

## In This Issue

- 2 *Computer-Related Repetitive Strain Injuries: An Advisory*
- 3 *President's Column* • Stephen Greenblatt  
E-mail academy
- 4 *Editor's Column* • Phyllis Franklin  
Humanities indicators: A promising possibility
- 8 *Count of Positions in the October 2001 JIL*

### BOOK NEWS

- MLA books available for purchase on the MLA Web site 2
- Hamlet* volumes recalled 18
- Call for contributions in Approaches series 18
- Two new MLA titles published 19

### COMMITTEES

- MLA committee meetings, September-October 2002 16

### CONVENTION

- 2002 convention invitations 2
- 2002 interview-suite arrangements 7
- MLA graduate student travel grant 7

### GOVERNANCE

- Executive Council meeting highlights 5
- Summary of Delegate Assembly actions in New Orleans 6
- Nominations for 2002 MLA elections 12
- New division executive committee members 16

### GRANTS AND PRIZES

- Phyllis Franklin Award 2

### MEETINGS

- 2002 ADFL Summer Seminars 18
- 2002 ADE Summer Seminars 18

### MLA WEB SITE NEWS 2

### PMLA

- PMLA archive in electronic format 1

### Other News and Announcements

- Classified advertisements 18
- Nominations invited for honorary membership and fellowship 19
- Fellowships and grants deadlines 19
- Upcoming MLA deadlines 20

## New Job Statistics

See pages 8-11 for analysis of the count of positions advertised in the October 2001 *Job Information List*.



The Committee on the Status of Graduate Students in the Profession met on 14-15 February 2002. Standing (left to right): Lars Peterson, Felicia Carr (chair), and Dongfeng Xu. Seated (left to right): Michael Reder, Emily Maguire, and Alison Harvey. Not pictured are Daniel W. Kim and Julie Masi.

### PMLA

## PMLA Archive in Electronic Format

By December 2002, MLA members and authors of *PMLA* articles will have access through JSTOR to an electronic archive of *PMLA* issues from 1883 to 1998. JSTOR, a not-for-profit organization established by a grant in 1995 from the Andrew W. Mellon Foundation, creates electronic versions of the back issues of scholarly journals and distributes the digital copies to libraries. Hereafter, JSTOR will provide the MLA's formal electronic archive of *PMLA*. The availability of an electronic format of *PMLA* should lead to new interest in the back issues of the journal.

Working with JSTOR, the MLA, supported by a grant from the Mellon foundation, has identified a group of language and literature journals for conversion from print to electronic format. All the journals in the group will be searchable by key word and by the indexing terms used in the *MLA International Bibliography*. Users of the JSTOR collection of journals may obtain full-text copies of articles in the archived journals. Thus far, the following journals have signed contracts with JSTOR and will participate in the project: *Alif*, *Boundary 2*, *Chinese Literature*, *College Composition and Communication*, *College English*, *Comparative Literature*, *Diacritics*, *French Review*, *German Quarterly*, *Hispania*, *Hispanic Review*, *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*, *Tulsa Studies in Women's Literature*, and *Twentieth Century Literature*.

For more information about JSTOR, visit the organization's Web site (<http://www.jstor.org/>). □

## Computer-Related Repetitive Strain Injuries: An Advisory

Computers are now central to humanities teaching and research, with many members of the profession using them on a daily basis for long sessions of word processing, e-mail, Web browsing, and more. The MLA's Committee on Information Technology and Committee on Disability Issues would therefore like to take this opportunity to raise awareness of the risk of computer-related repetitive strain injuries (RSI).

Many will have heard of Carpal Tunnel Syndrome, a condition that has been well-publicized in the media. In fact, Carpal Tunnel Syndrome is only one variety of RSI, an umbrella term for neuromuscular disorders that can involve the entire upper body: the back, neck, shoulders, upper arms, and elbows, as well as the forearms, wrists, and hands. The condition known as "tennis elbow," for instance, is one that now afflicts computer users as well as athletes.

The symptoms of many varieties of RSI include chronic burning, aching, soreness, tingling, numbness, coldness, weakness or fatigue, and loss of coordination in the fingers, hands, arms, elbows, shoulders, or elsewhere in the upper extremities. Often symptoms are worse at night—for example, waking up with either or both hands numb. Readers with such symptoms should consult a health care professional as soon as possible; as with most ailments, early diagnosis and treatment are essential to a good prognosis. Left untreated and uncorrected, RSI can result in permanent disability.

Proper posture and workstation ergonomics are widely regarded as the key to prevention of RSI. Stretches and breaks are also critical. Above all, listen to your body and back off if you know you are simply typing too much. Learn to respect your time at the keyboard as physically demanding work.

Perhaps ironically, there is a tremendous amount of information about RSI available online. As with all online content, readers must use their own judgment and discretion in vetting the material for accuracy. Nothing is a substitute for a diagnosis from a qualified physician.

*Committee on Information Technology  
Committee on Disability Issues in the Profession*

---

### GRANTS AND PRIZES

## Phyllis Franklin Award

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 of the Humanities. 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. □

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

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

## MLA Web Site News

### Featured

- *What's the Word?* 2000 programs (MLA radio series streamed for modem or high-speed connection)
- A message from Stephen Greenblatt, MLA President

### Member Services

- Membership renewal
- Publications information and sales
- *Job Information List*
- Online job counseling, career and job market information, guidelines and advice for candidates and departments
- Policy statements, guidelines, and reports for ADE and ADFL member departments at [www.ade.org](http://www.ade.org) and [www.adfl.org](http://www.adfl.org)

### Reports and Documents

- *Guidelines for Good Practice*, from the Committee on the Literatures of People of Color in the United States and Canada □

---

### BOOK NEWS

## MLA Books Available for Purchase on MLA Web Site

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

---

### CONVENTION

## 2002 Convention Invitations

Invitations to the 2002 MLA Annual Convention in New York will be mailed to members during the first week of September. The invitation includes complete information about convention hotels, travel arrangements, and preregistering at member rates. By late September, online registration will be available through the MLA Web site ([www.mla.org](http://www.mla.org)). □

## E-Mail Academy

A few years ago, on leave at the Wissenschaftskolleg in Berlin, I accepted an invitation to give a talk at an institute called New Europe College in Bucharest. I had no compelling connection to Romania, either personal or institutional, and I certainly had no knowledge of the place. I went out of random, free-ranging, and—so I now think—fortunate curiosity. Why fortunate? Not because Bucharest was so thrilling—it is a melancholy city, haunted by a brief moment, now long past, when it might almost have been a small, provincial Paris, gracious and elegant, instead of what it actually became: poor, vulnerable, grim, and architecturally ravaged by the insane palace of the megalomaniac Ceaușescu. I was taken to a former monastery, outside of town, where I was invited to urinate on an enormous toppled statue of Stalin, dragged there after it was toppled from its pedestal in the main square. Before a small church near the center of the city, I watched the slow approach of a horse-drawn cart on which, as I saw when it drew closer, was laid out the corpse of a toothless old woman. At night, near my hotel, there were limousines lined up to take patrons to a gambling casino. It is not, in short, an obvious place for a vacation.

But my visit was wonderful for a different reason, a reason that serves as the occasion for this column. I was the guest of New Europe College, a small independent Romanian “center of excellence” in the humanities and social sciences founded in 1994 by Andrei Pleșu, a distinguished philosopher, art historian, and writer who has served as Romanian Minister of Culture and Minister of Foreign Affairs. Pleșu wanted to create an institution—set apart from a university system severely compromised during the miserable Ceaușescu years—that would offer young scholars from Romania and South-Eastern Europe working conditions roughly similar to those in the West, encourage contacts between these scholars and their peers worldwide, and encourage critical debate. His goal, among other things, was to contribute to the forming of a core of promising, sophisticated young academics who would not all be lured away to Western institutions but could be expected to play a significant role in the renewal of the country’s intellectual life.

I can testify to what I myself experienced: an intensely lively, intellectually alert, and challenging group of young scholars who had, against all odds, brought themselves into a productive, vital relation with current trends in the humanities. The people I met had an insatiable appetite for discussion, sharp critical intelligence, and astonishing energy. They had somehow managed to cobble together, often by copying them out in longhand, enough contemporary books and articles to allow them to enter into the critical debates with which we are familiar, and they brought to these debates insight and imagination. I was not surprised to learn that the New Europe College was awarded the prestigious Hannah Arendt Prize for its achievements in setting new standards in higher education and research.

The institute has recently added new initiatives and has expanded its fellowship program to include scholars from Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Greece, the former Yugoslav Republic of Macedonia, the Republic of Moldova, Slovenia, Turkey, and Yugoslavia. But in one respect its original purpose is far from realized: the working conditions of those scholars fortunate enough to receive fellowships, let alone those at less enterprising institutions, are vastly below those in the West. Romanian academics earn approximately \$100 per month. Set aside what that means for everyday life in Bucharest; in terms of scholarship,

it means virtually no individual access to new books, journals, or other research tools. What the young scholars do have is the use of the institute’s computers. This link provides the principal means by which the hope of participating fully in the larger critical conversations in the humanities and social sciences can be realized.

This brings me to the point of my column. New Europe College is only one of many centers of intellectual life in the world that combine enormous intellectual promise, energy, and appetite with painfully limited means. I have recently made contact with institutions in Bulgaria, Russia, India, South Africa, Zimbabwe, and Mali that are struggling with similar circumstances, and I have been in touch in the past few years with many individual scholars in places like Iran, Egypt, Turkey, Uganda, and (to my surprise) Iraq. The world is full of scholars passionately interested in the things we are interested in, things about which we—the members of the Modern Language Association—have some hard-earned expertise. We can share this expertise and share our remarkable, almost limitless access to scholarly resources.

What I have in mind is this: a kind of informal, voluntary E-Mail Academy. Someone in a place where resources and access are scarce can by this means make contact with a member of the MLA who is willing to offer some help. A scholar who is interested in Shakespeare, say, or Toni Morrison or Cervantes or Virginia Woolf; or who wants to know more about recent work in gender studies or literary theory or language instruction or the teaching of composition or any of the hundreds of other professional concerns that our members have—such a person can log on to the MLA Web site and will be directed by the MLA staff to those among us who have agreed to be contacted. What we will do then is up to us as individuals: exchange ideas, recommend things to read, copy an article or two and send them, agree to comment on a piece of writing. The exchanges can be brief or they can be lengthy and prolonged. Their extensiveness will depend entirely on the fruitfulness of the contact and the interest and energy of the participants. But links of some kind will have been forged, and we will share, in small or large ways, something of what we possess.

I should add, of course, that the help will be mutual. In the first place, as I can attest from my visit to Bucharest and many similar visits, the questions and the challenges, often from unexpected angles, are wonderful in sharpening the focus of one’s own understanding. And in the second place, one can ask questions in return. Those of us who work on African literature, for example, can through the E-Mail Academy make contact efficiently with our peer scholars in Africa. But for me at least the central concern is not the benefits that we can extract from this initiative. Even with the very real, structural difficulties that we face in our own universities and libraries, we are blessed with astonishing resources. If, like me, you are inclined to share them, I urge you to write to the executive director of the MLA, Phyllis Franklin ([eacademy@mmla.org](mailto:eacademy@mmla.org)). Please tell her that you are willing to participate in the E-Mail Academy and give her some indication of the focus of your scholarly interests. And please also identify any foreign institutions or centers that you have encountered in your travels that might be added to the list of groups that the MLA will invite to participate in the network. The staff will collect this information and set up a site, and we will be off and running.

*Stephen Greenblatt*

## Humanities Indicators: A Promising Possibility

From the calls and e-mail requests I receive, I conclude that there is growing recognition among MLA members of the importance of statistical information about the field. Data carry undeniable weight with deans, provosts, and state legislatures, and they're also useful in departmental planning. Local situations take on entirely new meaning when they're seen in a broader context, whether the issue concerns faculty salaries, enrollments, majors, PhD employment, or curricular developments. Unfortunately, statistical information about the humanities is both limited and dispersed, and so I was pleased to learn that the American Academy of Arts and Sciences has a grant to explore how sustained, centralized data collection about the humanities might be funded and administered. I have attended two meetings the American Academy convened, and I am hopeful that this new effort will greatly improve the availability and range of information for and about the humanities.

Early in December academy members Francis Oakley and Jonathan Cole convened a task force of other academy members and representatives of the American Council of Learned Societies, American Historical Association, Council on Library and Information Resources, MLA, National Endowment for the Humanities, National Humanities Alliance, National Humanities Center, and Pew Charitable Trusts. Discussion focused on the possibility of developing humanities indicators on the model of the Science and Engineering Indicators (SEI). Robert Solow, who serves on the National Science Board, talked about the administration and compilation of these indicators, which are published by the National Science Foundation every other year. A special staff oversees the publication of the SEI; science journalists who are paid for the work write the chapters; and a subcommittee of the National Science Board reviews the report prior to publication. Since the SEI staff only compiles data that other government agencies and trade associations collect, government agencies and trade associations also review the data and interpretations. The indicators are designed to show trends over time and to anticipate possible future problems, like too few undergraduate majors in science to meet the needs of higher education and industry, declining investments in research and development, or changes in employment opportunities for PhDs. The indicators are used in institutional planning by faculty members and college and university administrators; they are also used by the federal government, business and industry, the press, and the public, and they are credited with helping to shape public policy initiatives that fund the sciences. Solow noted that the SEI have been particularly effective in recent years in making a case for government support of research and development. He explained that the success of the scientific community rests on a general understanding that educating scientists and funding scientific research are essential to the national defense, the economic well-being of the nation, and the health of its people.

What are the indicators? They are quantitative and cover such matters as sectors of employment for science and engineering undergraduate and graduate degree recipients, salaries, funding for research, economic trends affecting research in the academy and industry, teacher preparation and student achievement in elementary and secondary schools, higher education enrollments and degrees granted, and numbers of research articles scientists in the United States and scientists in other countries publish. In 1998, eight chapters covered elementary and secondary education, higher education, the science and engineering workforce, interna-

tional research, academic research and development, research development in industry and technology, public attitudes and public understanding, and the economic and social significance of information technologies. If, like the SEI, the proposed humanities indicators depend entirely on data already available from government agencies, there will be substantially less information to include, but making it available regularly and providing analyses of it would still be an improvement over the current situation. Data should also be obtained from professional societies and other non-governmental organizations, as well as from state and local councils and public humanities institutions such as library and museum groups. Furthermore, centralizing the publication of data about the humanities assumes the existence of an administrative unit and staff who, like the staff that compiles the SEI, could identify and arrange for the collection of additional information. I also assume that if an administrative unit is established to compile and publish humanities indicators, the work of this unit would be supervised, as the work of the SEI staff is overseen, by representatives from the humanities.

