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Senator Kennedy receives the Phyllis Franklin Award from Mary Louise Pratt.

## First Phyllis Franklin Award for Public Advocacy of the Humanities Presented to Senator Kennedy

The first Phyllis Franklin Award for Public Advocacy of the Humanities was presented to Senator Edward M. Kennedy in a ceremony at the Russell Senate Office Building on 12 November 2003. Mary Louise Pratt presented the senator with a plaque, and Domna Stanton presented a first edition of a speech by Daniel Webster (who held the Senate seat that Kennedy now occupies). Webster's speech commemorates the 200th anniversary of the landing of the Pilgrims.

The award was established to honor Phyllis Franklin, who served the MLA as director of English programs and then as executive director from 1985 until 2002. Houston Baker, Mary Ann Caws, Sylvia Molloy, Barbara Herrnstein Smith, and Mario J. Valdés, five former MLA presidents, attended the ceremony. Also present were current Executive Council members Michael Bérubé, Tey Diana Rebolledo, A. LaVonne Brown Ruoff, Amada Sandoval, and Rosemarie Scullion; members of the MLA staff; members of Phyllis Franklin's family; and guests who have worked in support of the humanities.

A video of Senator Kennedy accepting the two items that were presented to him was shown during the Presidential Address at the convention in San Diego and is available on the MLA Web site ([www.mla.org](http://www.mla.org)). □

### GRANTS AND PRIZES

## Winners of MLA Prizes Announced

The winners of eleven annual prizes and six biennial awards given by the MLA were recognized at the 2003 MLA convention in San Diego. Robert Scholes, first vice president of the association, announced and presented the prizes at a ceremony preceding the Presidential Address on 28 December.

**William Riley Parker Prize:** Anne Mallory, "Burke, Boredom, and the Theater of Counterrevolution" (*PMLA*, March 2003). Honorable Mention: Paul Giles, "Transnationalism and Classic American Literature" (*PMLA*, January 2003)

**James Russell Lowell Prize:** María Antonia Garcés, for *Cervantes in Algiers: A Captive's Tale* (Vanderbilt University Press). Honorable Mention: Susan Stewart, *Poetry and the Fate of the Senses* (University of Chicago Press), and Wendy L. Wall, *Staging Domesticity: Household*

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*Work and English Identity in Early Modern Drama* (Cambridge University Press)

**Modern Language Association Prize for a First Book:** Paul Downes, *Democracy, Revolution, and Monarchism in Early American Literature* (Cambridge University Press), and Priya Joshi, *In Another Country: Colonialism, Culture, and the English Novel in India* (Columbia University Press)

**Mina P. Shaughnessy Prize:** Ruth Spack, *America's Second Tongue: American Indian Education and the Ownership of English, 1860–1900* (University of Nebraska Press)

**Modern Language Association Prize for Independent Scholars:** Diana Saco, *Cybering Democracy: Public Space and the Internet* (University of Minnesota Press)

**Katherine Singer Kovacs Prize:** Noël Valis, *The Culture of Cursilería: Bad Taste, Kitsch, and Class in Modern Spain* (Duke University Press). Honorable Mention: Jean Franco, *The Decline and Fall of the Lettered City: Latin America in the Cold War* (Harvard University Press)

**Aldo and Jeanne Scaglione Prize for Comparative Literary Studies:** Ian Balfour, *The Rhetoric of Romantic Prophecy* (Stanford University Press). Honorable Mention: Charles Bernheimer, *Decadent Subjects: The Idea of Decadence in Art, Literature, Philosophy, and Culture of the Fin de Siècle in Europe*, edited by T. Jefferson Kline and Naomi Schor (Johns Hopkins University Press)

**Aldo and Jeanne Scaglione Prize for French and Francophone Studies:** Joan DeJean, *The Reinvention of Obscenity: Sex, Lies, and Tabloids in Early Modern France* (University of Chicago Press)

**Morton N. Cohen Award for a Distinguished Edition of Letters:** Michael B. Frank and Harriet Elinor Smith, editors, *Mark Twain's Letters: Volume 6, 1874–1875* (University of California Press)

**Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies:** Elizabeth Leake, *The Reinvention of Ignazio Silone* (University of Toronto Press)

**Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures:** Irina Sirotkina, *Diagnosing Literary Genius: A Cultural History of Psychiatry in Russia, 1880–1930* (Johns Hopkins University Press)

**Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature:** Charlotte Mandell, *Faux pas*, by Maurice Blanchot (Stanford University Press), and John R. Shepley, *The Forty-Nine Steps*, by Roberto Calasso (University of Minnesota Press)

**Lois Roth Award for a Translation of a Literary Work:** Geoffrey Brock, *Disaffections: Complete Poems 1930–1950*, by Cesare Pavese (Copper Canyon Press)

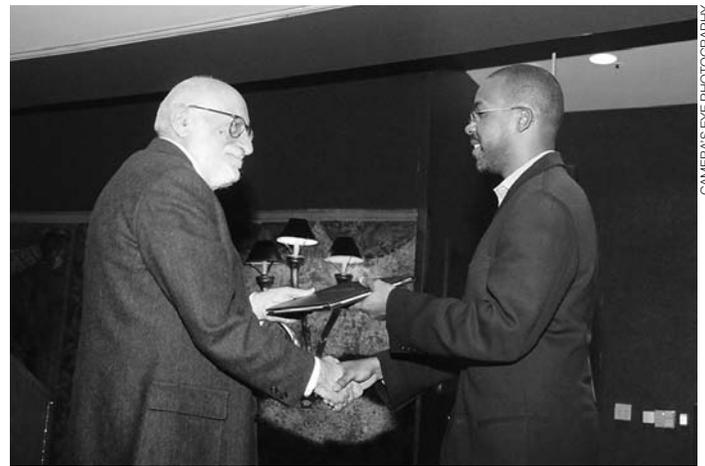
**Modern Language Association Prize for a Distinguished Scholarly Edition:** Morris Eaves, Robert N. Essick, and Joseph Viscomi, *The William Blake Archive*. Honorable Mention: Margaret Jane Kidnie, *Philip Stubbes: The Anatomie of Abuses* (Arizona Center for Medieval and Renaissance Studies)

