theoretical, or historical perspectives. 2-page proposals by 1 Mar.; Clark Muenzer.

NATHANIEL HAWTHORNE SOCIETY

The Blithedale Romance: 150 Years After. New views of the formal structure or of the relation of politics and sexuality, of power and principle, or of public and private in this problematic topical "romance."

Hawthorne and Reform. Papers on any aspect of Hawthorne's writing or any of his works in particular that seem to exhibit his response to the reform movements as well as the utopianism of his day. 500-word abstracts by 1 Mar.; Millicent Bell (millibell@aol.com).

HEMINGWAY SOCIETY

Hemingway and New York, New York. New York City played a pivotal role in Hemingway's life and career. Panel on any aspect of the city in relation to Hemingway: from Scribners to Abercrombie and Fitch to the infamous *New Yorker* portrait of Papa. Papers and proposals for 15–20-min. presentations by 15 Mar.; Fred Svoboda, Dept. of English, Univ. of Michigan, Flint 48502 (fsvoboda@umich.edu).

Hemingway: Rethinking the Early Classics in the Light of the Posthumous Novels. How the publication of Hemingway's posthumous texts—in particular *The Garden of Eden* and *True at First Light*—has invited a reexamination and reevaluation of Hemingway's early classic fiction. Papers and proposals for 15–20-min. presentations by 15 Mar.; Carl Eby (carlpeby@gwm.sc.edu).

LANGSTON HUGHES SOCIETY

Langston Hughes at One Hundred: A Reappraisal. Papers that discuss Hughes's artistic statements or situate him within historical, ideological, and theoretical issues of the 20th century from the Harlem Renaissance to hip-hop.

Langston Hughes at One Hundred: International Man of Letters. Papers that treat Hughes as poet, traveler, translator, journalist, cultural symbol, etc. 1-page abstracts (e-mail submission preferred) and biographical statements by 7 Mar.; Dolan Hubbard (dolan.hubbard@att.net).

INTERNATIONAL ARTHUR SCHNITZLER RESEARCH ASSOCIATION

Gender and Politics in Modern Austrian Literature and Culture. Papers investigating

any aspect of the intersection of politics and gender in modern Austrian literature and culture, such as nationalism, chauvinism, fascism, anti-Semitism, and antifeminism.

Topographies of Memory in Modern Austrian Literature and Culture. Papers analyzing any aspect of the representation of memory, memorialization, structures of private and public remembrance in modern Austrian literature and culture. 1-page abstracts by 15 Mar.; Imke Meyer (ixmeyer@brynmawr.edu).

INTERNATIONAL BOETHIUS SOCIETY

Boethius through the Ages. Papers dealing with all aspects of Boethius's influence on late antique, medieval, early modern literature. 1–1½-page abstracts by 1 Apr.; Philip Edward Phillips (pphillip@mtsu.edu).

INTERNATIONAL COURTLY LITERATURE SOCIETY

Aristocratic Women at Court.

Marginal Figures in Courtly Literature. Proposals for papers by 15 Mar.; Sara Sturm-Maddox, Dept. of French, Univ. of Massachusetts, Amherst 01004 (ssmaddox@frital.umass.edu).

INTERNATIONAL VLADIMIR NABOKOV SOCIETY

Nabokov's Obsessions. Abstracts by 15 Mar.; Zoran Kuzmanovich (zokuzmanovich@davidson.edu).

Open Session. Abstracts by 15 Mar.; Charles D. Nicol (chaz@indstate.edu).

INTERNATIONAL VIRGINIA WOOLF SOCIETY

Teaching Woolf's *Mrs. Dalloway*. Methods, materials, and strategies for teaching *Mrs. Dalloway*—including theory, Woolf's other works, art, performance, writing, cyberspace—to undergraduates or graduates, in literature or interdisciplinary courses, with cinematic or literary texts. 250-word abstracts by 15 Mar.; Eileen Barrett (fax: 510 885-4797; ebarrett@

bay.csuhayward.edu) and Ruth O. Saxton (rsaxton@mills.edu).