As the discussion of the indicators progressed, the focus turned to the kinds of information people in the humanities might like to have. We could follow the general plan adopted for the SEI, which calls for quantitative data, or we could try to develop additional indicators that would say something about the quality of the field. Jonathan Cole and Gerald Holton urged the humanities community to consider whether there should be quality indicators for the humanities. At first, I was taken with the idea, but after the meeting I read several chapters from the book that Leslie Berlowitz, the executive officer of the American Academy of Arts and Sciences, distributed at the meeting. The chapters appeared in *Toward a Metric of Science: The Advent of Science Indicators* (New York: Wiley, 1978), a book that grew out of a conference about the development of science indicators. The invitation to the conference asked, "What must one look at in order to estimate the condition of science as an intellectual activity or as a social institution?" (Bernard Barber, Preface ix). In response to this question, the editors of the volume express the wish to go beyond obvious "inputs" and "outputs," but they also note the impossibility of being free from—and indeed the need to develop—theoretical assumptions (ix). While the collection of quantitative data is based on theoretical assumptions, these assumptions seem less problematic than assumptions about the value, for example, of an intellectual consensus in the field, which was one approach to a possible qualitative measure considered at the conference on science indicators. At our meeting, Jonathan Cole, a coconvener and provost at Columbia University, encouraged the consideration of quality indicators for the humanities, but he noted we should also learn how to improve on these materials. He pointed to the use of the number of citations a scholarly article attracts as a measure of quality that grew out of the attempt to develop qualitative measures for the sciences. The question of qualitative indicators in the humanities strikes me as intellectually interesting and possibly productive of new insights about the field but less helpful as a measure of the condition of the humanities that institutions or the federal government could apply in judging programs and developments in the field.

Other issues were discussed at the meeting. First, the proposed project will be costly. Can a new source of revenue that does not compete with the current limited federal and private support be

identified? Can funding from the private sector ensure the continuity of the enterprise? If an endowment is needed, how large would it have to be? These are difficult questions. The other concern focused on the possibility of learning what we might not want to know. Will the availability of statistical information challenge cherished beliefs? For me the answer to this question is easy. Having information is better than not having it, if our goal is to encourage vital scholarship and effective academic programs.

In addition to the goals of encouraging healthy scholarship and academic programs, the American Academy hopes that better and more complete data can be used to make a stronger public case for supporting the humanities. But, as Gerald Holton noted during the meeting, data alone will not make a good public policy argument for support of the humanities. A compelling statement about why the humanities matter to individuals, communities, and the nation is also needed. Here the academy intends to draw on the expertise of its fellows and other scholars and scholarly or-

ganizations as well as on public humanities organizations to create such a statement.

Since 1883, when the association was established, MLA members have collected data about the field so that they could identify trends, evaluate the quality of their efforts, and plan for the future. With rare exceptions they did this work sporadically and with limited funds. We have long understood the importance of a statistical perspective, which allows one to move beyond the limited horizon of personal experience. Only recently have we begun to appreciate the public significance of quantitative information. Being counted means that you count.

Phyllis Franklin

This column was originally published in *Making the Humanities Count: The Importance of Data* (Cambridge: Amer. Acad. of Arts and Sciences, 2002) and appears here with permission from the American Academy of Arts and Sciences.

## GOVERNANCE

### Executive Council Meeting Highlights

The Executive Council held its fall meeting on 26 October 2001 at the MLA office in New York. A complete report of this meeting appears in the May 2002 issue of *PMLA*; the following actions may be of special interest to members.

*Joint Meeting with Delegate Assembly Organizing Committee (DAOC).* The council and the DAOC held their annual joint meeting. The members of the DAOC reviewed with the council the issues that the 2001 Delegate Assembly would consider.

*Administration and Finance.* The council received the report on the fiscal year just ended (2000–01) and approved the final budget for the fiscal year 2001–02, which projects a deficit of \$238,520 in the unrestricted fund. The council also approved increasing the association's dues payment to the National Humanities Alliance by \$6,500. Phyllis Franklin explained that the increase was long overdue, since the MLA had been paying the same amount since 1990.

The council received a report on the value of MLA membership benefits, which was \$44 for the fiscal year 1999–2000, up from \$30 in 1992–93. Not-for-profit organizations are required by law to calculate and publish the monetary value of membership benefits, so that members can use the information for income tax purposes.

*Trustee Appointment.* The council reappointed Malcolm Smith, the former vice-chairman of General American Investors, Inc., both as a trustee of the association's invested funds and as managing trustee for the term 2002–04.

*Encouraging the Study of Languages and Cultures.* Mary Louise Pratt asked the council to discuss the role the MLA might play in encouraging the study of languages and cultures. She noted that recent events had brought the issue of language study into the public consciousness, and she asked council members to consider whether and how the MLA might respond to this opening. Council members agreed that it was important to identify ways to encourage language study not just for its usefulness to the national defense but for its own sake and because it promotes a wider understanding of foreign cultures. They discussed the possibility of using MLA resources (e.g., the *MLA Newsletter*, the MLA Web site, a book publication, the radio program) to reach out to MLA members and the public and of working with other organizations, such as the Association of Departments of Foreign Languages and the Joint National Committee for Languages, to bring the issue of language study to the forefront.

*PhD Programs and Employment Trends in the Field.* Phyllis Franklin presented to the council a draft of a one-page statistical model of the job market that was developed to provide prospective graduate students and others with a realistic assessment of the chances of obtaining full-time tenure-track positions in four-year colleges and universities within a few years of earning the PhD. The council had authorized the staff to develop this informational model out of concern that the numbers of doctorates granted in English and foreign languages had not been significantly reduced despite the persistence of the weak job market. The council discussed some of the statistical projections and their underlying assumptions and gave advice that would be used to refine the projections.

*Discussion of Convention Arrangements.* The council discussed a number of ways to open up more space in the convention program for new fields of study. The staff planned to bring the council's suggestions to the Program Committee, which will address the issue of space at its next meeting.

*Joint Book Project with the American Association of University Professors (AAUP).* Phyllis Franklin reported to the council on discussions with the AAUP about jointly developing a book on academic collective bargaining that would update a 1975 AAUP book, *A Primer on Collective Bargaining for College and University Faculty*. According to the prospectus that had been developed, the new book would cover both faculty and graduate student unionization and would have three sections. Two sections, one on the history of unionization and one on the legal issues affecting unionization, would be written by specialists in these areas. The third section would contain essays from MLA members and from members of other humanities organizations exploring a variety of points of view on unionization. Franklin noted that, if the MLA Publications Committee approved the prospectus, contributions from MLA members and members of other humanities groups would be solicited through announcements in the *MLA Newsletter* and other publications.

*Database of Scholarly Achievements in the Humanities.* At a previous council meeting, in response to a request from the National Humanities Alliance (NHA), the council had authorized Phyllis Franklin to compile a list of twentieth-century scholarly works in the humanities to be used in lobbying members of Congress on

(continued on next page)

(continued from previous page)

the issue of increased funding for National Endowment for the Humanities programs that support scholarship. The NHA believed that these programs had been particularly hard hit by the budget cuts of the 1990s because they are the most difficult to explain and defend. In her Summer 2001 *Newsletter* column, Franklin

asked MLA members to provide examples of scholarly research that have contributed to our understanding of the United States and other countries and cultures in various periods, have expanded the boundaries of human knowledge, or have influenced general education. Council members also contributed items to the list. At this meeting, the council reviewed the list that had been compiled and discussed plans for balancing and annotating it. □

## GOVERNANCE

### Summary of Delegate Assembly Actions in New Orleans

At its meeting on 29 December 2001 in New Orleans, the Delegate Assembly took the following actions.

The assembly conducted five elections. In the balloting for the Delegate Assembly Organizing Committee, Mary Burgan (English, Amer. Assn. of Univ. Profs.) and Roberta Krueger (French, Hamilton Coll.) were elected to three-year terms (2002–04). Michael Bérubé (English, Penn State Univ., University Park) was elected to the Executive Council for the term 2002–05. Sander L. Gilman (German, Univ. of Illinois, Chicago), Abiola Irele (French, Ohio State Univ., Columbus), and Fedwa Multi-Douglas (comparative literature, Indiana Univ., Bloomington) won two-year terms (2002–03) on the Nominating Committee. Elected to the Elections Committee for two-year terms (2002–03) were Glenn Ehrstine (Univ. of Iowa), Trudier Harris-Lopez (Univ. of North Carolina, Chapel Hill), Bonnie Roos (Univ. of Oregon), and Asha Varadhara-jan (Queen's Univ.). Finally, Malcolm Bowie and Ayyappa Paniker were elected honorary members of the association and José Saramago, Pramodya Ananta Toer, and Charles Tomlinson were elected honorary fellows. The assembly's election of honorary members and fellows is subject to ratification by the membership. This ratification vote will be conducted later this year.

In addition to annual reports from the association's standing committees, the assembly received a number of reports that did not require action: the report of the Delegate Assembly Organizing Committee (DAOC), the executive director's report, and the Finance Committee's report.

The assembly also received two reports that required action. The first, from the Committee on Amendments to the Constitution, contained the constitutional amendment published in the September 2001 issue of *PMLA* (824–25). The assembly approved the proposed amendment, which stipulates that the at-large membership of the Executive Council include at least one representative, but no more than eight, from each of three membership categories—regular members, student members, and life members—except that the number of regular members on the council must always be in proportion to the regular membership of the association. The amendment assigns responsibility for determining this proportion to the Nominating Committee, which must review the proportion of the regular members in the membership every three years. In accordance with article 7.B.3 of the MLA constitution, the Executive Council must review the amendment before forwarding it to the membership for the required ratification vote.

The second report that required action was from the Ad Hoc Delegate Assembly Committee on Staffing Issues. The ad hoc committee was charged by the Executive Council with reporting on ways to address the problems created by the loss of tenure-track positions in the MLA's fields and by the accompanying increase in the use of part-time and adjunct faculty members, but without establishing a minimum staffing ratio, as had been proposed in a previous assembly motion. The committee recommended

using average percentages of full- and part-time faculty members in various kinds of English and foreign language departments, as reported in the MLA's fall 1999 staffing survey, as a measure of the quality of undergraduate programs and calling public attention to this measure. Departments could be characterized as above average or below average in their staffing practices. The assembly voted to endorse this approach.

In keeping with its charge, the ad hoc committee also discussed the issue of the per-course compensation that part-time and adjunct faculty members receive. Committee members agreed that the current pay scale (often in the \$1,500 to \$2,000 per course range, without benefits) is abjectly low, especially since part-time faculty members perform a highly valuable function in institutions. The committee concluded that part-time and adjunct faculty members should be compensated not only for their expertise but also for the flexibility and convenience they offer to institutions, and it recommended a salary range of \$5,000 to \$7,000 per course, with fringe benefits and cost-of-living increases, as the reasonable minimum compensation for part-time and adjunct faculty members. The assembly voted to endorse the ad hoc committee's recommendation on per-course compensation.

In other business, the assembly approved six resolutions and one motion, the texts of which appear below.\* In accordance with the MLA constitution (arts. 7.B.3 and 7.B.2, respectively), the resolutions and the motion were forwarded to the Executive Council. The council is required to review the resolutions before forwarding them to the membership for ratification and to consider the implementation of the motion.

Ballots covering all items subject to membership ratification will be mailed to members later this year. A complete report of the Delegate Assembly meeting will appear in the May 2002 issue of *PMLA*.

\*Pursuant to article 7.B.3 of the MLA constitution, the Executive Council will review the wording of the resolutions and may authorize nonsubstantive copyediting changes. Therefore, the texts that will be submitted to the membership for ratification may differ slightly from those printed here.

#### Resolution 2001-1

Whereas the MLA should respond forcefully when First Amendment rights of students are violated by their institution,

Resolved that the MLA protest as an abridgment of free speech rights the arrests that took place on August 15 and 16, 2001 at Hostos Community College, and

the MLA urge college administrators to set policies whereby security personnel will exercise restraint in making arrests on college campuses, doing so primarily to prevent harm to people or destruction of property; and

the MLA strongly affirm the constitutional rights of students, staff members, and faculty members to demonstrate peacefully and exercise freedom of speech on college campuses.

*Resolution 2001-2*

Whereas the recent attacks on the US have led to deplorable incidents of bigotry on American college campuses,

Resolved that the MLA urge all its members to help create an atmosphere in which no student is harassed because of race, religion, or perceived national origin; and

Resolved that MLA members help all students work together to counteract prejudice based on race, religion, or perceived national origin.

*Resolution 2001-3*

Whereas "high stakes" tests invariably discriminate against students from poor, working-class, and minority families by disproportionately denying them high school diplomas and, thus, access to higher education, and

Whereas high stakes tests provide an ideological rationale for the perpetuation of inequality of opportunity, disguising this social injustice as a desirable result of "meritocracy",

Be it resolved that the MLA opposes using the scores on a single test to make important decisions about students' futures, including promotion in or graduation from high school and admission to college.

*Emergency Resolution 2001-A*

Whereas the MLA endorses graduate employee labor rights;

Whereas the Yale administration, despite their public declaration to improve labor relations, acts to discourage graduate teachers from exercising their labor rights;

Whereas unionized Yale employees will work without a contract in solidarity with graduate teachers, to pressure Yale to resolve this long-standing conflict;

Be It Resolved That the MLA urge Yale's administration to end the conflict with graduate teachers by adopting an official position of

neutrality with respect to graduate teacher unionization, the terms of which would be negotiated between the Yale administration and the Graduate Employees and Student Organization (GESO).