**Aldo and Jeanne Scaglione Prize for Italian Studies:** Lina Bolzoni, *La rete delle immagini: Predicazione in volgare dalle origini a Bernardino da Siena* (Giulio Einaudi Editore)

**William Sanders Scarborough Prize:** Maurice O. Wallace, *Constructing the Black Masculine: Identity and Ideality in African American Men's Literature and Culture, 1775–1995* (Duke University Press)

**MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies:** Mary Pat Brady, *Extinct Lands, Temporal Geographies: Chicana Literature and the Urgency of Space* (Duke University Press). Honorable Mention: Raúl Homero Villa, *Barrio-Logos: Space and Place in Urban Chicano Literature and Culture* (University of Texas Press)

The MLA's prizes are awarded under the auspices of the Committee on Honors and Awards, which appoints the members of the selection committees and determines procedures, deadlines, and criteria for eligibility for all the prizes. Deadlines for upcoming prizes appear on page 32. To submit books or to obtain detailed information about any of the prizes, call or write the coordinator of book prizes at the MLA office (646 576-5141; awards@mla.org). □



Robert Scholes presenting the William Sanders Scarborough Prize to Maurice O. Wallace at the Presidential Address.

CAMERAS EYE PHOTOGRAPHY

#### MLA WEB SITE NEWS

### Registration for Disability Studies Conference

Online registration and housing are now open for the Conference on Disability Studies and the University at [www.mla.org](http://www.mla.org). The conference will be held at Emory University in Atlanta, 5–7 March 2004. Registration and housing are on a first-come, first-served basis.

#### Featured

- The MLA members' directory is now online, which is especially helpful for those who are submitting calls for papers and organizing sessions for the annual convention. Members can look up other members by first name, last name, or institution. Results include postal and e-mail addresses.
- Video of the presentation to Senator Kennedy of the first Phyllis Franklin Award for Public Advocacy of the Humanities □

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, Rosemary G. Feal. The managing editor is Judy Goulding. The cost of an annual subscription is \$8. 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.

## Fallibility, Freedom, and This Spinning World

In 1870 the Vatican Council declared the Pope infallible when he speaks on matters of faith and morals *ex cathedra* (which I translate, admittedly loosely, as “from his bully pulpit”). Which leads me “by a commodius vicus of recirculation” (as James Joyce put it) to wonder if the Delegate Assembly of this organization might grant a similar indulgence to the president of the MLA when he or she speaks on matters of language and literature. These reflections were stimulated, no doubt, by my own strong sense of fallibility in thus addressing you for the first time on matters I take to be of interest to members of the MLA.

One thing you learn quickly, if you have anything to do with the governance of this organization, is that there is no MLA, in the sense of an essence or unified position. The ruler of France once complained about trying to govern a country with several hundred different cheeses in it. Well, the MLA is cheesier by far than France. We can offer nearly thirty thousand positions on most issues, all passionately held and subject to revision should anyone agree with any of them. Which is fine. This is not a complaint, you understand, merely an observation, a way of saying that I shall be very careful in speaking for you on any occasion, and even rather cautious in speaking to you—but speak I must.

The words I write now, in November, will not reach you for several months, which further complicates the situation. As I sit in front of my monitor, I am thinking of several things, ranging from matters close to us as members of this organization to larger issues that affect our professional and personal lives. The recent deaths of two admired colleagues who have been leaders in this profession—Edward Said and Carolyn Heilbrun—are very much on my mind. These two scholars accomplished many things, but I find myself thinking of Heilbrun as one of the first to direct our attention to the significance of androgyny in literature and of Said as one who gave us advice on “speaking truth to power.” This combination of thoughts led me (the mind being a strange thing) to recall Beethoven’s only opera, *Fidelio*. I was led to think of *Fidelio*, I believe, because in that opera Leonora, the heroine, takes on, androgynously, the role of a young man named Fidelio and works in a prison while searching for her husband, Florestan, who is in chains and close to death because he is “*der Edle der für Wahrheit stritt*,” the noble man who strived for truth.

Speaking truth to power can be a dangerous thing, as Florestan discovered, but he has no regrets, because he has done his duty. It is my duty as well, and, in some sense our duty, the duty of all of us who teach language and literature, to speak truth to power. Our language is being abused daily by masters of spin. In his prison, Florestan dreams of *Freiheit*—freedom. But, alas, this is

now one of the most abused words in the modern languages. Some are born free, apparently, and some achieve freedom, while others are to have freedom thrust upon them. As a nation we are simultaneously thrusting freedom upon reluctant foreigners and curtailing the freedoms of our own citizens, even as we are spending to restore educational institutions abroad while allowing them to become impoverished at home.

Perhaps *allowing* is too generous a term for what is happening to our schools. Reductions in federal assistance to state budgets, combined with attempts to reduce taxes at all levels, are making it more and more difficult for public schools and universities to compete with private institutions. This privatization of education will allow the wealthy to purchase the best education available for their children, even as it condemns the children of ordinary citizens to overcrowded schools with overworked faculties. In the name of “freedom” of choice, economic status is rigidifying into a class structure all around us.