Virginia Woolf's Geographical Imagination.

Papers on Woolf's attitudes toward travel, both literal and metaphorical, including boundary crossings, gender, modernity, Englishness, imperialism, embodiment, modernist aesthetics, politics, displacement, homelessness, new technologies of motion and movement. 500-word abstracts and vitae by 15 Mar.; Jane Garrity (garrity@stripe.colorado.edu).

HENRY JAMES SOCIETY

James in New York: New York Stories. *The American Scene* and the *Voice of the Streets*; James and New York critics.

The Spread of *The Wings of the Dove*: 100 Years On. As tragedy; as cultural critique; late style; reception, translation, adaptation. Abstracts (max. 500 words) and brief vitae by 15 Mar.; Philip Horne, Dept. of English, University Coll. London, Gower St., London WC1E 6BT, England (f.horne@ucl.ac.uk).

KAFKA SOCIETY OF AMERICA

Kafka and History.

Kafka and Memory. 200-word abstracts by 1 Apr.; Maria Luise Caputo-Mayr (mlcaputomayr@hotmail.com) and Judith Ryan (jryan@fas.harvard.edu).

KEATS-SHELLEY ASSOCIATION

Generations: Historical or Thematic. Focus on generational relations or gaps (e.g., between Godwin-Wollstonecraft and the Shelleys, the Lake School and the Second Generation, the early 19th century and the later, the Romantics and us) or on how the Romantics imagined the future. 2-page proposals by 15 Mar.; Sonia Hofkosh.

Romantic Theater, Theatrical Romanticism. 2-page proposals by 15 Mar.; Jeffrey Cox.

D. H. LAWRENCE SOCIETY OF NORTH AMERICA

Lawrence as Ecologist. Abstracts of 250 words or less or 20-min. papers by 15 Mar.; Elizabeth Fox (emfox@mit.edu).

DORIS LESSING SOCIETY

Coming to Age: Doris Lessing and the Semiotics of Aging. Perspectives on aging in Lessing's fiction. 2-page abstracts by 8 Mar.; Ruth Saxton (rsaxton@mills.edu) and Josna Rege (josna.rege@dartmouth.edu).

Lessing's Men: (Re)Visionaries of Politics, Sexuality, and Empire. 1–2-page abstracts by 15 Mar.; Michael Kramp (mkramp@bentley.unco.edu).

G. E. LESSING SOCIETY

Lessing and the Politics of Enlightenment. Proposals on how Lessing and contemporaries think and represent the political and its various categories. Proposals by 10 Mar.; Wilfried Wilms (wilmsw@union.edu).

Lessing's Modernity. Proposals addressing Lessing's contribution to the theorization of modernity in 18th-century Germany. Proposals by 10 Mar.; Matt Erlin (merlin@artsci.wustl.edu).

(continued on next page)



LAGNAPPE STUDIO

(continued from previous page)

DAVID MAMET SOCIETY

"You Laughing at Me?": Comedy and Humor in David Mamet. Papers on comedy and humor in Mamet's plays, screenplays, fiction, nonfiction, and poetry. Papers on parodies of Mamet also welcome. 1-2-page abstracts by 15 Mar.; Jeffrey O. McIntire-Strasburg (jeffreys@webster.edu).

MARLOWE SOCIETY OF AMERICA

Open Topic. On any aspect of Marlowe's life and work. Abstracts, proposals, or 8-page papers by 1 Mar.; Robert A. Logan, 23 Dock-erel Road, Tolland, CT 06084-3602 (no e-mail submissions).

MEDIEVAL AND RENAISSANCE DRAMA SOCIETY

Medieval Page to Modern Stage. Papers assessing any aspect of the page-to-stage process as it applies to early drama, including performance translation, technical production or staging, acting or characterization, etc.