*Emergency Resolution 2001-C*

Whereas the Modern Language Association (MLA) supports open intellectual inquiry free of racial or political intimidation of any kind and

Whereas the MLA represents US and Canadian college and University employees and students in this pursuit

Be it resolved that the MLA oppose and condemn as racist and discriminatory attempts by any federal agency to conduct investigations into the personal lives and academic work of college and university employees and students based solely on nationality, immigrant status, religion, or ethnicity. The MLA encourages Universities to resist such procedures on their own campuses and wherever they are known to exist.

*Emergency Resolution 2001-D*

Whereas the American Council of Trustees and Alumni has, in its recent report, "Defending Civilization," proposed "America's first line of defense" as a guide in shaping the university curriculum, and called upon colleges and intellectuals for the "philosophical defense" of the United States and its principles,

Be it resolved that the members of the Modern Language Association affirm their commitment as scholars and teachers not to the "philosophical defense" of any one nation state but to the "philosophical defense" of humanity; to critical and appreciative teaching about all cultures; and to the unflinching pursuit of truth.

*Motion 2001-1*

Institutions that offer domestic partner benefits are encouraged to indicate this benefit in their job announcements or in the materials they send to candidates they wish to interview. □

CONVENTION

**2002 Interview-Suite Arrangements**

The mailing about reserving hotel suites for the convention in New York will be sent the last week of August to departments that are members of ADE or ADFL to allow them time to reserve suites for interviews. Departments must be members of ADE or ADFL by 28 June 2002 to receive the early mailing. Suites cannot be reserved through the MLA Web site. This early notification is a privilege of membership in these associations, but it is not a guarantee that a suite will be available. ADE- and ADFL-member department chairs who want suites for interviews are urged to make reservations immediately because the number of suites is limited. Chairs should also make certain that all suite or room occupants involved in a field related to the study of language and literature are preregistered for the convention; otherwise, the housing request will not be processed. Once the mailing has gone to the entire membership, suites will be assigned on a first-come, first-served basis. □

CONVENTION

**MLA Graduate Student Travel Grant**

The MLA encourages all department chairs and directors of graduate programs to inform their PhD students of the MLA's Graduate Student Travel Grant. The \$100 grant is given to advanced graduate students as partial reimbursement of expenses for travel to attend preconvention workshops, sessions in their areas of scholarly interest, meetings with job counselors, or interviews at the association's 2002 convention in New York. To qualify for the grant, students must be members of the MLA by 25 June 2002 and have met all the requirements for the PhD except the dissertation. For additional information or details on how to apply, please call Alicia Walker, Coordinator of Special Projects (646 576-5141; awalker@mla.org). □

## Count of Positions in the October 2001 *JIL*

The October 2001 *JIL* contained a total of 983 positions in the English edition and 675 positions in the foreign language edition. Each year since 1998 the number of positions listed has been significantly higher than in the years 1992 to 1997. It seems apparent, however, that recession has brought this latest period of improvement to an end. Informal reports from departments suggest that some positions announced in the October 2001 *JIL* have been withdrawn because of budget restrictions, especially in public institutions. (The public sector is the source for 60% of the positions in the October 2001 English *JIL* and 56% of the positions in the October 2001 foreign language *JIL*.) These reports suggest that the numbers for October 2001 need to be discounted, though by how much remains unknown. Table 1 and table 2 show the number of positions announced in all four *JIL* issues since 1975–76. Assuming the number of positions announced in the print editions this year will follow the historical pattern, we project that the total announced in 2001–02 will be 15% lower in English and 16% lower in foreign languages, compared with 2000–01. Figure 1 shows trends in the number of positions announced in the English and foreign language editions of the October *JIL* from 1975 to 2001. Increases and declines in

the number of positions have mirrored the economic cycles of the wider economy. The precedent of past recessions indicates how surprising it would be were there no decline in announcements a year hence.

Virtually all positions announced in the October *JIL* are full-time—the exact figures for October 2001 are 99.7% for English and 98.7% for foreign languages. In addition, 82% (803 positions) in English and 76% (512 positions) in foreign languages are explicitly designated tenure-track. These percentages understate the number of tenure-track positions somewhat; if a listing does not explicitly state that a position is tenure-track, it is coded as tenure status not specified. An informal telephone survey of departments suggests that, of the 90 positions in the English list where the tenure status was not specified, from 30 to as many as 45 are in fact tenure-track.

Current academic employment opportunities, especially for new PhD recipients, depend on the number of doctoral degrees being awarded as well as on the number and type of available positions. The annual federally sponsored Survey of Earned Doctorates (SED) shows that in 1999–2000 the number of doctorate recipients in English increased 5% (48) to 1,070, while the num-

**Table 1**  
Number of Positions Listed in the Four Annual Issues of the English Edition of the *JIL*, 1975–76 to 2001–02

Year	October	December	February	April	Total
1975–76	434	421	316	233	1,404
1976–77	440	405	319	223	1,387
1977–78	375	410	302	201	1,288
1978–79	438	327	289	228	1,282
1979–80	512	385	339	185	1,421
1980–81	523	388	355	258	1,524
1981–82	551	300	336	218	1,405
1982–83	544	338	261	153	1,296
1983–84	523	320	296	186	1,325
1984–85	567	374	320	196	1,457
1985–86	784	326	373	180	1,663
1986–87	892	276	325	209	1,702
1987–88	937	404	369	239	1,949
1988–89	1,053	354	382	236	2,025
1989–90	976	501	280	110	1,867
1990–91	926	284	192	78	1,480
1991–92	735	275	190	71	1,271
1992–93	620	247	192	74	1,133
1993–94	624	221	161	50	1,056
1994–95	679	249	153	61	1,142
1995–96	605	261	151	61	1,078
1996–97	700	276	135	75	1,186
1997–98	698	205	139	55	1,097
1998–99	885	230	265	112	1,492
1999–2000	899	220	295	163	1,577
2000–01	959	335	312	126	1,732
2001–02*	983	212	203	80	1,478

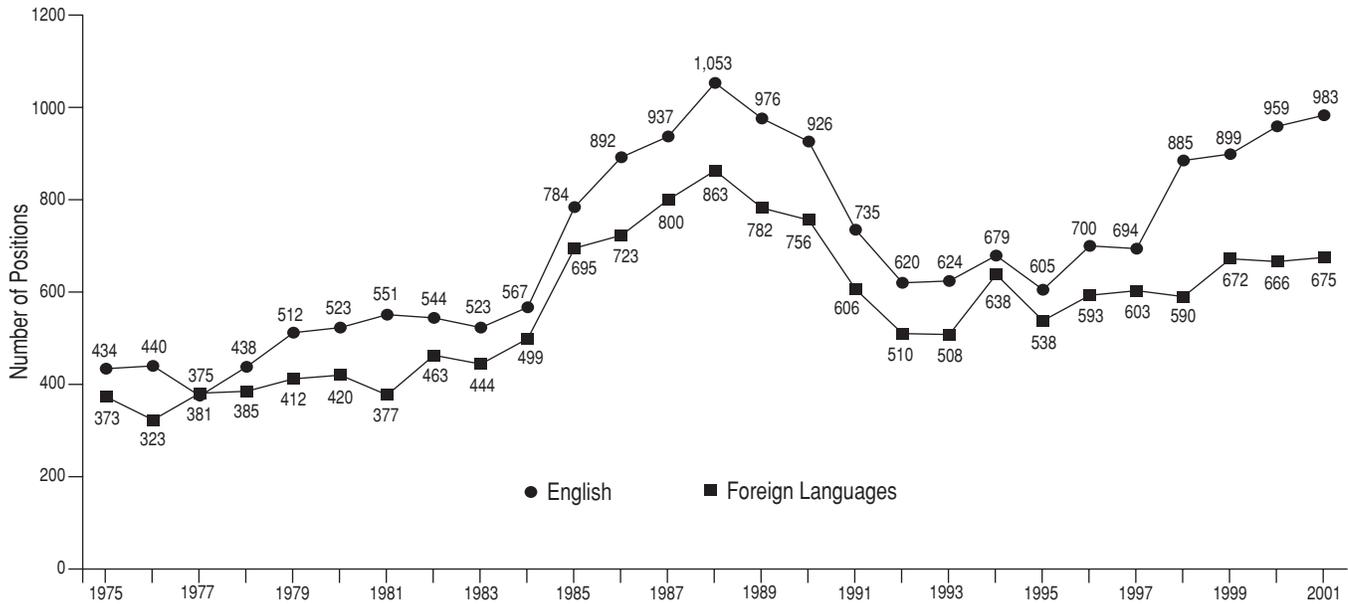
**Table 2**  
Number of Positions Listed in the Four Annual Issues of the Foreign Language Edition of the *JIL*, 1975–76 to 2001–02

Year	October	December	February	April	Total
1975–76	373	484	362	256	1,475
1976–77	323	425	293	221	1,262
1977–78	381	379	311	265	1,336
1978–79	385	390	327	188	1,290
1979–80	412	380	299	203	1,294
1980–81	420	319	281	244	1,264
1981–82	377	306	284	171	1,138
1982–83	463	299	263	163	1,188
1983–84	444	314	261	172	1,191
1984–85	499	313	358	235	1,405
1985–86	695	328	331	223	1,577
1986–87	723	313	355	273	1,664
1987–88	800	387	388	233	1,808
1988–89	863	375	372	214	1,824
1989–90	782	429	259	139	1,609
1990–91	756	384	208	105	1,453
1991–92	606	344	186	78	1,214
1992–93	510	305	173	102	1,090
1993–94	508	298	140	93	1,039
1994–95	638	286	182	68	1,174
1995–96	538	319	175	90	1,122
1996–97	593	275	160	90	1,118
1997–98	606	204	165	73	1,048
1998–99	590	207	263	92	1,152
1999–2000	672	199	256	134	1,261
2000–01	666	274	279	151	1,370
2001–02*	675	186	186	100	1,147

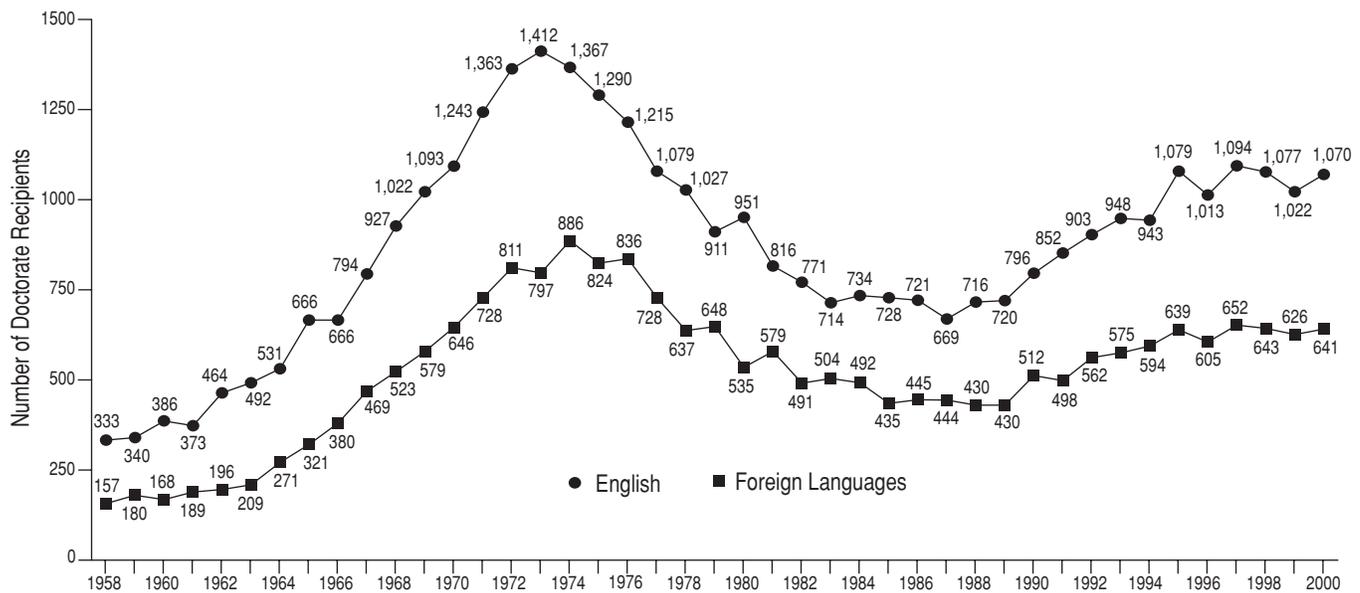
\*April and annual total for 2001–02 are estimated.

Note: Prior to 1997–98, if the same positions were advertised in two or more issues of any year's *JIL*, they were counted two or more times in the total for that year. Beginning in 1997–98, most duplicates have been eliminated. 1997–98 was the first year for the online version of the *JIL*. 1998–99 was the first year for weekly updates of job listings and for the nonprint option for job listings (departments can choose to have their ads appear in the online version only). The nonprint option applies to the February and April editions only. From 1999 on, the nonprint ads are added to the counts of jobs. Those that appeared between the December and February editions are added to the February count, and those that appeared between the February and April editions are added to the April count. October 1997 totals for English include 4 positions from a supplement to the October *JIL*; foreign languages totals include 3 positions from the supplement.

**Figure 1**  
**Number of Positions in the October MLA JIL, 1975–2001**



**Figure 2**  
**Number of Doctorate Recipients in English and Foreign Languages, 1958–2000**



Source: US Survey of Earned Doctorates

ber of doctorate recipients in foreign languages increased 2% (15) to 641. Figure 2 shows the number of PhD recipients in English and foreign languages and literatures reported by the SED each year between 1958 and 2000. After declining from historic highs over the years between 1974 and 1988, the number of degree recipients increased from 1988 through the early 1990s. The SED data indicate that for five years in a row United States universities have awarded doctorates to more than 1,000 degree recipients annually in English and American language and literature and to more than 600 degree recipients annually in foreign languages. In the field of English, the 1999–2000 total of 1,070 graduates is 60% (401) greater than the 669 total for 1987, the only year of the 33

years since 1966 that the field awarded fewer than 700 degrees. The 641 graduates reported in foreign languages is 49% (211) more than the number reported as recently as 1989. These data do not support the idea that the number of degree recipients can be expected to decline, especially when compared to data from the mid-1970s. The number of degree awards dropped by 500 (35%) in English in the six years after 1973 and by 350 (40%) in foreign languages in the six years after 1974. MLA files from the 1970s show widespread agreement among faculty members and graduate students that the number of doctorate recipients had to be reduced.