And in the name of “patriotism” (as in the Patriot Act), our academic freedom to seek the truth and teach what we find is also being restricted. We members of the MLA know something about terrorism. Our offices in New York, where the executive director and her staff work for all of us, are close to where the World Trade Center used to stand—close enough to have been evacuated for some days after the infamous 9/11. We wish to offer no comfort to terrorists who kill innocent people. But we also know that *patriotism* and *freedom* are words that are capable of abuse and therefore in constant need of scrutiny. Thoreau advised us to beware of enterprises that require new clothes. And I would say that we should be doubly cautious of those who drape themselves in the flag.

In Luca Signorelli’s famous frescoes of the apocalypse on the walls of the duomo at Orvieto, the preaching Antichrist looks remarkably like standard representations of Jesus. We can only wonder what words he is uttering, but we can be certain that he is a master of spin, as he is so clearly an expert in disguise. I am saying no more, I suppose, than that we need to read and listen critically to all the words we encounter, and we need to insist on our right to bring critical judgments to bear on the language of our leaders, to insist on our right, and even our duty, to speak truth to power, in our classrooms and in public as well. And we must also remember that, in those classrooms, we *are* power, so we must recognize the rights of those who disagree with us to speak their truths to their classmates and to us. Academic freedom must go all the way down, or it starts to spin ominously itself.

Robert Scholes

## 2003 Election Results

In the elections conducted last fall, Marjorie Perloff (English, Stanford Univ.) was elected second vice president of the association. Perloff will serve in that office in 2004, will become first vice president in 2005, and will succeed to the office of president in 2006.

John Guillory (New York Univ.), Marilyn Gaddis Rose (State Univ. of New York, Binghamton), and Guy Stern (Wayne State Univ.) were elected members of the Executive Council for the term 2003–06. Guillory represents the field of English, Rose represents a field defined as “other” by the MLA constitution (art. 8.A.5), and Stern represents the field of German. In terms of

membership categories, Guillory is a regular member of the association and Rose and Stern are life members.

Fifty-one new representatives were elected to the Delegate Assembly. Sixteen delegates were elected to represent special-interest categories in the assembly, and thirty-five delegates were elected to represent seven geographical regions in the United States and Canada. The names of Delegate Assembly members will appear in the September 2004 *PMLA*.

In addition, eighty-five members were elected to the division executive committees. Their names will also appear in the September 2004 *PMLA*. □

## "All Languages Are Up": A Look at Foreign Language Enrollments Today

The most striking discovery of the fall 2002 foreign language enrollment survey is, simply, that the study of all the most commonly taught languages in the United States has increased notably since the last time the survey was conducted, in fall 1998. The new report, scheduled to appear in the Spring 2004 issue of the *ADFL Bulletin*, is summarized in this *Newsletter* (see p. 5). When we released the enrollment numbers to the media in early November, we expected the obvious question from reporters: "Have the numbers in Arabic grown so much because of September 11th?" Certainly, I typically say, and then add: "But all languages are up." This fact is significant, especially because the number of students studying foreign languages in United States institutions of higher education increased seventeen percent, nearly ten percentage points more than the general increase in undergraduate enrollments since 1998.

Not only are more college students than ever studying languages other than English, but they are choosing a great variety of commonly and less commonly taught languages. Of the 148 less commonly taught languages studied in fall 2002, 35 are indigenous to Europe, 37 to the Middle East or Africa, 41 to Asia or the Pacific, and 35 to North or South America. This linguistic diversity mirrors the spectrum of languages spoken in the United States, so it is not surprising to learn that students are pursuing course work in Ojibwe, Tagalog, Vietnamese, and Igbo, for example. It is clear that students are recognizing the importance of knowing more than one language, whether they choose to pursue a heritage language from their family background, a language spoken in the communities where they live, a classical language such as Latin or biblical Hebrew, or a widely spoken modern language that will serve them well in their careers.

There are as many reasons for taking a language as there are learners, and it is risky to make assumptions about student motivation and interest. In general terms, however, it is safe to say that attention to world events in the aftermath of 11 September 2001 has increased sharply, and along with this increase comes an awareness that language is one of the most important factors for understanding and even surmounting the international conflicts we face. The enrollment patterns suggest that students in the United States realize that it isn't just knowledge of one or even two particular strategic languages that is lacking—though clearly there is a need for more speakers of Arabic and Farsi. They also know that learning many languages—I would go so far as to say *any* languages—will give them insights into what other modes and systems of communication teach us about history, religion, and culture. It's a metaprocess, if you will. By laying down your native language and picking up one that is "foreign" to you, you learn how linguistic and cultural differences affect everything having to do with human encounters.

While it is good news for the profession that so many students have elected to pursue language studies as part of their postsecondary education, we need to be concerned with access to the courses we know they want to take. In the light of the budget cuts that have afflicted many public institutions of higher education, administrations are forced to make difficult choices about allocating resources. How many new tenure-track positions will open up in areas of foreign languages to meet the documented student demand? Not enough, we fear. Colleges and universities continue to

rely on contingent labor to teach a high percentage of undergraduate courses in beginning and intermediate language, which means that there are fewer opportunities to study with professors who get adequate institutional support in terms of job security, salary, benefits, research funding, and so forth. This situation is most acute in the less commonly taught languages, but it also has implications for French, German, Russian, Italian, and other commonly taught languages. Even Spanish classes, in which around half the enrollments in foreign languages fall, are frequently assigned to contingent faculty members. To build an enduring culture of language study as an integral part of a humanistic education, universities must create and sustain core programs that will hold up even when state budgets are down.