Theatrum Memoriae: Mnemonics in Medieval Drama. Papers exploring the relation between psychology of memory or mnemonics and aspects of medieval drama, including acting, characterization, imagery, representation, theme, and manuscript study. 1-page abstracts by 8 Mar.; Gloria J. Betcher (gbetcher@iastate.edu).

HERMAN MELVILLE SOCIETY

Is Life Worth Living? For Melville, what provides meaning to life? In *Clarel* he writes: "Men were all for brothers made." Did he find the answer in humanism? For Melville, what, if anything, makes life worth living? Proposals by 15 Mar.; Linda Costanzo Cahir, English Dept., Centenary Coll., 400 Jefferson St., Hackettstown, NJ 07840-2100.

MILTON SOCIETY OF AMERICA

Milton for the New Millennium. 8-page papers by 15 Mar.; Annabel Patterson.

NORTH AMERICAN CATALAN SOCIETY

Turn-of-the-Century Catalunya: 1900 and 2000. Literature, culture, linguistics. 1-page abstracts by 10 Mar.; Mary Ann Newman (fax: 646 638-3885; maryann161@earthlink.net).

PIRANDELLO SOCIETY OF AMERICA

Open Topics. Papers on subjects relevant to the life and works of Luigi Pirandello. 500-word abstracts by 15 Mar.; Rose Fichera McAloon, 915 West End Ave., 1B, New York, NY 10025 (roseorca@aol.com).

EZRA POUND SOCIETY

Ezra Pound and Censorship. Proposals by 15 Mar.; Alec Marsh (marsh@muhlenberg.edu).

Ezra Pound and Visual Culture. Proposals by 15 Mar.; Matthew Hofer (mrhofer@midway.uchicago.edu).

RADICAL CAUCUS IN ENGLISH AND THE MODERN LANGUAGES

Teaching Antiwar Literature. Teaching antiwar literature and its contemporary relevance.

Teaching Globalization. How does one resist or challenge globalization on behalf of democracy, global equity, labor rights? 1-2-page abstracts by 15 Mar.; Michael Bennett (bennett@liu.edu).

ROMANIAN STUDIES ASSOCIATION OF AMERICA

(De)Vampirizing Culture: The Dracula Myth. Papers that explore the genealogy of the myth and the ways Dracula's image has shaped Romanian identity in American representations. Titles and abstracts by 15 Mar.; Letitia Guran (706 542-7538; letitiag@arches.uga.edu).

LAGNAPPE STUDIO



Representations of Eastern European Women in Western Culture. Proposals on the depiction of women from east central Europe in Western literature, art, and film. Feminist, postcolonial, historical, or political approaches to German, French, British, American, and other Western texts dealing with eastern Europe are welcome. Abstracts by 15 Mar.; Valentina Glajar (vglajar49@msn.com).

GEORGE SAND ASSOCIATION

Family Units in the Works of George Sand. Many of Sand's works contain examples of nontraditional families. Papers that explore their role in Sand's overall works or in specific novels or plays. 1-page abstracts by 25 Mar.; Shawn Morrison (morrisonsh@cofc.edu).

SOCIETE RENCESVALS, AMERICAN-CANADIAN BRANCH

The Romance Epic I and II. Submissions on all aspects of Romance epic, including comparative studies. Abstracts by 15 Mar.; Catherine Jones (fax: 706 542-3287; cmjones@arches.uga.edu).

SOCIETY FOR CRITICAL EXCHANGE

Globalization and the Image I: 19th-Century Interventions. How were global impulses represented, disseminated, and contested verbally and visually in the Victorian age? Abstracts and brief biographies by 1 Mar.; Martha Woodmansee.

Globalization and the Image II: Contemporary Interventions. Papers on the image—either textual or visual—as a site for exploring the promises, resistances, and complexities of globalization. Abstracts and brief biographies by 1 Mar.; Kurt Koenigsberger.

SOCIETY FOR GERMAN RENAISSANCE AND BAROQUE LITERATURE

Negotiating Catastrophe. Papers on natural, political, or military calamities and responses to them.