*(continued on next page)*

(continued from previous page)

### Types of Positions Advertised in the English Edition

Of the 983 positions in the October English *JIL* for 2001, 671 (68%) are assistant professor positions, an increase of 34 positions (5.3%) over 2000. Tenure-track assistant professorships account for 569 listings, or 58% of the total. Definite (that is, funded) tenure-track assistant professorships—the most desirable entry-level academic jobs—constitute 483 (49.1%) of the total number of positions in the English *JIL*. The number of definite tenure-track assistant professor positions listed in the October 2001 English *JIL* is 145% (286 positions) greater than in 1991 and 62% (184 positions) greater than in October 1996, the *JIL* year covered in the last (1996–97) MLA survey of PhD placement.

Table 3 provides information about areas of scholarly specialization in the October English listings for each of the five years 1997 to 2001. The table indicates that British literature, American literature, and rhetoric and composition each claim roughly equal 20% shares of the list (most of the areas broken out under the label “multiethnic literatures by people of color” can also be considered as subfields of American literature). The percentage shares have remained remarkably stable over the past decade. This year’s increase in the number of positions coded in specializations other than the conventional divisions of British and American literature and rhetoric and composition is noteworthy. Table 4 provides further detail about these positions, which in table 3 are aggregated in the row labeled “Other.” The increase may indicate how new positions are being defined and described in ways that combine or fall outside standard categories.

### Types of Positions Advertised in the Foreign Language Edition

Of the 675 positions in the October foreign language *JIL* for 2001, 445 (66%) are assistant professor positions, an increase of

**Table 4**  
Number and Percentage of Positions by Specialty Field (with Detail for Listings Classified “Other”) in the October 2001 English *JIL*

Specialty Field	Number	Percentage
British literature	189	19.2
American literature	77	7.8
Multiethnic literatures	108	11.0
Rhetoric and composition	169	17.2
Technical and professional writing	31	3.2
Creative writing	97	9.9
English education	32	3.3
Media and communications	58	5.9
World literature	14	1.4
Linguistics, history of the English language	26	2.6
Women's studies	14	1.4
Other		
Field not specified	26	2.6
Classics or humanities	18	1.8
Both literature and composition	16	1.6
Modern or postmodern literature	15	1.5
Literary criticism	15	1.5
Generalist	13	1.3
Literature	11	1.1
Cultural studies	8	0.8
Children's literature	7	0.7
Literature before 1900	7	0.7
ESL and TESL	5	0.5
Canadian literature	2	0.2
Comparative literature (in foreign language departments)	2	0.2
Lesbian and gay studies	2	0.2
Other fields	21	2.1
Total	983	100.0

**Table 3**  
Positions Listed in the October English *JIL*, by Field Specialization, 1997–2001

	1997		1998		1999		2000		2001		2001 versus 2000		2001 versus 1997	
	N	%	N	%	N	%	N	%	N	%	Difference	% Change	Difference	% Change
British literature	134	19.3	177	20.0	194	21.6	226	23.6	189	19.2	-37	-16.4	55	41.0
American literature	63	9.1	95	10.7	103	11.5	85	8.9	77	7.8	-8	-9.4	14	22.2
Multiethnic literatures														
by people of color	74	10.7	109	12.3	85	9.5	101	10.5	108	11.0	7	6.9	34	45.9
Subtotal	137	19.7	204	23.1	188	20.9	186	19.4	185	18.8	-1	-0.5	48	35.0
Rhetoric and composition	131	18.9	198	22.4	183	20.4	197	20.5	169	17.2	-28	-14.2	38	29.0
Technical and professional writing	30	4.3	50	5.6	45	5.0	53	5.5	31	3.2	-22	-41.5	1	3.3
Subtotal	161	23.2	248	28.0	228	25.4	250	26.1	200	20.3	-50	-20.0	39	24.2
Creative writing	59	8.5	68	7.7	72	8.0	80	8.3	97	9.9	17	21.3	38	64.4
English education	27	3.9	58	6.6	43	4.8	23	2.4	32	3.3	9	39.1	5	18.5
Media and communications	21	3.0	17	1.9	41	4.6	61	6.4	58	5.9	-3	-4.9	37	176.2
World literature	17	2.4	17	1.9	23	2.6	32	3.3	14	1.4	-18	-56.3	-3	-17.6
Linguistics, history of the language	22	3.2	25	2.8	30	3.3	18	1.9	26	2.6	8	44.4	4	18.2
Women's studies	5	0.7	11	1.2	13	1.4	12	1.3	14	1.4	2	16.7	9	180.0
Other	111	16.0	60	6.8	67	7.5	71	7.4	168	17.1	97	136.6	57	51.4
Total	694	100.0	885	100.0	899	100.0	959	100.0	983	100.0	24	2.5	289	41.6

9 positions (2.1%) over 2000. Tenure-track assistant professorships account for 396 listings, 59% of the total. Definite (that is, funded) tenure-track assistant professorships constitute 331 (49.0%) of the total number of positions in the foreign language list. The number of definite tenure-track assistant professor positions listed in the October 2001 foreign language *JIL* is 89% (156 positions) greater than in 1992 and 38% (92 positions) greater than in October 1996, the *JIL* year covered in the last (1996–97) MLA survey of PhD placement.

Table 5 shows the number and percentage of positions in the October foreign language *JIL* for eight different foreign language groupings and for the five years 1997 to 2001. In October 2001, as for the past several years, approximately half the jobs offered are in Spanish. French and German together claim another 21%. The share of the total claimed by Spanish increased each year after 1989, when positions in Spanish represented a quarter of all jobs. While the number of October 2001 listings in Italian is up slightly,

it is hard to say whether this represents a trend. Russian and Asian languages remain at low but stable levels. Near Eastern and other languages continue to occupy a very small percentage of the pool; their numbers are so small that percent changes are exaggerated. Employment figures for different languages quite naturally follow enrollment patterns, and the proportional distribution here reflects trends noted in 1998 in the report of the last MLA enrollment survey (Brod and Welles, *ADFL Bulletin* 31.2 (2000): 22–29). The interest in foreign languages that resulted from the terrorist attacks is too recent to have had an impact on positions in the October 2001 *JIL* but may affect the distribution of positions in the future.

More detailed reports on the count and analysis of the English and foreign language editions of the October 2001 *JIL* can be found in the Spring 2002 *ADE Bulletin* and the Fall 2002 *ADFL Bulletin*.

David Laurence  
Elizabeth Welles

**Table 5**  
Positions Listed in the October Foreign Language *JIL*, by Language, 1997–2001

	1997		1998		1999		2000		2001		2001 versus 2000		2001 versus 1997	
	N	%	N	%	N	%	N	%	N	%	Difference	% Change	Difference	% Change
Spanish and Portuguese	276	45.8	287	48.6	317	47.2	339	50.9	333	49.3	-6	-1.8	57	20.7
Spanish	270	44.8	282	47.8	306	45.5	335	50.3	324	48.0	-11	-3.3	54	20.0
Spanish and Portuguese	1		1		0		0		3					
Portuguese	5		4		11		4		6					
French and Italian	124	20.6	110	18.6	128	19.0	112	16.8	115	17.0	3	2.7	-9	-7.3
French	101	16.7	90	15.3	102	15.2	88	13.2	86	12.7	-2	-2.3	-15	-14.9
French and Italian	1		0		1		0		0					
Italian	22	3.6	20	3.4	25	3.7	24	3.6	29	4.3				
Germanic and Scandinavian	60	10.0	47	8.0	63	9.4	59	8.9	56	8.3	-3	-5.1	-4	-6.7
Germanic	60	10.0	46	7.8	61	9.1	58	8.7	56	8.3				
Scandinavian	0		1		2		1		0					
Slavic	20	3.3	27	4.6	18	2.7	20	3.0	20	3.0	0	0.0	0	0.0
Russian	18	3.0	25	4.2	15	2.2	16	2.4	18	2.7				
Other Slavic	2		2		3		4		2					
Asian	41	6.8	38	6.4	28	4.2	25	3.8	35	5.2	10	40.0	-6	-14.6
Japanese	21	3.5	12	2.0	9	1.3	10	1.5	14	2.1				
Chinese	14	2.3	21	3.6	12	1.8	9	1.4	14	2.1				
Other Asian	4		4		5		4		3					
Asian (general)	2		1		2		2		4					
Near Eastern	6	1.0	8	1.4	5	0.7	6	0.9	11	1.6	5	83.3	5	83.3
Arabic	1		4		2		3		3					
Hebrew	4		4		2		3		8					
Other Near Eastern	1		0		1		0		0					
Other	14	2.3	19	3.2	11	1.6	15	2.3	10	1.5	-5	-33.3	-4	-28.6
African	2		2		0		0		2					
Classical	4		5		2		4		2					
Romance	8		11		9		9		5					
English	0		0		0		0		0					
Other languages	0		1		0		2		1					
Not specified	62	10.3	54	9.2	102	15.2	90	13.5	95	14.1	5	5.6	33	53.2
Several languages	10	1.7	4	0.7	2	0.3	6	0.9	2	0.3				
Choice of languages	16	2.7	31	5.3	34	5.1	20	3.0	28	4.1				
No language specified	36	6.0	19	3.2	66	9.8	64	9.6	65	9.6				
Total	603	100.0	590	100.0	672	100.0	666	100.0	675	100.0	9	1.4	72	11.9

## GOVERNANCE

## Nominations for 2002 MLA Elections

### Second Vice President

The 2002 Nominating Committee has selected three nominees for second vice president of the MLA. The person elected will take office in 2003 and will automatically become first vice president in 2004 and president of the MLA in 2005. The 2003 second vice president must be from a field other than English (including American). A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

**Claire Kramsch.** Prof. German and foreign lang. acquisition, Univ. of California, Berkeley. Agrégation d'allemand, Univ. de Paris (Sorbonne). Visiting appointments: Univ. of Vienna, Cornell Univ., Ecole Nationale Supérieure des Télécommunications. Annenberg-CPB grant (for Athena Lang. Learning Software Project, MIT), 1985; conf. grant, Consortium for Lang. Teaching and Learning, 1989; Title VI grant (for teacher-training services), US Dept. of Educ., 1991-. Lilly faculty teaching award, MIT, 1977; Stephen A. Freeman Award, Northeast Conf., 1981; award for best article in *Unterrichtspraxis*, AATG, 1984; certificate of merit, AATG and Goethe Inst., 1986; distinguished achievement award for best learned article, Educational Press Assn., 1988; Nelson Brooks Award for Best Research on the Teaching of Culture, ACTFL, 1988; Kenneth W. Mildener Prize (for *Context and Culture in Language Teaching*), MLA, 1993; honorary member, AATG, 1994; Goethe Medal, Goethe Inst., 1998; Distinguished Teaching Award, Univ. of California, Berkeley, 2000; Award for Distinguished Service in the Profession, ADFL, 2000. Honorary doctorate: Middlebury School of Langs., 1998; St. Michael's Coll., 2001. Advisory council, Natl. Foreign Lang. Center, 1987-98; Advisory Comm. on Undergrad. Programs, Amer. Council on Educ., 1987-; foreign lang. advisory group, Inst. for Academic Tech., Univ. of North Carolina, Chapel Hill, 1989-97; exec. board, Goethe Inst., 1992-98. Board of dirs., Northeast Conf. on the Teaching of Foreign Langs., 1983-87; pres., Amer. Assoc. of Applied Linguistics, 1994; exec. council, Association Internationale de Linguistique Appliquée, 1996; AATF; AATG; Amer. Assn. of Univ. Supervisors and Coordinators of Foreign Lang. Programs; ACTFL; TESOL. MLA activities: exec. comm., Div. on Applied Linguistics, 1984-88; Advisory Comm. on Foreign Lang. Progs., 1987-89; exec. comm., Discussion Group on Interdisciplinary Approaches to Culture and Society, 1987-91; Exec. Council, 1990-93; exec. comm., Div. on the Teaching of Lit., 1990-94; ch., Commission on Professional Service, 1992-95; Nominating Comm., 2000-01. Coed., *Applied Linguistics*, 1998-. Ed. or advisory boards: *Unterrichtspraxis*, 1982-92; *Modern Language Journal*,

1987-; *AAUSC Yearbook*, 1989-; *Studies in Second Language Acquisition*, 1990-. Publications include: *Discourse Analysis and Second Language Teaching* (1981), *Interaction et discours dans la classe de langue* (1984), *Context and Culture in Language Teaching* (1993), *Language and Culture* (1998); coau., *Reden, Mitreden, Dazwischenreden: Managing Conversations in German* (2nd ed., 1990); ed., *Redefining the Boundaries of Language Study* (1995); coed., *Text and Context: Cross-Disciplinary Perspectives on Language Study* (1991), *Foreign Language Research in Cross-Cultural Perspective* (1991); contrib., *Foreign Language Acquisition Research and the Classroom* (1990), *Comprehension-Based Teaching: Current Trends* (1992), *Introduction to Scholarship in Modern Languages and Literatures* (1992), *Language and Content: Discipline- and Content-Based Approaches to Language Study* (1993), *Culture and Content: Perspectives on the Acquisition of Cultural Competence in the Foreign Language Classroom* (1993), *Feminisms in the Academy* (1995), *Challenges of Literary Texts in the Foreign Language Classroom* (1996), *The Future of North American Germanistik* (1996), *Les représentations en didactique des langues et des cultures* (1997), *Learning Foreign and Second Languages* (1998), *Multilingualism, Second Language Learning, and Gender* (2001), *Globalization and Language Teaching* (2002), *Mehrsprachigkeit und multikulturelle Identität* (2002), and others; articles in *PMLA*, *Profession, Unterrichtspraxis*, *Jahrbuch Deutsch als Fremdsprache*, *English Language Teaching Journal*, *Language, Culture, and Curriculum*, *Australian Review of Applied Linguistics*, *ADFL Bulletin*, *Le Français dans le monde*, *Idiomas*, *European Journal of Education*, *Scuole e lingue moderne*, *Les langues modernes*, *Bulletin de l'Association Québécoise des Enseignants de Français Langue Seconde*, *Issues and Developments in English and Applied Linguistics*, *Studies in Second Language Acquisition*, *Canadian Modern Language Review*, *Modern Language Journal*, and others.