It is not coincidental, I think, that the increased demand for language courses comes at a time when the number and percentage of people in the United States who speak a language other than English have increased. According to the United States Census Bureau, eighteen percent of the total population aged 5 and over, or 47 million people, reported they spoke a language other than English at home. The Census Bureau reports that "while the population aged 5 and over grew by one-fourth from 1980 to 2000, the number who spoke a language other than English at home more than doubled" (Shin and Bruno 2). We have a tremendous resource in the large communities of speakers of languages other than English, one that is still largely untapped in higher education. There are some highly successful university-community partnerships and projects, many of which involve internships, financial support for teaching, and interactions between native speakers and students. In far too many institutions, however, language study takes place in an isolated classroom, sometimes enhanced by a virtual Internet environment and a recommendation to spend time abroad. I suggested in my editor's column of a year ago that we would be wise to develop "study at home" opportunities for our students by integrating the language communities all around us with our campus settings. Have any of you had experiences with this kind of learning? I'd be pleased to report on your observations.

Finally, the Office of Foreign Language Programs is following up on the 2000 Census Bureau report by creating an amazing new tool: an interactive language map, to be housed on the MLA Web site in the near future. The map shows in vivid color the range of linguistic riches to be found in the United States. It also allows users to see the number of speakers of a given language at the state, county, city, and even zip-code level. We expect to produce a static version of the map for classroom use, and we hope the language community will be thrilled to have such a user-friendly way to explore the linguistic diversity around us. We previewed the map at the San Diego convention to positive response. All languages in the United States are up, then, as far as speaking and studying go. How to translate this growth into renewed strength for our profession is a challenge we'll want to meet.

Rosemary G. Feal

### Work Cited

Shin, Hyon B., and Rosalind Bruno. *Language Use and English-Speaking Ability: 2000*. Washington: US Census Bureau, 2003.



ZAID HAMID

Members of the MLA Executive Council and the MLA staff met with NEH chairman Bruce Cole and NEH staff members on 12 November 2003 at the NEH office in Washington, DC. Left to right: Cherie Harden (NEH senior counsel), Amada Sandoval, A. LaVonne Brown Ruoff, Donna C. Stanton, Rosemarie Scullion, Rosemary G. Feal, Bruce Cole (NEH chairman), Mary Louise Pratt, Michael Bérubé, Tey Diana Rebolledo, Lynne Munson (NEH deputy chairman).

## MLA's Fall 2002 Survey Shows Increase in Foreign Language Enrollments

The MLA has released the results of its fall 2002 survey of foreign language enrollments in United States colleges and universities. The survey is the twentieth conducted since 1958 with the support of grants from the United States Department of Education. This year, for the first time, survey participants were able to respond on the World Wide Web using an interface designed for the collection of the survey data. Responses from 2,781 institutions, or 99.6% of those surveyed, indicated a record-high total of 1,397,253 enrollments in 162 different languages, ancient and modern. This total represents an increase of 17.0% above the total recorded in the previous survey, in 1998, which showed an increase of 4.8% between 1995 and 1998. In relation to the growth in size of the college student population, 8.6 students out of a hundred were studying a language in fall 2002, and 7.9 students out of a hundred were studying languages in 1998. Striking is the continued rise in foreign language enrollments in community colleges, which increased 36% from 1998 to 2002 and 8.8% from 1995 to 1998. The overall rise in enrollments, though small, suggests that undergraduates in the United States are increasingly interested in studying other languages and cultures.

Table 1 summarizes the results of the 2002 survey and compares registrations in the fifteen most commonly taught languages with those recorded in 1998. The

table also shows an aggregate count for the 147 other languages for which enrollment data were recorded. The table makes clear how the totals for specific languages grew between 1998 and 2002. Spanish, which continues to be the most commonly taught foreign language in United States colleges and universities, experienced a 13.7% increase in enrollments between 1998 and 2002 and accounts for 53.4% of the total of foreign language registrations in higher education. With 746,267 registrations, Spanish has further consolidated its already strong position in the United States college curriculum.

All the fifteen most commonly taught languages show increases in enrollments for the first time since 1998. The following groupings in percentage growth can be seen. ASL's increase at 432.2% is more than four times that of any other language. Next are Arabic at 92.3%; biblical Hebrew at 55.9%; Italian at 29.6%; Japanese, Chinese, ancient Greek, Modern Hebrew, and Portuguese between 20% and 30%; and Spanish, Latin, and Korean between 10% and 17%. French, German, and Russian showed an increase under 3% and thus can be said to have had reasonably stable enrollments from 1998 to 2002.

The development and completion of the survey was overseen by Elizabeth B. Welles, director of foreign language programs, with the aid of David Goldberg and Natalia Lusin of the MLA staff. A detailed report will appear in the Winter

2004 issue of the *ADFL Bulletin* and will be available at the Web sites of the MLA ([www.mla.org](http://www.mla.org)) and ADFL ([www.adfl.org](http://www.adfl.org)). Further information will appear in the project report that will be submitted to the United States Department of Education. □

**Table 1**  
Fall 2002 and Fall 1998 Foreign Language Enrollments in United States Colleges and Universities

Language	1998	2002	Percentage Change
Spanish	656,590	746,267	13.7
French	199,064	201,979	1.5
German	89,030	91,100	2.3
Italian	49,287	63,899	29.6
American Sign Language	11,420	60,781	432.2
Japanese	43,141	52,238	21.1
Chinese	28,456	34,153	20.0
Latin	26,145	29,841	14.1
Russian	23,791	23,921	0.5
Ancient Greek	16,402	20,376	24.2
Biblical Hebrew	9,099	14,183	55.9
Arabic	5,505	10,584	92.3
Modern Hebrew	6,734	8,619	28.0
Portuguese	6,926	8,385	21.1
Korean	4,479	5,211	16.3
Other languages (147)	17,771	25,716	44.7
<b>Total</b>	<b>1,193,830</b>	<b>1,397,253</b>	<b>17.0</b>

GOVERNANCE

## Summary of Delegate Assembly Actions in San Diego

At its meeting on 29 December 2003 in San Diego, the Delegate Assembly took the following actions.