Open Topic. 1-page abstracts by 25 Mar.; Glenn Ehrstine (glenn-ehrstine@uiowa.edu).

SOCIETY FOR THE STUDY OF NARRATIVE LITERATURE

Cultural Narratives of the Stock Exchange. Stock-exchange narratives; the role of narrative in the functioning and representation of the stock exchange. All periods and national contexts. Inquiries and abstracts by 1 Mar.; Audre Jaffe (ajaffe@prodigy.net).

SOUTH ASIAN LITERARY ASSOCIATION

Commemorating the Work of Agha Shahid Ali. E-mail abstracts by 15 Mar.; Hena Ahmad (hahmad@truman.edu) or Anthony Allesandrini (aalessan@kent.edu).

South Asian Writers in the Limelight: The Politics of Recognition. Papers that interrogate the recent global attention focused on writers of South Asian origin and that question the liberal, aesthetically cosmopolitan, third worldist writing that appeals to the nationless elite. 500-word abstracts by 1 Mar.; Gita Rajan (grajan@fair1.fairfield.edu).

WALLACE STEVENS SOCIETY

Wallace Stevens in the 19th Century. How is Stevens a poet of the 19th century—the century of the closing of the frontier, of robber barons, of Dickens and Whittier and Queen Victoria? Setting aside French influences, how does 19th-century culture inform this poet? Abstracts, proposals, complete papers by mail or e-mail by 15 Mar.; Mervyn Nicholson (nicholson@cariboo.bc.ca [attachments in WordPerfect or Microsoft Word]).

EDITH WHARTON SOCIETY

Ambivalence of Place: The New Yorks of Edith Wharton. New York City as idea as well as site. 1-2-page proposals by 15 Mar.; Annette Zilversmit, 140 Riverside Dr., Apt. 16H, New York, NY 10024 (no e-mail).

Edith Wharton and the Provocations of Philosophy. Considerations of Wharton's extensive interest in Western philosophy; treatments of her writing in relation to the work of classical, French, or German philosophers; to pragmatism; or to the question of women and/in philosophy. 1-2-page abstracts by 15 Mar.; Frederick Wegener (fax: 562 985-2369; fwegener@csulb.edu).

WILLIAM CARLOS WILLIAMS SOCIETY

William Carlos Williams and Latin America. Papers on any aspect of the topic, including Williams's relation to Puerto Rico and Latin American cultures in general and also

the relevance of Williams's work to Latino cultures in the US. Abstracts by 15 Mar.; Peter Schmidt (pschmid1@swarthmore.edu).

William Carlos Williams and the Urban Environment. Abstracts by 15 Mar.; Daniel Morris (dmorris@purdue.edu).

WOMEN IN FRENCH

Teaching French Literature and Culture through Film. Discussing the theoretical issues involved when teaching with film and sharing specific applications for advanced literature and culture masses. 1-page abstracts by 10 Mar.; Catherine Montfort, Dept. of Modern Languages and Literatures, 500 El Camino Real, Santa Clara Univ., Santa Clara, CA 95053 (cmontfort@scu.edu), and Michele Bissiere, Dept. of Languages and Culture Stud-

ies, Univ. of North Carolina, 9201 University City Blvd., Charlotte 28223 (mhbissie@newmail.uncc.edu).

Ecrivaines et cinéastes du Maghreb: "Envers et contre tout." Cette session se propose d'examiner la vision qui se dégage des oeuvres récentes, écrites ou réalisées par des écrivaines et cinéastes maghrébines. Leur regard a-t-il changé et leur voix est-elle toujours "collective"? 1-page abstracts by 10 Mar.; Nicole Aas-Rouxparis, Foreign Language and Literature, Lewis and Clark Coll., Portland, OR 97219 (nicole@lclark.edu) and Yolande Helm (helm@oak.cats.ohiou.edu).