**Domna C. Stanton.** Distinguished prof. French, Graduate Center, City Univ. of New York. PhD, Columbia Univ. Previous appointments: Prof. French and women's studies (1982-2001) and Elizabeth M. Douvan Collegiate Prof. (1999-2001), Univ. of Michigan, Ann Arbor. Visiting appointment: Cecil H. and Ida Green Visiting Prof., Univ. of British Columbia, March 2002. Fellow, New York Inst. for the Humanities, 1985-94. John D'Arms Mentoring Award, Rackham Grad. School, Univ. of Michigan, 2000. Prog. dir., President's Initiative Grant on Gender Based Censorship, Univ. of Michigan, 1997-2002. Natl. advisory council, Woodrow Wilson Fellowship Foundation, 1992-; board member, Univ. of California Humanities Research Inst., 1998-; advisory comm., Christian Gauss Award, Phi Beta Kappa, 2000-03. Service on boards: Natl. Book Foundation, 1989-97; Human Rights Watch, 1996-; board member, *The Nation* Inst., 1998-; Henry Street Chamber Opera Company (New York), 2000-. MLA activities: Commission on the Status of Women in the Profession, 1976-79 (coch., 1977-78); exec. comm., Div. on 17th-Century French Lit., 1985-89; Exec.

Council, 1989-92; *PMLA* Advisory Comm., 1983-85; *PMLA* Ed. Board, 1985-87; ed., *PMLA*, 1992-97. Assoc. ed., *Signs*, 1974-80. Ed. or advisory boards: *Signs*, 1980-89; *Pedagogy* (Duke Univ. Press), 1999-; *Women in French*, 2000-. Publications include: *The Aristocrat as Art: A Study of the "Honnête Homme" and the Dandy in Seventeenth- and Nineteenth-Century French Literature* (1980); ed., *The Female Autograph: Theory and Practice of Autobiography from the Tenth to the Twentieth Century* (1984, 1987), *The Defiant Muse: French Feminist Poems from the Twelfth to the Twentieth Centuries* (1986), *Discourses of Sexuality: From Aristotle to AIDS* (1992; 2nd ed., 1994); coed., *Women and Memory* (1987), *Feminisms in the Academy: Rethinking the Disciplines* (1995); contrib., *Autobiography in Literature* (1985), *The Future of Difference* (1985), *The Poetics of Gender* (1986), *The Thinking Muse: Feminism and Modern French Philosophy* (1989), *A History of French Literature* (1989), *Gender and Sexuality in Early-Modern Europe* (1993), *Theorizing Women's Autobiography: A Reader* (1998), *The Mother in/and French Literature* (2000); articles in *L'Esprit Créateur*, *Revue d'histoire littéraire de la France*, *Dix-septième siècle*, *Continuum*, *Semiotica*, *Papers on French Seventeenth-Century Literature*, *Yale French Studies*, *French Forum*, *Tel Quel*, *Biblio* 17.

**Pauline Yu.** Prof. Chinese and comparative lit. and dean of humanities, Univ. of California, Los Angeles. PhD, Stanford Univ. Visiting appointment: Stanford Univ. Stanford postdoctoral fellowship, 1978-79; NEH summer stipend, 1981, 1989; ACLS fellowship, 1983-84 (declined); Guggenheim Foundation fellowship, 1983-84; Oregon State Resident Fellowship in the Humanities, 1989 (declined); fellow, Univ. of Michigan Inst. for the Humanities, 1997. Professional Achievement Award, Univ. of California, Irvine, Alumni Assn., 1993; Outstanding Asian Women of Orange County, World Affairs Council, 1997; fellow, Amer. Acad. of Arts and Sciences, 1998. Senator, Phi Beta Kappa Soc., 1997-2003; East Asia Regional Advisory Panel, Social Science Research Council, 1998-2000; board of dirs., ACLS, 1998-2002; Task Force on the Artifact, Council on Library and Information Resources, 1999-2001; board of trustees, Natl. Humanities Center, 2000-03; advisory board, Council for Intl. Exchange of Scholars, 2001-04; Task Force on the Humanities, Assn. of Amer. Univs., 2002-; oversight comm., Visiting Scholars Center, AAAS, 2002-. Vice pres., Intl. Comparative Lit. Assn., 1997-2000; Assn. for Asian Studies; Amer. Comparative Lit. Assn.; Amer. Oriental Soc. MLA activities: JSTOR Journal Selection Comm., 2000. Coed., *Chinese Literature: Essays, Articles, Reviews*, 1983-87. Ed. boards: *Chinese Literature: Essays, Articles, Reviews*, 1981-; *T'ang Studies*, 1993-96; *Comparative Literature Studies*, 2001-04. Publications include: *The Poetry of Wang Wei: New Translations and Commentary* (1980), *The Reading of Imagery in the Chinese Poetic Tradition* (1987); ed., *Voices of the Song Lyric in China* (1994), *Culture and State in Chinese History: Conventions, Accommodations, and Critiques* (1997), *Ways with Words: Writing about Reading*

*Texts from Early China* (2000); contrib., *Studies in Chinese Poetry and Poetics* (1978), *Theories of the Arts in China* (1983), *Masterworks of Asian Literature in Comparative Perspective* (1994), *Boundaries of Chinese Culture* (1994), *Women Writers of Traditional China* (2000); articles in *PMLA*, *Comparative Literature*, *Comparative Literature Studies*, *Harvard Journal of Asiatic Studies*, *Chinese Literature: Essays, Articles, Reviews*, *Stanford Humanities Review*, *Criticism*, *Surfaces*, *Tamkang Review*.

## Executive Council

The Nominating Committee has selected seven nominees for the MLA Executive Council. The three candidates elected will serve from 2003 through 2006. The MLA constitution (art. 8.A.5) states that the at-large representation on the council must include at least one representative and no more than six from each of the following fields: English, French, German, Spanish, and other (e.g., other languages and literatures, comparative literature, folklore, linguistics). Since no one representing the field of French will continue on the council in 2003, at least one of the candidates from that field must be elected. The MLA constitution (art. 8) also states that the overall membership of the council must include representation from three groups of MLA members: regular members, student members, and life members. All these groups will continue to have representation on the council in 2003. [Note: A listing of all council members with terms continuing in 2003 can be found at the beginning of each issue of *PMLA*.] A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

**K. Anthony Appiah.** Laurance S. Rockefeller Univ. Prof. of Philosophy and the Univ. Center for Human Values, Princeton Univ. (as of July 2002). PhD, Clare Coll., Cambridge Univ. Previous appointment: Charles H. Carswell Prof. of Afro-Amer. Studies and Philosophy, Harvard Univ. Morse fellowship, Yale Univ., 1983–84; junior fellow, Soc. for the Humanities, Cornell Univ., 1985–86; Woodrow Wilson fellow, Apr. 1989 (Florida A&M Univ.), April 1991 (Dillard Univ.); Mellon fellow, National Humanities Center, 1990–91; Walter Channing Cabot fellowship, Harvard Univ., 1998–99. Numerous visiting appointments and lectureships. Annisfield-Wolf Book Award (for *In My Father's House*), 1993; honorable mention (for *In My Father's House*), James Russell Lowell Prize, MLA, 1993; Herskovits Award (for *In My Father's House*), African Studies Assn., 1993; Annual Book Award, North Amer. Soc. for Social Philosophy, 1996; Ralph J. Bunche Award, Amer. Political Science Assn., 1997; Outstanding Book, Gustavus Myers Center for the Study of Human Rights in North America, 1997. Honorary degrees: Harvard Univ., Univ. of Rich-

mond. Member, Amer. Acad. of Arts and Sciences, 1995; honorary assoc. member, Natl. Council of Negro Women, 1999; member, Amer. Philosophical Soc., 2001. Ch., Joint Comm. on African Studies, Social Science Research Council-ACLS, 1991–94; trustee, Natl. Humanities Center, 1999–2001. Coordinating comm. for annual meeting, African Lit. Assn., 1987; Comm. on Intl. Cooperation, Amer. Philosophical Assn., 1989–92; founding member and pres. (1991–94), Soc. for African Philosophy in North America; Supervising Comm. (1992–94), ch. (1993–94), and trustee (1996–), English Inst.; Herskovits Award Comm., African Studies Assn., 1994–96; Freedom to Write Comm. (ch., 1996–), nominating comm. (1997), and board member, PEN Amer. Center. Ed., *Transition*, 1991–; assoc. ed., *Philosophical Review*, 1987–89. Ed. or advisory boards: *Perspectives in Auditing and Information Systems*, 1986–; *Diacritics*, 1987–89; *Public Culture*, 1989–; *Callaloo*, 1990–; *Common Knowledge*, 1990–; *GLQ: A Journal of Lesbian and Gay Studies*, 1992–; *Wilson Quarterly*, 1993–; Vanderbilt Library of American Philosophy, Vanderbilt Univ. Press, 1994–; Nationalism and Internationalism, Berg Publishers, 1995–; *Ethnic and Racial Studies*, 1998–. Publications include: *Assertion and Conditionals* (1985), *For Truth in Semantics* (1986), *Necessary Questions: An Introduction to Philosophy* (1989), *Avenging Angel* (fiction, 1990, 1991), *In My Father's House: Africa in the Philosophy of Culture* (1992; Brazilian edition, 1997; Japanese edition, 1997), *Nobody Likes Letitia* (fiction, 1994), *Another Death in Venice* (fiction, 1995); coed., *Color Conscious: The Political Morality of Race* (1996); ed., *Early African-American Classics* (1990); African section ed., *The Poetry of Our World: An International Anthology of Contemporary Poetry* (2000); coed., *Identities* (1995), *A Dictionary of Global Culture* (1996), *Encarta Africana* (1999), *Africana: The Encyclopedia of the African and African-American Experience* (1999), *Encarta Africana 2000* (1999); guest coed., *Critical Inquiry* (1992); contrib., *Anatomy of Racism* (1990), *Consequences of Theory* (1991), *The Bounds of Race* (1991), *Media Spectacles* (1993), *The Impact of African Studies on the Disciplines* (1993), *Wole Soyinka: An Appraisal* (1994), *An Ethical Education* (1995), *Comparative Literature in the Age of Multiculturalism* (1995), *Public Education in a Multicultural Society* (1996), *Field Work: Sites in Literary and Cultural Studies* (1997), *Multiculturalism and American Democracy* (1998), *The African Philosophy Reader* (1998), *Cosmopolitan Geographies: New Locations in Literature and Culture* (2000), *Explorations in African Political Thought: Identity, Community, Ethics* (2001), and others; articles in *Diacritics*, *Research in African Literatures*, *Critical Inquiry*, *World Literature Today*, *English in Africa*, *Journal of Blacks in Higher Education*, *Venue: An International Literary Magazine*, *New York Review of Books*, *New Political Science*, *Salmagundi*, *Boston Review*, *Voice Literary Supplement*, *Philosophical Forum*, *Yale Journal of Criticism*, *Philosophical Studies*, *Wilson Quarterly*, *Journal of Philosophy*, *Massachusetts Review*, and others.

## Right to Petition

Any member of the association may initiate a petition proposing additional candidates for second vice president, for the Executive Council, and for the Delegate Assembly. Procedures for filing petitions are described in articles 6.E, 8.A.2, and 10.E of the MLA constitution (Sept. 2001 *PMLA*, 816–23). Petitions must reach the executive director before 1 July.

**Anthony J. Cascardi.** Prof. comparative lit., rhetoric, and Spanish, Univ. of California, Berkeley. PhD, Harvard Univ. Visiting appointments: Magdalen Coll., Oxford Univ., spring 1984; Gaspar de Portola Visiting Lecturer, Autonomous Univ. of Barcelona, Dec. 1991. Fellowship, Columbia Soc. of Fellows in the Humanities, 1982 (declined); Inst. for Advanced Studies in the Humanities, Univ. of Edinburgh, 1984; fellow, Doreen B. Townsend Center for the Humanities, Univ. of California, Berkeley, 1991–92. Andrew W. Mellon Foundation Publication Award (for *The Bounds of Reason*), 1986; Choice Outstanding Academic Book (for *Literature and the Question of Philosophy*); Richard and Rhoda Goldman Distinguished Professorship in the Humanities, Goldman Foundation, 1997–2002. Codir., NEH summer inst., 1992; dir., Berkeley Summer Research Seminars, 1996–2000. Exec. comm., Cervantes Soc. of America; exec. comm., Intl. Assn. of Philosophy and Lit.; Asociación Internacional de Hispanistas; Amer. Soc. for Aesthetics. MLA activities: *PMLA* Advisory Comm., 2000–03. General ed., Penn State Studies in Philosophy and Lit., 1992–; coed., *Literature, Culture, Theory* (book series), Cambridge Univ. Press, 1998–99. Ed. or advisory boards: *Philosophy and Literature*, 1986–; *Ciberletras*, 1999–. Publications include: *The Limits of Illusion: A Critical Study of Calderón* (1984), *The Bounds of Reason: Cervantes, Dostoevsky, Flaubert* (1986), *The Subject of Modernity* (1992; rpt., 1994, 1995; French trans., 1995), *Ideologies of History in the Spanish Golden Age* (1997), *Consequences of Enlightenment: Aesthetics as Critique* (1999); ed., *Literature and the Question of Philosophy* (1987; rpt., 1989, 1999); contrib., *Ethics / Aesthetics: Postmodern Positions* (1988), *Redrawing the Lines: Analytical Philosophy, Deconstruction, and Literary Theory* (1989), *Ortega y Gasset and the Question of Modernity* (1989), *Cervantes's Exemplary Novels and the Adventure of Writing* (1989), *After the Future: Postmodern Times and Places* (1990), *Renaissance Drama as Cultural History* (1990), *Rereading the New* (1992), *Culture and Control in Counter-Reformation Spain* (1992), *Dialectic and Narrative* (1993), *Quixotic Desire* (1993), *The Johns Hopkins Encyclopedia of Literary Theory and Criticism* (1994), *Cervantes and His Postmodern Constituents* (1999), *Le questionnement et l'histoire* (2000); articles in *New Literary History*, *Revue internationale de*  
(continued on next page)