The assembly conducted five elections. In the balloting for the Delegate Assembly Organizing Committee, Michelle A. Massé (English, Louisiana State Univ., Baton Rouge) and Suzanne R. Pucci (French, Univ. of Kentucky) were elected to three-year terms (2004–06). Yolanda Martínez-San Miguel (Spanish, Univ. of Pennsylvania) was elected to the Executive Council for the term 2004–07. Leslie A. Adelson (German, Cornell Univ.), Françoise Lionnet (French, Univ. of California, Los Angeles), and David Palumbo-Liu (comparative literature, Stanford Univ.) won two-year terms (2004–05) on the Nominating Committee. Elected to the Elections Committee for two-year terms (2004–05) were Barbara Harlow (Univ. of Texas, Austin), Steven Mailloux (Univ. of California, Irvine), Gretchen Schultz (Brown Univ.), and Stephanie A. Smith (Univ. of Florida). Finally, Lina Bolzoni was elected an honorary member of the association. The assembly's election of an honorary member 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 three 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 DAOC's report introduced an experimental item on the agenda for the 2003 assembly meeting: an open discussion of two issues of considerable concern to the profession. Delegates spent one hour discussing and exchanging information on the crisis in scholarly publishing and the difficulties surrounding the conversion of non-tenure-track to tenure-track faculty lines.

The assembly also received a report from the Executive Council that presented the council's reasons for not forwarding to the membership two resolutions that the 2002 Delegate Assembly had approved. The council's decisions on withholding the two resolutions from ratification by the membership were based on the council's constitutional responsibility (art. 7.B.3) to withhold resolutions that contain erroneous statements or that pose a threat to the association's continuing operation as a tax-exempt organization. Resolution 2002-2 dealt with policies and practices at the University of California, Davis, affecting both probationary lecturers and long-term non-tenure-track faculty members. The council found that the material submitted with the resolution did not support the resolution's claim that "a category of long-term non-tenure-track faculty" at Davis was being "weakened." However, the council decided that the resolution raised a number of issues related to the conversion of faculty lines and provided an opportunity for the council not only to address these issues but also to examine how MLA policy statements had been used to justify staffing practices to which the council strongly objected. The council therefore formed a subcommittee that was charged with clarifying the association's position on the issues raised in the resolution. The subcommittee's report, which the council reviewed and accepted at its October 2003 meeting, was presented to the assembly along with a motion calling for the assembly to endorse the report. The assembly approved the motion. Emergency Resolution 2002-B dealt with government spending on war, claimed that such spending caused cuts in funding for education and other services, and called for the MLA to "encourage funding allocation for education and services rather than war." The coun-

cil found (1) that the resolution's claim of a cause-and-effect relation between increased government spending on war and decreased spending on education was sufficiently unsubstantiated as to be considered erroneous and (2) that the resolution, by taking a position on a matter that falls outside the association's chartered mission, raised a fiduciary concern related to the association's tax-exempt status. The council concluded by noting that one of the resolutions on the assembly's 2003 agenda dealt with the same subject.

In other business, the assembly approved one motion and five resolutions. The motion, the text of which appears below, will be forwarded to the Executive Council in February, and the council will consider its implementation. Following the provisions of article 7.B.3 of the MLA constitution, the Executive Council, also in February, will conduct a review of the constitutional, legal, and fiduciary issues posed by the language of each resolution. The council will then forward to the membership for ratification the resolutions that do not pose constitutional, legal, or fiduciary problems. The membership ratification vote will be conducted later this year.

A complete report of the Delegate Assembly meeting will appear in the May 2004 issue of *PMLA*.

### *Motion 2003-1*

Whereas the Association has repeatedly endorsed decent pay and working conditions for graduate students, teaching assistants, and adjunct faculty; and

Whereas many in MLA fields teaching writing; and

Whereas the Conference on College Composition and Communication, at its 2003 convention, passed a resolution, "On Professional Standards for Instruction in Literacy," that led to establishment of an "Academic Quality Commission," one of whose charges is to seek co-sponsorship with organizations such as the MLA of conferences to support professional standards and pay;

Moved that the MLA Executive Council and staff are asked to cooperate with the CCCC's Academic Quality Commission in this effort. □

GOVERNANCE

## Membership Ratification Vote

In December 2002 the Delegate Assembly approved a resolution that was presented to the membership for ratification this past fall. The membership ratified the resolution, the preamble and text of which are printed below.