WOMEN'S CAUCUS FOR THE MODERN LANGUAGES

Globalization and Women's Cultural Production. Focus on political, social, and in-

stitutional practices. 500-word abstracts by 15 Mar.; Mihoko Suzuki (mihokosuzuki@aol.com).

24/7 in the Corporate Academy: Women's Work. 500-word abstracts by 15 Mar.; Naomi Yahvneh (yavneh@chuma.cas.usf.edu) and Naomi Miller (njmiller@u.arizona.edu).

WORDSWORTH-COLERIDGE ASSOCIATION

Romantic Poetry and Poetics. Papers on British Romantic poetry from the perspective of contemporary or present-day poetic theory. Presenters should examine how poetic theory affects the understanding of particular poems, taking into account formal, rhetorical, and prosodic aspects. Detailed abstracts, preferably by e-mail, by 15 Mar.; James McKusick (mckusick@umbc.edu). □

LAGNAPPE STUDIO



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:

In her President's Column (Winter 2001 *MLA Newsletter*), Sylvia Molloy says, "What we will have learned as teachers [from the events of 11 September] and how we can translate it into an experience that we can share with our students is the greatest challenge." She adds that although, "needless to say," she did not meet with her freshman honors seminar on 11 September, she later found a way to help herself think the crisis through with her students, resulting in a class discussion "in which we all learned something about one another, something about ourselves."

That's one approach. Here's another. I also had classes scheduled on 11 September, and I taught them both. (Unlike Sylvia Molloy, I don't teach in New York City.) We didn't "share our feelings" about the attack. We didn't discuss the attack at all. We discussed the courses' subject matter without trying to relate it to the crisis.

Why? Because I figured students would have no shortage of opportunities elsewhere to "share their feelings" about the crisis, but where else would they get to discuss epistemology or Mary Gordon's novel *Final Payments*? Students who weren't in the mood for such discussions were free to leave. No one did. Both classes had good discussions in which students learned little if anything about themselves and one another but, I hope, something about epistemology and *Final Payments*. Like most people, students are already interested in themselves. My aim in teaching is to stimulate their interest in other things, without the need to give these things therapeutic application to students' personal lives or feelings about current events.

Felicia Ackerman

Reply:

Felicia Ackerman seems not to have entirely grasped the situation described in my column. If, "needless to say," I didn't meet my class on 11 September, it was because New York University canceled courses and closed down. It reopened three days later, when it was deemed safe to do so and when most students who temporarily lost access to their dormitories, situated close to the World Trade Center, had been relocated.

As for the way I found "to help [myself] think the crisis through with [my] students" (Ackerman's words, not mine), I would like to point out that the class itself chose to speak not of the events but of Borges's stories, and that is precisely what we did. The fact that in the ensuing discussion, not "therapeutic" but intellectual, reflection on recent events came up in relation to literature strikes me as a fortunate occurrence, a testimony to the students' capacity to transcend fastidious compartmentalizing and relate literature to lived experience.

Sylvia Molloy

Classified Advertisements

Address all advertisements to MLA Newsletter, MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789. Checks should be made payable to the Modern Language Association. The rate for advertisements is \$3 a word, with a ten-word minimum. Ads must be prepaid. Content and appearance of advertisements are subject to publisher's approval. The publisher does not solicit the items and cannot vouch for their reliability. Members should exercise reasonable judgment in responding to them.

INTERNATIONAL FACULTY DEVELOPMENT SEMINARS. CIEE is offering intensive 1-2 week academic seminars for university faculty and administrators focusing on cultural, political and economic issues through lectures, site visits, and academic interchange with overseas institutions. Summer 2002 seminars: Australia, Brazil, China, Costa Rica, Croatia, Cuba, Ecuador, England, Ghana, Hungary/Czech Republic, India, Netherlands, Northern Ireland, Senegal, South Africa, Spain, Tunisia, Turkey, Vietnam. For information call 1-800-40-STUDY or www.ciee.org.