(continued from previous page)

*philosophie, Philosophical Forum, Modern Language Notes, Insula, Philosophy and Literature, Modern Language Quarterly, Filozofski Vesnik, Journal of Spanish Studies: Twentieth Century, Revista hispánica moderna, Neophilologus, Bulletin of the Comediantes, Comparative Drama, Novel: A Forum on Fiction, Renaissance Drama, Nueva revista de filología hispánica, Journal of Hispanic Philology, San Francisco Review of Books, Western Humanities Review, Revista canadiense de estudios hispánicos, Philosophy and Rhetoric, Critica hispánica, Emerson Society Quarterly, Review of Metaphysics, Studies in Romanticism, Thomist, Kentucky Romance Quarterly, Romance Quarterly.*

**Gail Finney.** Prof. comparative lit. and German, Univ. of California, Davis. PhD, Univ. of California, Berkeley. Visiting appointment: Harvard Univ., spring 1997. DAAD dissertation fellowship, 1977-79; NEH grant for independent study and research, 1983-84; ACLS fellowship, 1983-84 (declined); Alexander von Humboldt research fellowship, 1989-90; research fellowship, Davis Humanities Inst., fall 1999. Advisory board, Amer. Comparative Lit. Assn., 1993-97; AATG; Women in German; Alexander von Humboldt Assn. of America. MLA activities: exec. comm., Div. on 19th and Early-20th-Century German Lit., 1986-90; PMLA Advisory Comm., 1991-95; exec. comm., Div. on 20th-Century German Lit., 1998-2002; Delegate Assembly, 2000-02. Ed. or advisory boards: *Studies in Humor and Gender*, Gordon and Breach Publishers, 1993-; *Studies in Contemporary German Lit.*, Stauffenburg Press (Tübingen), 2001-. Publications include: *The Counterfeit Idyll: The Garden Ideal and Social Reality in Nineteenth-Century Fiction* (1984), *Women in Modern Drama: Freud, Feminism, and European Theater at the Turn of the Century* (1989; 2nd ed., 1991), *Christa Wolf* (1999); ed., *Look Who's Laughing: Gender and Comedy* (1994); contrib., *European Writers: The Romantic Century* (1985), *Women in Theatre* (1989), *Rethinking Germanistik: Canon and Culture* (1991), *Neverending Stories: Toward a Critical Narratology* (1992), *Dictionary of Literary Biography* (1992), *The Cambridge Companion to Ibsen* (1994), *Lexicon literaturtheoretischer Werke* (1995), *Thalia's Daughters: German Women Dramatists from the Eighteenth Century to the Present* (1996), *Schreiben im heutigen Deutschland: Die literarische Szene nach der Wende* (1997), *The Cambridge History of German Literature* (1997), *The Routledge Reader in Gender and Performance* (1998), *Schwellen: Germanistische Erkundungen einer Metapher* (1999), and others; articles in *Comparative Literature, Modern Drama, German Quarterly, New German Critique, Comparative Literature Studies, Modern Austrian Literature, Germanic Review, German Life and Letters, Modern Language Studies, Unterrichtspraxis, Tristiana.*

**Eileen M. Julien.** Exec. dir., David C. Driskell Center for the Study of the African Diaspora, and prof., School of Foreign Langs., Lits., and Cultures, Univ. of Maryland, College Park.

PhD, Univ. of Wisconsin. Ford Doctoral Fellowship for Black Americans, 1969-74; French govt. teaching assistantship, 1971-72; Whiting Foundation grant, 1982; Carnegie Faculty Fellowship, Bunting Inst., Radcliffe Coll., 1985-87; Fulbright scholar (Dakar, Sénégal), 1993-94, Jan.-Jul. 1995; Guggenheim fellowship, 1998-99. Core faculty member, NEH summer inst. (Boston Univ.), 1992. Joint Comm. on African Studies, Social Science Research Council and ACLS, 1993-96. Consultancies: Celebration of Black Cinema (Boston), 1989; French Library of Boston, Oct. 1990; KCET (for 1992 PBS series *Millennium: Tribal Wisdom and the Modern World*); Ford Foundation, 1998 (African studies grants), 2000 (project evaluation). Steering comm. (1975-77), vice pres. (1980-81), pres. elect (1989-90), pres. (1990-91), past pres. (1991-92), and prog. ch. (1993), African Lit. Assn.; exec. comm. (1995-98) and secretary (1997-), West African Research Assn.; exec. board, African Studies Assn., 1997-2000; Association pour l'Etude des Littératures Africaines. MLA activities: exec. comm., Div. on African Lit., 1983-87; Delegate Assembly, 1993-95; Comm. on the Status of Women in the Profession, 1993-96. Ed. board, *Liberal Education*, 1986-94. Publications include: *African Novels and the Question of Orality* (1992); coed., *Contemporary African Literature* (1983), *African Literature in Its Social and Political Dimensions* (1986), *Atlantic Cross Currents* (2001); guest ed., *Yearbook of Comparative and General Literature* (1995); contrib., *Rape and Representation* (1990), *The Surreptitious Speech: Présence Africaine and the Politics of Otherness, 1947-1987* (1992), *African Literature and Literary Theory* (1993), *Encyclopedia of African-American Culture and History* (1993), *Africa* (1995), *Beyond Dichotomies: Histories, Identities, Cultures, and the Challenge of Globalization* (2002); articles in *Yale French Studies, Profession 1999, Black Camera, Sud quotidien* (Dakar), *ALA Bulletin, Research in African Literatures, French Review, Recherches et travaux* (Univ. of Grenoble), *African Literature Today, Présence africaine, Callaloo, CLA Journal.*

**Dellita L. Martin-Ogunsola.** Prof. Spanish and ch., Dept. of Foreign Langs. and Lits., Univ. of Alabama, Birmingham (UAB). PhD, Ohio State Univ. NEH summer seminar fellowship, 1977. Presidential Award for Excellence in Teaching, UAB, 1997; Outstanding Faculty Award, UAB Honors Prog., 1998. Board of dirs., Alabama Humanities Foundation, 1978-81; faculty representative, Board of Trustees, Univ. of Alabama System, 1994-95. Liaison secretary, Assn. of Caribbean Studies, 1982-84; secretary-treasurer, Alabama Assn. of Self-Instructional Lang. Progs., 1994-96; exec. comm. (1996-98), vice pres. (1998-2000), and pres. (2000-02), Coll. Lang. Assn.; exec. comm., ADFL, 2002-04; SAMLA; Langston Hughes Soc.; ACTFL; Alabama and Amer. Assn. of Teachers of Spanish and Portuguese; Alabama and Amer. Assn. of Foreign Lang. Teachers; Afro-Latin Amer. Research Assn. MLA activities: exec. comm., Discussion Group on African Amer. Lit., 1977-80. Consulting and contributing ed., *Afro-Hispanic Re-*

*view*, 1990-. Publications include: comp. and trans., *The Best Short Stories of Quince Duncan / Las mejores historias de Quince Duncan* (1995); introd., Zora Neale Hurston, *Dust Tracks on a Road* (1986); contrib., *Critical Essays on Langston Hughes* (1986), *Singular like a Bird: The Art of Nancy Morejón* (1999); articles in *ADFL Bulletin, Afro-Hispanic Review, Langston Hughes Review, Black American Literature Forum, Journal of Caribbean Studies, MELUS, South Atlantic Bulletin, CLA Journal.*

**Elisabeth Mudimbe-Boyi.** Assoc. prof. French and comparative lit., Stanford Univ. PhD, Natl. Univ. of Zaïre, Lubumbashi. Visiting appointments: Ecole des Hautes Etudes en Sciences Sociales (Paris); Univ. of California, Los Angeles. Graduate Center, City Univ. of New York; Northwestern Univ.; Duke Univ.; Haverford Coll.; Bryn Mawr Coll. Fellowship, Instituto de Alta Cultura (Lisbon), 1970; Italian govt. fellowship, 1974, 1975; Fulbright fellowship, 1976; Annenberg fellow, Stanford Univ., 1995-96, 1996-97; Stanford Humanities Center fellowship, 1999-2000; Ledig-Rowohl Foundation Fellowship (writers' colony, Switzerland), summer 2000. Hewlett Award, Dept. of Comparative Lit., Stanford Univ., fall 1999. Dir., NEH summer inst. (Old Dominion Univ.), 1999. Nominator, MacArthur Foundation Fellows Prog., 2002. Consultancies: Humanities Research Inst., Univ. of California, Irvine; MacArthur Foundation; NEH; Woodrow Wilson Center. Conference steering comm., African Studies Assn., 1993; exec. council (1987-89), vice pres. (2001), pres. (2002), past pres. (2003), African Lit. Assn.; AATF; Conseil International des Etudes Francophones; Association pour l'Etude des Littératures Africaines (Paris). MLA activities: exec. comm., Div. on African Lits., 1987-91; exec. comm., Div. on Francophone Lits. and Cultures, 1993-97. Ed. boards: *Research in African Literatures*, 1988-; *Signs*, 1988-90; *Etudes francophones*, 1990-97; *Orées: Revue électronique d'études francophones* (Concordia Univ.), 2000-. Publications include: *Jacques-Stephen Alexis: Une écriture poétique, un engagement politique* (1992); ed., *Beyond Dichotomies: Histories, Identities, Cultures, and the Challenge of Globalization* (2002); guest ed., *African Literature Association Bulletin* (1988), *L'Esprit Créateur* (1993), *Callaloo* (1993); coed., *Black Women in America: Social Sciences Perspectives* (1990); introd., Jacques-Stephen Alexis, *Gli alberti muscanti* (1992); contrib., *For Better or Worse: The American Influence in the World* (1981), *The Surreptitious Speech: Présence Africaine and the Politics of Otherness, 1947-1987* (1992), *Postcolonial Subjectivities: Francophone Women Writers* (1996), *Dictionnaire des oeuvres littéraires négro-africaines de langue française*, vol. 2, (1996), *Encyclopedia of Sub-Saharan Africa* (1997), *Aimé Césaire pour regarder le siècle en face* (2000); articles in *Cahiers de l'Institut de Linguistique de Louvain, Yale French Studies, Research in African Literatures, Francofonia: Studi e ricerche sulle letterature di lingua francese, World Literature Today, Protée, Présence africaine, Africa e Mediterraneo, Studies in Twentieth Century Literature.*

**Rosaura Sanchez.** Prof. Latin Amer. lit. and Chicano lit., Univ. of California, San Diego. PhD, Univ. of Texas, Austin. Publications include: *Chicano Discourse. A Socio-Historic Perspective* (1983; rpt., 1994), *Telling Identities. The Californio Testimonios* (1995), *Entró y se Sentó and Other Stories* (short fiction, 2000); ed., *Requiza Treinta y Dos* (1980); coed., *Essays on la Mujer* (1977), *Conflicts of Interest: The Letters of María Amparo Ruiz de Burton* (2001); introd., Ruiz de Burton, *The Squatter and the Don* (1992; 2nd ed., 1997), Ruiz de Burton, *Who Would Have Thought It?* (1995); trans., Rolando Hinojosa-Smith, *Generaciones y semblanzas* (1977); guest coed., *Revista Chicano-Riqueña* (1978), *Critica* (1990, 1998); contrib., *Beyond Stereotypes* (1985), *Chicano Speech in the Bilingual Classroom* (1988), *The Line: Essays on Mexican-American Border Literature*, vol. 1 (1988), *Mujer y literatura mexicana y chicana. Culturas en contacto* (1988), *Cultural and Historical Grounding for Hispanic and Luso-Brazilian Feminist Literary Criticism* (1989), *Mexican-American Spanish in Its Societal and Cultural Contexts* (1989), *Between Borders. Essays on Mexicana/Chicana History* (1990), *Criticism in the Borderlands* (1991), *Sonnets to Human Beings and Other Selected Works* (1992), *Dictionary of Chicano Literary Biography* (1992), *Recovering the US Hispanic Literary Heritage* (1993), *Language and Culture in Learning* (1993), *The Ethnic Canon* (1995), *The Oxford Companion to Women's Writing in the United States* (1995), *José Martí's "Our America": From National to Hemispheric Cultural Studies* (1998); articles in *Revista Chicano-Riqueña*, *Bilingual Review*, *Americas Review*, *Aztlán*, *Discurso Literario*, *American Literary History*.

## Special-Interest Delegates

The 2002 Elections Committee has nominated the following candidates to replace the twenty special-interest delegates whose terms in the assembly will expire on 31 December 2002. Each pairing represents a contest. The term of office of those elected will be from 1 January 2003 through 31 December 2005. Members may vote in any or all of the special-interest contests. Biographical summaries for all candidates and their statements on matters of professional concern will appear in the candidate information booklet that will be mailed to members in the fall with the election ballot.

### Continuing Education (1)

Patricia Lennox, New York Univ. / Ruth Newberry, Duquesne Univ.

### Disability Issues (1)

James Berger, Hofstra Univ. / David Mitchell, Univ. of Illinois, Chicago

### Ethnic Studies (4)

Eric Gary Anderson, Oklahoma State Univ. / Alanna Kathleen Brown, Montana State Univ., Bozeman ♦ Debra K. S. Barker, Univ. of Wisconsin, Eau Claire / Eleanor Ty, Wilfrid Laurier

Univ. ♦ Anupama Jain, Union Coll. / Chris Caskey Russell, Iowa State Univ. ♦ Steven M. Lee, Univ. of California, Berkeley / candidate unconfirmed at press time

### Foreign Language Teaching (1)

Gregory A. Clemons, Mars Hill Coll. / Andrew Steven Gordon, Mesa State Coll.

### Graduate Students (2)

Juan I. Calduch-Mansilla, Univ. of Illinois, Chicago / Kevin R. Poole, Ohio State Univ., Columbus ♦ Maritza Cardenas, Univ. of Michigan, Ann Arbor / Amy Nolan, Michigan State Univ.

### Lecturers, Adjuncts, and Instructors (1)

Nancy Dixon, Univ. of New Orleans / Robert Krut, Georgia State Univ.