### *Resolution 2002-1*

Whereas the current violence in the Middle East has resulted in deplorable acts of bigotry at North American colleges and universities,

Be it resolved that university administrations and faculties be proactive in promoting productive dialogue and mutual respect among students of different religious, cultural, and political backgrounds; and

Be it further resolved that the MLA condemn anti-Jewish and anti-Arab or anti-Muslim racism as equally abhorrent; and

Be it further resolved that the MLA condemn boycotts and blacklists against scholars or students on the basis of nationality, ethnic origins, and religious background as unfair, divisive, and inconsistent with academic freedom. □

## CONVENTION

## What Makes a Successful Special-Session Proposal?

*Editor's note: As chair of the Program Committee, I answer the inquiries from members whose special session proposals are declined. The acceptance rate in 2003 was close to 50%. In anticipation of submissions for the 2004 convention, I asked a Program Committee member to share some insights into how the committee evaluates proposals. Cora Kaplan offers the following analysis and advice. For a full description of how to propose a special session, consult "Procedures for Organizing Meetings at the MLA Convention," which appears on the MLA Web site and in the September (Directory) issue of PMLA.*

When members ask questions at the Open Hearing of the Program Committee at the annual convention, the lion's share is always about why special session proposals succeed or fail. The selection process is a very competitive one, and we hope it will be helpful to proposers of special sessions to review the kind of advice we give at the convention.

The committee looks for proposals in which the originality of the session's contribution to scholarship in the field is both situated and sufficiently spelled out for nonspecialists. Go for concision and clarity. We need to know why a particular topic is especially relevant or groundbreaking, but since each member of the committee reads hundreds of proposals, you should be succinct. (It is worthwhile also to look at programs from the last few years to be sure that your proposal doesn't duplicate or too greatly overlap with a recently held session.) The papers in the session need to relate centrally to the original topic that you've defined. Gathering together a tenuously related set of papers under a catch-all heading does not make for a viable proposal. It is important for the session organizer to integrate the rationale for the special session with the individual papers and not simply to add the paper abstracts to a preformulated précis of the session. In the best panels, as I'm sure you all know, the papers have a strong connection to one another. However the relation is made among papers, the session becomes more than the sum of its parts and triggers a discussion that engages the ensemble of speakers. Proposers need to consider carefully how narrowly or broadly they define their topic. Many proposals that come to the committee try to cover too much ground or are too vague or

general. A modest proposal that focuses on a specific set of issues, themes, or questions, albeit ones that open up to wider issues, has a better chance of succeeding than a topic that requires a conference of its own to address it! A panel must nevertheless win an audience, so it is also important that proposers ensure that the session has enough breadth to do more than appeal to the five scholars who are working on one little-known text. A good proposal is one that is both specific and focused but, potentially at least, addresses and interests members outside a particular period or field as well.

It is too often assumed that a proposal that contains a list of several well-known scholars along with their paper titles will get through on celebrity alone. Don't believe it! Adding a "famous" senior scholar as commentator will not save a poorly conceived proposal either. A proposal is judged on the strength of its overall rationale, including its description of individual papers. This said, the committee looks for variety in topic, scope, and shape for the special sessions—after all, it is in the special sessions that MLA members can advance new areas of work and try out new constellations of scholarship.

Finally, two simple steps to ensure that your proposal doesn't get derailed. Make sure all the speakers (and the session proposer) are listed on the MLA membership rolls by 7 April. You can now check the current roster of members online at [www.mla.org](http://www.mla.org). Numerous proposals are declined each year because one or more of the speakers is not a member. Too few speakers is a problem, but too many is as well. If you do not leave at least fifteen minutes for discussion, your proposal will not be accepted. Special sessions that list four speakers plus a respondent have a tough burden of proof that they will indeed allow for a question and answer period without running over the allotted time.

As you can see, there is no magic formula for ensuring that your special session is accepted. Nor should there be. The Program Committee welcomes a diversity of proposals, both in form and in content. We are always pleased to see the creativity of the members whose efforts go to making the convention "special" in many ways. □

CAMERA'S EYE PHOTOGRAPHY



Exhibit hall at San Diego convention

## CONVENTION

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

In August 2004 the MLA convention office will mail chairs of departments that are paid members of ADE or ADFL by 1 May 2004 early information about making hotel room reservations for the MLA convention. This early notification does not guarantee that department chairs will be able to reserve a suite for interviewing job candidates at the convention, but it does give them the best opportunity to do so. Please note that suites may not be reserved through the MLA Web site. Chairs who would like membership forms or information about their departments' 2003-04 membership status should contact Roy Chustek at the MLA office (646 576-5133; [rchustek@mla.org](mailto:rchustek@mla.org)). □

CONVENTION

## Calls for Papers for 2004 Convention in Philadelphia

The 2004 convention will be held in Philadelphia. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2003 *PMLA* (pp. 746–57), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2003 *PMLA* and available on the MLA Web site to MLA members. All participants in convention sessions must be MLA members by 7 April 2004. Organizers are responsible for responding to all inquiries. A member may participate as speaker or respondent only twice (e.g., by organizing and chairing a meeting, reading a paper, or serving as a speaker, panelist, or respondent in one or two sessions) at a single convention.

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

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

### Divisions

#### *American Literature*

##### AMERICAN LITERATURE TO 1800

**Federalism and Antifederalism.** Broader cultural, literary definitions of (anti)federalism. Possible topics: form or genre and (anti)federalism; (anti)federalism and literary marketplace; sexuality and (anti)federalism. 8-page papers or 2-page abstracts by 15 Mar.; Ed White (edwhite@lsu.edu).

**Philadelphia Circulations.** Circulations of 18th-century Philadelphians in manuscript, print, periodicals, lending libraries, stages. Topics can include Carey, Brown, Cobbett, Franklin, women writers, theatrical or cultural performances. 1-page abstracts by 15 Mar.; Carla Mulford (cjm5@psu.edu).