LYNDA HART FUND—DONATIONS REQUESTED

Grants for creative and scholarly work on lesbian issues are being funded through the ASTRAEA Foundation in memory of Professor Lynda Hart, feminist scholar and theorist. Make checks payable to: ASTRAEA LESBIAN ACTION FOUNDATION ("Lynda Hart Fund" in memo). Address: ASTRAEA, ATTN: LYNDA HART FUND, 116 East 16th Street, 7th floor, New York, N.Y. 10003.

MEETINGS

2002 ADE and ADFL Summer Seminars

ADE Summer Seminar North will take place 13-16 June at the Otesaga resort, Cooperstown, New York, and will be hosted by Kim Noling and Margaret Schramm (Hartwick Coll.). Seminar South will take place 30 May to 2 June at the Cook Conference Center, Baton Rouge, Louisiana, and will be hosted by Malcolm Richardson (Louisiana State Univ., Baton Rouge). For further information, consult the ADE Web site (www.ade.org) or contact David Laurence, Director, ADE, at the MLA office (646 576-5130; ade@mla.org).

ADFL Seminar East will be held at the University of Maryland, College Park, 6-8 June and will be hosted by Roberta Lavine. Summer Seminar West will be held at California State University, Long Beach, on 20-22 June and will be hosted by Claire Emilie Martin. Speakers and topics will be announced in the *ADFL Bulletin* and on the ADFL Web site (www.adfl.org), and a brochure detailing housing, meals, and excursions will be mailed to ADFL members in early spring. For additional information, contact Elizabeth Welles, Director, ADFL, at the MLA office (646 576-5132; adfl@mla.org). □

BOOK NEWS

Call for Contributions and Suggestions for Options for Teaching Volume

For the MLA Options for Teaching series, Margaret W. Ferguson and Susannah Brietz Monta are preparing a collection of essays titled *Teaching Early Modern English Prose*. Seeking to represent a wide spectrum of perspectives on teaching early modern prose written by noncanonical as well as canonical writers in a variety of genres, the volume will be organized to suggest fresh teaching strategies for works that are becoming increasingly important to students ranging from those studying early modern culture to those learning writing skills through reading texts from cultures of the past. The volume will include sections on theorizing prose (e.g., the language of prose, prose styles), teaching selected genres (e.g., essays, political and scientific writings, sermons, martyrologies, prose fictions, pamphlets, defenses, histories, biographies, letters), teaching selected authors (e.g., More, Sidney, Hooker, Bacon, Donne, Wroth, Hobbes, Brown, Milton, Bunyan), and models for teaching early modern English prose (e.g., early modern prose and feminist perspectives, religious prose writing in the contemporary classroom, early modern prose in writing and rhetoric courses). The editors solicit expressions of interest in contributing to one of these sections. Please e-mail suggestions about the specific contribution you would like to make to both Margaret W. Ferguson (mwferguson@ucdavis.edu) and Susannah Brietz Monta (smonta@lsu.edu) by 1 April 2002. □

D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 April and 15 June. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2001 PMLA, pages 1191–209. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

APRIL

- 1 Helen Ann Mins Robbins Fellowship
- 15 National Foundation for Jewish Culture Dissertation Fellowships

MAY

- 10 Rockefeller Foundation
- 15 Woodrow Wilson National Fellowship Foundation

JUNE

- 1 IREX (International Research and Exchanges Board)
- 1 Women's Caucus for the Modern Languages
- 15 Canadian Studies Grant Programs
- 15 Fordham Medieval Fellows Program