### Less-Taught Languages (1)

Grace S. Fong, McGill Univ. / Shiao-ling S. Yu, Oregon State Univ.

### Politics and the Profession (2)

Stephen A. Ross, Univ. of Victoria / Imre John Szeman, McMaster Univ. ♦ Kalpana Seshadri-Crooks, Boston Coll. / candidate unconfirmed at press time

### Retired (1)

Robert G. Collmer, Baylor Univ. / Joan E. Hartman, Coll. of Staten Island, City Univ. of New York

### Scholars Residing outside the US and Canada (1)

Shuli Barzilai, Hebrew Univ. / Klaus T. Benesch, Univ. of Bayreuth

### Two-Year Colleges (2)

William Askins, Community Coll. of Philadelphia, PA / George L. Scheper, Community Coll. of Baltimore County, Essex Campus, MD ♦ Cheryl M. Clark, Miami-Dade Community Coll., Wolfson Campus, FL / Margaret Wong, Quinsigamond Community Coll., MA

### Women in the Profession (3)

Nancy L. Paxton, Northern Arizona Univ. / Linda Wagner-Martin, Univ. of North Carolina, Chapel Hill ♦ Sara E. Cooper, California State Univ., Chico / Lovalerie King, Univ. of Massachusetts, Boston ♦ Nina Bosch Namaste, Indiana Univ., Bloomington / Denise Fulbrook, Univ. of Kentucky

## Regional Delegates

The Elections Committee also nominated the following candidates to replace the thirty-five regional delegates whose terms will expire on 31 December 2002. Each pairing represents a contest. The term of office of those elected will be from 1 January 2003 through 31 December 2005. Members may vote in all contests in any one region. Biographical summaries for all candidates and their statements on matters of professional concern will appear in the candidate information booklet that will be mailed to members in the fall with the election ballot.

### Region 1: New England and Eastern Canada (6)

Jeanne Dubino, Plymouth State Coll. / Ann Louise Kibbie, Bowdoin Coll. ♦ Jennifer Andrews, Univ. of New Brunswick / Lisa Botshon, Univ. of Maine, Augusta ♦ Jonathon Penny, Univ. of Ottawa / candidate unconfirmed at press time ♦ Michael D. C. Drout, Wheaton Coll, MA / Louis H. Palmer III, Castleton State Coll. ♦ Craig Decker, Bates Coll. / Ronald Tetreault, Dalhousie Univ. ♦ Kathleen Ashley, Univ. of Southern Maine / candidate unconfirmed at press time

### Region 2: New York State (4)

Nancy Henry, State Univ. of New York, Binghamton / Shirley Samuels, Cornell Univ. ♦ Roland Dollinger, Sarah Lawrence Coll. / W. Michael Mudrovic, Skidmore Coll. ♦ Mark C. Amodio, Vassar Coll. / Michael Coyle, Colgate Univ. ♦ David Agruss, Cornell Univ. / Christopher Hartley, Fordham Univ., Bronx

### Region 3: Middle Atlantic (5)

Dolen Perkins, George Washington Univ. / Cheryl A. Wilson, Univ. of Delaware, Newark ♦ Lourdes María Alvarez, Catholic Univ. of America / Laura Anne Lomas, Penn State Univ., University Park ♦ Toni Bowers, Univ. of Pennsylvania / Angelyn Mitchell, Georgetown Univ. ♦ Janet Badia, Marshall Univ. / Lisa M. Ortiz, Coll. of New Jersey ♦ Jeffrey Bruner, West Virginia Univ., Morgantown / Thomas M. Stephens, Rutgers Univ., New Brunswick

### Region 4: Great Lakes (6)

Javier E. Cattapan, Hebrew Union Coll., Cincinnati / Eric S. Tilson, Ohio State Univ., Columbus ♦ Noelle A. Baker, Univ. of Wisconsin, Oshkosh / Ifeoma C. K. Nwankwo, Univ. of Michigan, Ann Arbor ♦ Ignacio Corona, Ohio State Univ., Columbus / Rubén Medina, Univ. of Wisconsin, Madison ♦ Belén S. Castañeda, Marquette Univ. / Darcy Donahue, Miami Univ., Oxford ♦ Andrea Ciccarelli, Indiana Univ., Bloomington / Enid M. Valle, Kalamazoo Coll. ♦ Helga W. Kraft, Univ. of Illinois, Chicago / Karin A. Wurst, Michigan State Univ.

### Region 5: South (5)

Rita B. Dandridge, Norfolk State Univ. / Jerry W. Ward, Jr., Tougaloo Coll. ♦ Kevin Binfield, Murray State Univ. / Kristine Yohe, Northern Kentucky Univ. ♦ Carmen A. López-Alvarez, Univ. of Puerto Rico, Ponce / Agnes C. Mueller, Univ. of South Carolina, Columbia ♦ Janet E. Barnwell, Louisiana State Univ., Baton Rouge / Wendy Pearce, Univ. of Mississippi ♦ Diego Argibay, Univ. of North Carolina, Chapel Hill / Antonio Crespo, Univ. of Puerto Rico, Río Piedras

### Region 6: Central and Rocky Mountain (5)

Donald J. McNutt, Univ. of Arizona / John Pendell, Univ. of Iowa ♦ Susan Frye, Univ. of Wyoming / Susan J. Wolfe, Univ. of South Dakota ♦ Joyce Coleman, Univ. of North Dakota / Cheryl H. Fresch, Univ. of New Mexico ♦ Brian Gordon Kennelly, Webster

(continued on next page)

(continued from previous page)

Univ. / Seth Whidden, Univ. of Missouri, Columbia ❖ Fabian Alfie, Univ. of Arizona / Valerio C. Ferme, Univ. of Colorado, Boulder

**Region 7: Western US and Western Canada** (4)

Arturo Arias, Univ. of Redlands / Carla Freccero, Univ. of California, Santa Cruz ❖ Joel R. Cohn, Univ. of Hawaii, Manoa / Nasrin Rahimieh, Univ. of Alberta ❖ Moradewun Adejunmobi, Univ. of California, Davis / Selim S. Kuru, Univ. of Washington ❖ Titi Adepitan, Univ. of British Columbia / candidate unconfirmed at press time

COMMITTEES

**MLA Committee Meetings, September–October 2002**

The following schedule of MLA committee meetings is current as of 1 April 2002. Members wishing to bring issues to the attention of a committee may write to the committee chair listed in the September 2001 *PMLA* (pp. 779–89) or address letters to the executive director's office.

**SEPTEMBER**

- 12–13 Committee on Scholarly Editions
- 19–20 Committee on the Literatures of People of Color in the United States and Canada

**OCTOBER**

- 3–4 ADFL Executive Committee
- 3–4 *PMLA* Editorial Board
- 10–11 Committee on the Status of Women in the Profession
- 17–18 Committee on Community Colleges

**OCTOBER** (cont.)

- 18 Teaching Languages, Literatures, and Cultures Series Editorial Board
- 21–22 Advisory Committee on the *MLA International Bibliography*
- 23–25 Delegate Assembly Organizing Committee
- 25–26 Executive Council
- 31 Oct. Advisory Committee on Foreign Languages and Literatures
- 1 Nov. Committee on Information Technology

GOVERNANCE

**New Division Executive Committee Members**

Listed below are the newly elected committee members of eighty-three of the eighty-four MLA divisions. (The Division on East Asian Languages and Literatures after 1900 will run a replacement contest this year.) All terms are 2002–06 unless otherwise indicated. A complete list of the executive committees will appear in the September 2002 (Directory) issue of *PMLA*.

*American Literature*

**AMERICAN LITERATURE TO 1800**

Laura Rigal, Univ. of Iowa

**NINETEENTH-CENTURY AMERICAN LITERATURE**

Glenn Hendler, Univ. of Notre Dame

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

Nancy Bentley, Univ. of Pennsylvania

**TWENTIETH-CENTURY AMERICAN LITERATURE**

Lauren Berlant, Univ. of Chicago

**BLACK AMERICAN LITERATURE AND CULTURE**

Judith Jackson Fossett, Univ. of Southern California

**AMERICAN INDIAN LITERATURES**

Eric Gary Anderson, Oklahoma State Univ.

**ASIAN AMERICAN LITERATURE**

Rachel Lee, Univ. of California, Los Angeles

**CHICANA AND CHICANO LITERATURE**

Theresa Delgadillo, Univ. of California, Santa Barbara

*Comparative Studies*

**COMPARATIVE STUDIES IN MEDIEVAL LITERATURE**

Jeanette Mary Scott Beer, Purdue Univ., West Lafayette

**COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE**

Barbara Fuchs, Univ. of Washington

**COMPARATIVE STUDIES IN EIGHTEENTH-CENTURY LITERATURE**

Deidre Shauna Lynch, Indiana Univ., Bloomington

**COMPARATIVE STUDIES IN ROMANTICISM AND THE NINETEENTH CENTURY**

Sarah Winter, Yale Univ.

**COMPARATIVE STUDIES IN TWENTIETH-CENTURY LITERATURE**

Rosemary G. Feal, State Univ. of New York, Buffalo

**EUROPEAN LITERARY RELATIONS**

Lia Schwartz, Graduate Center, City Univ. of New York

*English Literature*

**OLD ENGLISH LANGUAGE AND LITERATURE**

John D. Niles, Univ. of Wisconsin, Madison

**MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER**

Gale Sigal, Wake Forest Univ.

**CHAUCER**

Sylvia Tomasch, Hunter Coll., City Univ. of New York

**LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE**

Douglas Bruster, Univ. of Texas, Austin

**SHAKESPEARE**

Lynne Magnusson, Queen's Univ.

**SEVENTEENTH-CENTURY ENGLISH LITERATURE**

Laura Lunger Knoppers, Penn State Univ., University Park

**RESTORATION AND EARLY-EIGHTEENTH-CENTURY ENGLISH LITERATURE**

Dianne Dugaw, Univ. of Oregon

**LATE-EIGHTEENTH-CENTURY ENGLISH LITERATURE**

Robert Griffin, Tel Aviv Univ.

**THE ENGLISH ROMANTIC PERIOD**

Paula R. Feldman, Univ. of South Carolina, Columbia

**THE VICTORIAN PERIOD**

U. C. Knoepfelmacher, Princeton Univ.

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

Marjorie Howes, Boston Coll.

**TWENTIETH-CENTURY ENGLISH LITERATURE**

Laura Frost, Yale Univ.

**ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN**

David Chioni Moore, Macalester Coll.

*French Literature*

**FRENCH MEDIEVAL LANGUAGE AND LITERATURE**

Paul Rockwell, Amherst Coll.

**SIXTEENTH-CENTURY FRENCH LITERATURE**

Jean-Claude Carron, Univ. of California, Los Angeles

**SEVENTEENTH-CENTURY FRENCH LITERATURE**

Christine McCall Probes, Univ. of South Florida

**EIGHTEENTH-CENTURY FRENCH LITERATURE**

Nadine Berenguier, Univ. of New Hampshire, Durham

**NINETEENTH-CENTURY FRENCH LITERATURE**

Deborah Harter, Rice Univ.

**TWENTIETH-CENTURY FRENCH LITERATURE**

Ora Avni, Yale Univ.

**FRANCOPHONE LITERATURES AND CULTURES**

Eloise A. Brière, State Univ. of New York, Albany

*Genre Studies*

**DRAMA**

Diana R. Paulin, Yale Univ.

**FILM**

Amy Villarejo, Cornell Univ.

**NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY**

Cheryl J. Fish, Borough of Manhattan Community Coll., City Univ. of New York

**POETRY**

Juliana Spahr, Univ. of Hawaii, Manoa

**PROSE FICTION**

Mary Ann O'Farrell, Texas A&M Univ., College Station

**LITERARY CRITICISM**

Gauri Viswanathan, Columbia Univ.

**METHODS OF LITERARY RESEARCH**

Elizabeth H. Hageman, Univ. of New Hampshire, Durham

**AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING**

Mary Jean Corbett, Miami Univ., Oxford

*German Literature*

**GERMAN LITERATURE TO 1700**

Glenn Ehrstine, Univ. of Iowa

**EIGHTEENTH- AND EARLY-NINETEENTH-CENTURY GERMAN LITERATURE**

Martha B. Helfer, Univ. of Utah

**NINETEENTH- AND EARLY-TWENTIETH-CENTURY GERMAN LITERATURE**

Russell A. Berman, Stanford Univ.

**TWENTIETH-CENTURY GERMAN LITERATURE**

Eric Rentschler, Harvard Univ.

*Hispanic Literatures*

**LITERATURE OF COLONIAL SPANISH AMERICA**

Kathryn J. McKnight, Univ. of New Mexico

**LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900**

Francisco Solares-Larrave, Northern Illinois Univ.

**TWENTIETH-CENTURY LATIN AMERICAN LITERATURE**

Claire F. Fox, Univ. of Iowa

**SPANISH MEDIEVAL LANGUAGE AND LITERATURE**

Isidro J. Rivera, Univ. of Kansas

**SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH POETRY AND PROSE**

William H. Clamurro, Emporia State Univ.

**SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH DRAMA**

Manuel Delgado, Bucknell Univ.

**EIGHTEENTH- AND NINETEENTH-CENTURY SPANISH LITERATURE**

Jo Labanyi, Univ. of Southampton

**TWENTIETH-CENTURY SPANISH LITERATURE**

Isolina Ballesteros, Barnard Coll.

**LUSO-BRAZILIAN LANGUAGE AND LITERATURE**

Fernando Arenas, Univ. of Minnesota, Twin Cities

*Interdisciplinary Approaches*

**WOMEN'S STUDIES IN LANGUAGE AND LITERATURE**

Elaine K. Chang, Univ. of Guelph

**ETHNIC STUDIES IN LANGUAGE AND LITERATURE**

Marcial González, Univ. of California, Berkeley

**POPULAR CULTURE**

Thomas Foster, Indiana Univ., Bloomington

**ANTHROPOLOGICAL APPROACHES TO LITERATURE**

Rebecca L. Stein, Amherst Coll.

**LINGUISTIC APPROACHES TO LITERATURE**

Todd Oakley, Case Western Reserve Univ.

**PHILOSOPHICAL APPROACHES TO LITERATURE**

Jill Robbins, Univ. of California, Irvine

**PSYCHOLOGICAL APPROACHES TO LITERATURE**

Charles Shepherdson, State Univ. of New York, Albany

**LITERATURE AND RELIGION**

Carol V. Kaske, Cornell Univ.

**SOCIOLOGICAL APPROACHES TO LITERATURE**

Lisa Lowe, Univ. of California, San Diego

**LITERATURE AND OTHER ARTS**

Elissa Marder, Emory Univ.

**LITERATURE AND SCIENCE**

Catherine Belling, State Univ. of New York, Stony Brook

**CHILDREN'S LITERATURE**

Kenneth Byron Kidd, Univ. of Florida

**GAY STUDIES IN LANGUAGE AND LITERATURE**

Henry Abelove, Wesleyan Univ.

*Italian Literature*

**MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE**

Alison Cornish, Univ. of Michigan, Ann Arbor

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

Silvia Ross, National Univ. of Ireland

**TWENTIETH-CENTURY ITALIAN LITERATURE**

Graziella Parati, Dartmouth Coll.

*Language Studies*

**LANGUAGE AND SOCIETY**

Barbara Johnstone, Carnegie Mellon Univ.

**LANGUAGE THEORY**

Eugenia Casielles, Wayne State Univ.

**APPLIED LINGUISTICS**

Judith E. Liskin-Gasparro, Univ. of Iowa

**LANGUAGE CHANGE**

Tracy A. Crouch, Stephen F. Austin State Univ.

**HISTORY AND THEORY OF RHETORIC AND COMPOSITION**

Jean Ferguson Carr, Univ. of Pittsburgh, Pittsburgh

*Other Languages and Literatures*

**AFRICAN LITERATURES**

Gaurav Desai, Tulane Univ.

**EAST ASIAN LANGUAGES AND LITERATURES TO 1900**

Haruo Shirane, Columbia Univ.

**SLAVIC AND EAST EUROPEAN LITERATURES**

Julian W. Connolly, Univ. of Virginia

*Teaching*

**THE TEACHING OF LANGUAGE**

Lynn A. Sandstedt, Univ. of Northern Colorado

**THE TEACHING OF LITERATURE**

James Phelan, Ohio State Univ., Columbus

**THE TEACHING OF WRITING**

Susan Miller, Univ. of Utah

**TEACHING AS A PROFESSION**

Randy Bass, Georgetown Univ. □

MEETINGS

## 2002 ADFL Summer Seminars

The ADFL seminars offer three days of intense professional exchange about life and work in departments of foreign languages for chairs, language coordinators, and program administrators. The seminars also allow participants to enjoy nearby cultural and natural resources. The 2002 seminars feature preseminar workshops for new and recently appointed chairs. Seminar East will be held at the University of Maryland, College Park, on 6–8 June and hosted by Roberta Lavine and the School of Foreign Languages and Literature. Participants will stay at the university's Inn and Conference Center. Seminar West will be held at California State University, Long Beach, on 20–22 June and hosted by Claire Martin and the Department of Romance, German, and Russian. Participants will stay at the Hyatt Regency Long Beach.

With the title "Internationalization: Setting the Campus Agenda," this year's program explores the roles that language departments can play in fulfilling the campus mission of internationalization. Representatives of funding agencies and funded-project directors of internationally focused projects will discuss their work. Sessions will also address intercultural learning, curricular change, study abroad, and the department's voice in internationalized initiatives. Speakers and topics will be announced in the *ADFL Bulletin* and on the ADFL Web site ([www.adfl.org](http://www.adfl.org)). Each seminar will offer a preseminar workshop for new chairs at no extra charge. A brochure with registration form detailing housing, meals, and excursions will be mailed to ADFL members in early spring. For further information, write or call Elizabeth Welles, Director, ADFL, at the MLA office (646 576-5132; [adfl@mla.org](mailto:adfl@mla.org)) or consult the ADFL Web site. Registration is also available at the Web site ([www.adfl.org](http://www.adfl.org)). □

MEETINGS

## 2002 ADE Summer Seminars

The ADE Summer Seminars prepare chairs and directors of graduate and undergraduate studies to face disciplinary, budgetary, and personnel issues with the good administrative practice that makes a department run successfully. Summer Seminar South will be hosted by Malcolm Richardson of Louisiana State University, Baton Rouge, 30 May–2 June, on the Baton Rouge campus. It will feature two full-day workshops, one for new chairs and one for directors of graduate study, and include sessions and working groups on graduate curriculum, the professionalization of PhDs, undergraduate teaching, and working with college administrators. Summer Seminar North will take place 13–16 June at the Otesaga on Lake Otsego in Cooperstown, New York, and will be hosted by Kim Noling and Margaret Schramm of Hartwick College. It will include the Workshop for New Chairs and sessions and working groups on the English major, creative writing, assessment and program review, and maintaining professional and personal balance as a department administrator. For program information and registration, visit [www.ade.org](http://www.ade.org); for additional information, contact David Laurence at 646 576-5130 or [ade@mla.org](mailto:ade@mla.org). □

BOOK NEWS

## Hamlet Volumes Recalled

Shortly after the publication of *Approaches to Teaching Shakespeare's Hamlet*, a contributor alerted the volume editor to a failure to document his contribution. The contribution has been removed from the book, and the association is reprinting the volume. Anyone who has bought the book, which was released in December 2001, should call or e-mail Customer Services (646 576-5165; [bookorders@mla.org](mailto:bookorders@mla.org)) for a replacement copy. □

BOOK NEWS

## Call for Contributions in Approaches Series

The Publications Committee has approved development of two new titles in the series *Approaches to Teaching World Literature*. The first volume, devoted to Emily Brontë's *Wuthering Heights*, will be edited by Sue Lonoff and Terri A. Haseler. The second, *Approaches to Teaching Wiesel's Night*, will be edited by Alan Rosen. If you wish to contribute to either volume, please send your name and mailing address to Sonia Kane at the MLA office by 15 June ([skane@mla.org](mailto:skane@mla.org); fax: 646 835-4043). □

## 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.

Sabbatical in Paris? Available 17 Aug. 2002, 2-bedroom; in 3eme/edge of Marais; fully furnished; shower/washer/dryer; sunny with balcony; \$1100 plus utilities; Call (973) 408-5920.

"INSIDE THE IVORY TOWER"  
RAPHAEL OBERMANN WITH  
[WWW.1STBOOKS.COM](http://WWW.1STBOOKS.COM), ULTIMATE  
REVELATION.

Sunny, tastefully furnished apartment in the heart of Vienna, \$275 per week, \$950 per month. Contact [tenbrink@earthlink.net](mailto:tenbrink@earthlink.net).

EMILY HILDA YOUNG SOCIETY  
A small, diverse group of E. H. Young scholars invites participants for upcoming conference in Wiltshire. Stella Deen, [deenm@newpaltz.edu](mailto:deenm@newpaltz.edu).

Call for submissions: *Medieval Forum*, a new electronic journal for the promotion of scholarship in Medieval English Literature, is inviting submissions. *MF* is dedicated to providing a venue for the free exchange of ideas in a collegial, humanistic environment. Please visit our website for submission guidelines: <http://www.sfsu.edu/~medieval/>.

Live in an Andean Quechua village. Excellent informant-host, warm showers, dramatic views. [tonymoss@sunflower.com](mailto:tonymoss@sunflower.com) or 1-800-571-0156.

Paris apartment, 5th arrondissement, Gobelins/Mouffetard. 1 bedroom, newly furnished, charm. Sept. thru Dec., possibly longer. \$950/mo. + utilities. Email: [ALAMOUFF@aol.com](mailto:ALAMOUFF@aol.com). 203-838-1652.

## Nominations Invited for Honorary Memberships and Fellowships

The MLA invites members and division chairs to nominate individuals for honorary membership or fellowship. Honorary membership is given to distinguished foreign scholars, and honorary fellowship is given to distinguished men and women of letters, usually creative writers, of any nationality. A list of honorary members and fellows appears in the September 2001 *PMLA* (pp. 862–63). For details on nomination procedures, please consult pages 856–57 of the Directory or contact the Coordinator of Special Projects (646 576-5141; awards@mla.org). The deadline to submit nominations is 31 January 2003. □

### BOOK NEWS

## Two New MLA Titles Published

The MLA published two new titles in spring 2002. Released in March, *Approaches to Teaching the Dramas of Euripides*, edited by Robin Mitchell-Boyask, contains essays that outline a range of teaching methods for these classical dramas. Known for their fully drawn characters, artistic complexity, and multifaceted engagement with social issues, the plays of Euripides inspire divergent critical views. While some scholars find that the dramatist writes from a traditional Greek perspective, others see a radically innovative artist who criticizes Athenian politics, the treatment of women, and the Olympian gods. Readers will find both views in this collection of essays designed to help teachers present Euripides and his plays to today's students. The volume is 256 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$18.00 (MLA members \$14.40) in paperback.

The tenth volume in the MLA Texts and Translations series was released in April. Published in 1969, *Essential Encounters* is the first novel by a woman of sub-Saharan francophone Africa. Thérèse Kuoh-Moukoury, of Cameroon, wrote it "to inspire other women to write." Its story of love, infertility, a failed marriage, and adultery looks at both interpersonal connections and national politics from a feminist perspective. The novel deals with the painful transition in Cameroon from rural matriarchal traditions to contemporary urban society. The French text is 58 pages; it costs \$6.95 (MLA members \$5.56). The English translation is 60 pages; it costs \$6.95 (MLA members \$3.97).

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

## D E A D L I N E S

## Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 July and 1 November. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 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.

- |  |  |
|--|--|
| <p><b>JULY</b></p> <p>1 American Institute of Indian Studies</p> <p><b>AUGUST</b></p> <p>1 Fulbright Scholar Program</p> <p>25 Rockefeller Foundation</p> <p><b>SEPTEMBER</b></p> <p>1 Abe Fellowship Program</p> <p>15 Cambridge University Library</p> <p>30 Canadian Studies Grant Programs</p> <p><b>OCTOBER</b></p> <p>1 American Council of Learned Societies</p> <p>1 American Philosophical Society</p> <p>1 John Simon Guggenheim Memorial Foundation Fellowships</p> <p>1 United States Institute of Peace</p> <p>1 University of Utah Tanner Humanities Center</p> <p>1 Woodrow Wilson International Center for Scholars</p> <p>5 Michigan Society of Fellows</p> <p>6 New York Foundation for the Arts</p> <p>9 Spencer Foundation</p> <p>15 American Council of Learned Societies</p> <p>15 Columbia University Society of Fellows in the Humanities</p> <p>15 Fulbright Teacher and Administrator Exchange Program</p> <p>15 Andrew W. Mellon Postdoctoral Fellowships in the Humanities at the University of Pennsylvania</p> | <p><b>OCTOBER (cont.)</b></p> <p>15 National Humanities Center</p> <p>15 Villa I Tatti</p> <p>16 Institute for Research in the Humanities of the University of Wisconsin, Madison</p> <p>21 Cornell University Society for the Humanities</p> <p>21 Spencer Foundation</p> <p>25 Fulbright Award (US Government) for Graduate Students</p> <p>25 United States Department of State Fulbright Program Institute of International Education</p> <p>31 Canadian Studies Grant Programs</p> <p>31 Memorial Foundation for Jewish Culture</p> <p><b>NOVEMBER</b></p> <p>1 American Association of University Women Educational Foundation</p> <p>1 American Council on Education</p> <p>1 American Philosophical Society</p> <p>1 American-Scandinavian Foundation</p> <p>1 Archaeological Institute of America</p> <p>1 Leo Baeck Institute</p> <p>1 Bunting Fellowships</p> <p>1 Fulbright Scholar Program</p> <p>1 Getty Grant Program</p> <p>1 IREX (International Research and Exchanges Board)</p> <p>1 Keats-Shelley Association of America</p> <p>1 Omohundro Institute of Early American History and Culture</p> <p>1 United States Institute of Peace</p> |
|--|--|

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

- JUNE**
- 15 Notification of decisions on funding requests mailed to discussion leaders who have applied for funds for speakers at the 2002 convention
  - 25 Deadline for receipt of new members' applications for listing in the September 2002 (Directory) issue of *PMLA*
  - 25 Deadline for current members to submit changes in rank or affiliation for listing in the September 2002 (Directory) issue of *PMLA*
  - 25 Deadline for departmental administrators to submit changes in their departmental listings in the September 2002 (Directory) issue of *PMLA*
  - 25 Deadline for receipt of 2002 (calendar year) dues for listing in the September 2002 (Directory) issue of *PMLA*
  - 30 Deadline for receipt of petitions for additional Delegate Assembly candidates (see MLA constitution, article 10.E); deadline for receipt of petitions for additional second vice president and Executive Council candidates (see MLA constitution, articles 6.E and 8.A.2)
- JULY**
- mid- Program-copy proofs and information on dates, times, and July places of 2002 meetings sent by convention office to session organizers
- 26 Deadline for receipt of corrections of Program-copy proofs for the November 2002 (Program) issue of *PMLA*
- JULY (cont.)**
- 26 Deadline for receipt of 2003 convention calls for papers for the *Fall Newsletter*
- AUGUST**
- 1 Deadline for receipt of applications from publishers that are members of the AAUP seeking support from the Scaglione Endowment for scholarly manuscripts on the languages and literatures of Italy
- SEPTEMBER**
- 13 Deadline for receipt of job listings for the October print editions of the *Job Information List*
  - 20 Deadline for receipt of 2003 convention calls for papers for the *Winter Newsletter*
- OCTOBER**
- 15 Deadline for receipt of resolutions to be considered and voted on at the 2002 Delegate Assembly meeting (see MLA constitution, articles 9.C.10 and 11.C.3-5, and Delegate Assembly bylaw 7); deadline for receipt of motions to be placed on the agenda of the 2002 Delegate Assembly meeting (see MLA constitution, article 9.C.11, and Delegate Assembly bylaw 7)

M L A N E W S L E T T E R

26 BROADWAY, 3RD FLOOR  
NEW YORK, NY 10004-1789

Periodicals  
Postage Paid  
at New York, NY  
and at additional  
mailing offices