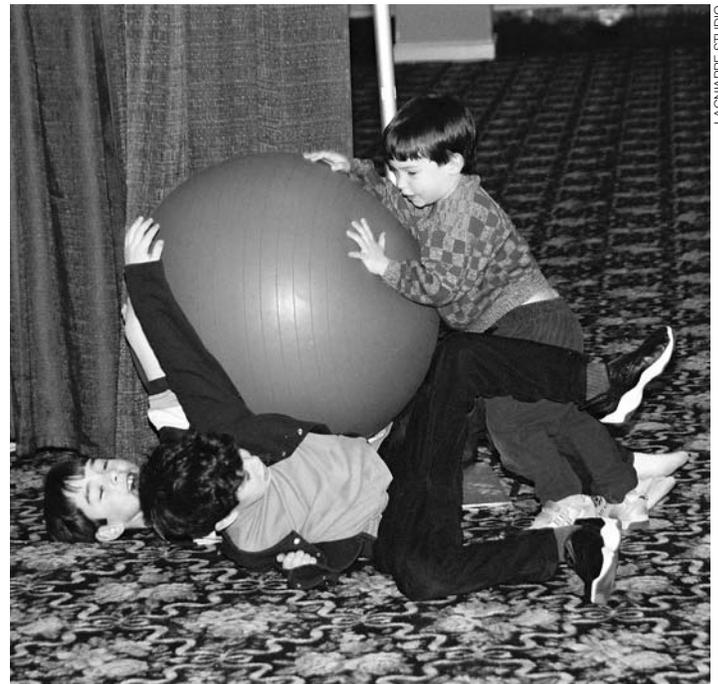
BOOK NEWS

Call for Contributions to Approaches Series

The Publications Committee has approved development of two new titles in the series *Approaches to Teaching World Literature*. The first volume, *Approaches to Teaching Spanish Golden Age Drama*, will be edited by Laura R. Bass and Margaret R. Greer. The second, devoted to Shakespeare's *Othello*, will be edited by James R. Andreas. If you wish to contribute to either volume, please send your name and mailing address to Sonia Kane at the MLA office by 15 March 2002 (skane@mla.org; fax: 646 835-4043). □

Correction

In the photograph of the Committee on Scholarly Editions that appears on page 13 of the Winter 2001 *MLA Newsletter*, the caption mistakenly identifies Margaret J. M. Ezell (seated, far right) as Isobel Grundy. Our apologies to all concerned. □



LAGNAPPE STUDIO

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

MARCH

- 1 Deadline for receipt of forum proposals for the 2002 convention
- 1 Deadline for entries in the 2002 James Russell Lowell Prize competition
- 8 Deadline for receipt of departmental administrators' statements for the April 2002 *Job Information List*
- 15 Deadline for receipt of submissions for *Profession 2002*

APRIL

- 1 Deadline for receipt of entries competing for the 2002 MLA Prize for a First Book and for the Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work
- 1 Deadline for receipt of requests for waivers of membership requirements for participants in the 2002 convention
- 1 Deadline by which organizers and panelists in the 2002 convention must be listed on the MLA membership rolls
- 7 Postmark deadline for proposals for special sessions for the 2002 convention
- 7 Deadline for receipt of requests for audiovisual equipment for the 2002 convention
- 7 Postmark deadline for program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 15 Deadline for receipt of requests for funds for speakers at the 2002 convention
- 30 Deadline for applications for dues subsidies for residents of developing or soft-currency nations

MAY

- 1 Deadline for receipt of entries in the 2002 competitions for the MLA Prize for Independent Scholars, the Kenneth W. Mildener Prize, the Mina P. Shaughnessy Prize, the Katherine Singer Kovacs Prize, the William Sanders Scarborough Prize, and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies and for French and Francophone Studies and for the biennial competitions for the MLA Prize for a Distinguished Bibliography, the Howard R. Marraro Prize, the Fenia and Yaakov Memorial Prize, and the Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures
- 24 Deadline for receipt of departmental administrators' statements for the 2002 Summer Supplement of the *Job Information List* (no solicitations will be made)
- 31 Deadline for submission of manuscripts for the *PMLA* special topic Science Fiction and Literary Studies: The Next Millennium

JUNE

- 1 Deadline for receipt of ballots on resolutions and other matters
- 15 Notification of decisions on funding requests mailed to discussion leaders who have applied for funds for speakers at the 2002 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2002 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2002 (Directory) issue of *PMLA*

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