**Reading "Lewis and Clark."** The bicentennial celebration has witnessed the proliferation of documentaries, commemorations, poems, and novels on this famous expedition. This panel solicits papers that critically analyze these productions. 2-page proposals by 15 Mar.; Dana D. Nelson.

##### 19TH-CENTURY AMERICAN LITERATURE

**American Antipathy.** Hatred, anger, contempt, revulsion, fear, envy, anxiety, panic, paranoia, mistrust, disidentification. What lies beyond or beneath sympathy in 19th-century American literature and culture? Proposals by 1 Mar.; Pat Crain (patcrain@umn.edu).

**The Critical Archive.** Brief presentations arguing for the relevance of a critical or theoretical text, past or present, that scholars of

19th-century American literature and culture should be reading but aren't. Proposals by 1 Mar.; Glenn Hendler (hendler.1@nd.edu).

**Revolution.** On the bicentennial of the Haitian Revolution, we invite papers on "revolution" in 19th-century culture and letters. Papers may focus on Haiti or on "revolution" in other contexts. Proposals by 1 Mar.; Chris Castiglia (ccasti@luc.edu).

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

**Performance and Politics in Turn-of-the-Century American Literature.** Theatricality in campaigning, strikes, suffrage, war, lynching, social reform; performance and politics in oratory, religion, mass culture, everyday life, or mass culture of the period. Abstracts by 25 Feb.; Sarah Robbins (srobbins@kennesaw.edu).

##### 20TH-CENTURY AMERICAN LITERATURE

**Humor and Social Change.** Treatments of humor as a stratagem for subversion; correction; social mobility; acculturation; protest (especially for racial, ethnic, and gender issues). Abstracts by 10 Mar.; John Lowe (jlowe@lsu.edu).

**Modernism and Science.** Electronic submissions preferred. Abstracts by 1 Mar.; Suzanne Clark (sclark@uoregon.edu).

##### BLACK AMERICAN LITERATURE AND CULTURE

**Philadelphia Fire.** Philadelphia as dreamed and dissected in African American thought and expression, from Jesse Fauset to John Edgar Wideman, from *The Philadelphia Negro* to the Sound of Philadelphia. 1-page abstracts by 15 Mar.; Amritjit Singh (asingh@ric.edu).

##### AMERICAN INDIAN LITERATURES

**In Honor of James Welch: Shaping Native American Literature, Voicing Native American Experience.** 15-min. essays reflecting on the significance of the poetry and novels of Blackfeet author James Welch (1940–2003). Abstracts by 15 Mar.; Alanna K. Brown (brown@english.montana.edu).

**Lamenting Tribal Language Loss.** 15-min. proposals exploring issues related to the loss of Native American languages in literature and culture and capturing the emotional distress associated with this loss. Abstracts by 15 Mar.; Frederick H. White (frederick.white@sru.edu).

**Teaching through the Crossfire: Student Anger in the Native Literature Classroom.** 15-min. presentations addressing the question "How should teachers respond when students react with anger to Native literature and issues?" Abstracts by 15 Mar.; Joanne DiNova (jrdinova@watarts.uwaterloo.ca).

##### ASIAN AMERICAN LITERATURE

**Asian Pacific American Travel Narratives.** Returning, visiting, migrating, touring. Diaspora, tourism, geography. Tales, stories, histories, literature, film, or visual media. 1-page vitae and 500-word proposals by 15 Mar.; Greta Niu (gnu@brockport.edu).

### Deadline for Audiovisual Requests

All requests for audiovisual equipment must be made by the chair of the session by **1 April**. Requests must be received by mail or by fax by 5:00 p.m. on this date. Because the need for audiovisual equipment is a major factor in the scheduling of meetings (and because the movement of equipment is both costly and hazardous), the deadline is firm. Participants who plan to use audiovisual equipment should check with the chair of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 1 April.

### Class Critique and the Work of Asian

**American Literature.** Examinations of class in relation to Asian Americans within local or global frameworks, including attention to the "labor" of literary and critical production. E-mail 250-word proposals and vitae by 15 Mar.; (changy@indiana.edu).

**Teaching Asian American Literature: Strategies and Innovations.** 8-min. papers for a roundtable. 1-page vitae, 1-page abstracts, and sample syllabi (1–4 pages) of junior surveys, senior special topics, or graduate courses by 15 Mar.; Eleanor Ty.

### CHICANA AND CHICANO LITERATURE

**Meta-Chicanas.** Presentations delivered in honor of formative Chicana scholars; foundational creative, critical, or theoretical writings; movements, feminisms, and emergent Chicana studies.

**Metacommentary.** Critical presentations on Chicana/o theory and criticism—its constructions, paradigms, movements, erasures, fissures, essentialisms, appropriations, influences, and emergent developments in queer, post-colonial, oppositional, or postmodern studies.

**Metahistory.** Critical presentations on Chicana/o literary history—its construction, plots, erasures, fissures, revisions, or alternatives in the light of the Recovery project; queer and gender studies; new cultural geographies. 1-page abstracts by 1 Mar.; Jesse Alemán (jman@unm.edu).

### Comparative Studies

#### COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

**Animals and Ethics in the Middle Ages.** Animals before the law, exemplary animals, animal suffering. Abstracts by 7 Mar.; Jeanette Beer (beer@purdue.edu).

**Professional Issues in Medieval Studies.** Technical training, pedagogy, language preparation, institutional resources. Abstracts by 7 Mar.; Marilyn Desmond (mdesmon@binghamton.edu).

**Queer Theorists in the Middle Ages.** Where is queer theory already embedded in medieval ethics, theology, literature, and law? Abstracts by 7 Mar.; Bill Burgwinkle (web25@cam.ac.uk).

## COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

**Comparative Literacies.** What do comparative stances contribute to recent debates over and redefinitions of early modern literacy? How are Renaissance and baroque literacies differently theorized? Abstracts addressing polyglossia, alternative, non-Western and nonalphabetic literacies by 10 Mar.; Bianca Calabresi (calabresib@kenyon.edu).

**Comparative Studies and the Early Americas.** How does the "hemispheric perspective," which compares texts, performances, and traditions in a colonial context, transform colonial studies? How are these new approaches positioned vis-à-vis comparative literature? Abstracts by 10 Mar.; Barbara Fuchs (fuchsbar@sas.upenn.edu).

**History in and around Comparative Literature.** How do the disciplines of history and literature intersect in comparative studies? Does historicization contradict, support, politicize, etc. the conceptual nature of comparative studies of the Renaissance and baroque? Abstracts by 10 Mar.; Abby Zanger (zanger@fas.harvard.edu).

## COMPARATIVE STUDIES IN ROMANTICISM AND THE 19TH CENTURY

**The Bildungsroman and Comparative Literature.** Reflections on the idea or genre of the Bildungsroman in relation to ideas of *Bildung* and comparative literature; or comparative approaches to the Bildungsroman; or (preferably) both at once. 500-word abstracts by 15 Mar.; Marc Redfield.

**Comparing Knowledge I: Comparing Disciplines.** Comparing disciplines (literature, philosophy, science) as forms of knowledge. Crossing disciplines: the philosophizing or politicization of science, the philosophy of art, philosophy as an art, the historicization of philosophy and aesthetics.

**Comparing Knowledge II: Comparing Epistemes.** Nationalities of knowledge (German versus British philosophy; French versus German science; aesthetics versus literary criticism). Comparing disciplines or organizations of knowledge (encyclopedias, archives) in Romanticism versus the later 19th century. 500-word abstracts by 15 Mar.; Tilottama Rajan.

## COMPARATIVE STUDIES IN 20TH-CENTURY LITERATURE

**Comparative Approaches to Identity Studies.** The construction, articulation, or contestation of identity (race, ethnicity, gender, sexuality, nationality, religion, etc.) in two or more cultural or historical contexts. May involve comparisons between identity categories. Abstracts by 7 Mar.; Jarrod Hayes (hayesj@umich.edu).

## COMPARATIVE STUDIES IN 18TH-CENTURY LITERATURE

**The Advantages of Anachronism.** The limits of periodization; the utility of presentism; and the destabilization of "the 18th century." 500-word proposals by 15 Mar.; Lynn Festa (lfesta@fas.harvard.edu).

**Bibliomania and Bibliophobia.** Institutional and material histories of archive fever; bibliography; the book as fetish; the ordering and disordering of print. 500-word proposals by 15 Mar.; Deidre Lynch (delynych@indiana.edu).

**18th-Century Enchantments: Theory, Magic, and the Irrational.** Papers on both 18th-century themes and contemporary approaches to the 18th century. 500-word proposals by 15 Mar.; Julia Douthwaite (julia.v.douthwaite.1@nd.edu).

## EUROPEAN LITERARY RELATIONS

**Neostoicism in Early Modern Europe: A Reconsideration.** The revival of Stoicism in literary or visual texts written in England, France, Germany, Italy, the Netherlands, or Spain. The international republic of letters: thoughts on community, exchanges, dialogue(s). Abstracts by 15 Mar.; Lia Schwartz (lschwartz@gc.cuny.edu)

*English Literature*

## OLD ENGLISH LANGUAGE AND LITERATURE

**Church and State: Alfred to Cnut and Beyond.**

**Creating Community: Kinship, Class, and Gender.**

**Open Session.** Abstracts by 1 Mar.; Lisa Weston (lisaw@csufresno.edu).

## MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

**Old Age.** While figures of old age are less common in Middle English literature than those of youth, where we find them they register importantly. Papers are invited taking up these characters in context. Abstracts by 15 Mar.; Robert Yeager (rfyeager@hotmail.com).

**Outlaws and Out of Law.** Illegal identities and communities in medieval literature, and the alternatives and models they suggest to constituted authority. Abstracts by 15 Mar.; Geraldine Heng (heng@mail.utexas.edu).

**What Does a Doctoral Student Want?** 10-min. position papers from doctoral candidates on the field, profession, pedagogy, culture, institutions, or very category of Middle English. Where we are, where we should head. Proposals by 15 Mar.; Christina Fitzgerald (christina.fitzgerald@utoledo.edu).

## CHAUCER

**Chaucer and Lyric.** Any aspect of Chaucer's lyrics, including those interpolated into larger works. Abstracts by 15 Mar.; Larry Scanlon (lscanlon@rci.rutgers.edu).

**Chaucer and the Politics of Literary Form.** Convergences of the aesthetic and the political in Chaucer's work or in the study of Chaucer. Abstracts by 15 Mar.; H. Marshall Leicester, Jr. (hml@cats.ucsc.edu).

**Moral Chaucer.** The place of Chaucer and his contemporaries in the construction of morality in late medieval England and in the growth of specific vernacular features in English moral thought of this period. Abstracts by 15 Mar.; Richard Newhauser (rnewhaus@trinity.edu).

LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE  
**British 16th-Century Literature in a Transnational or Specifically European Context.**

Theories of inter- and contextuality and of cultural translation. Translations; appropriations; sources; political, literary intertexts; cross-cultural critiques. Papers or 2-page abstracts by 15 Mar.; Susanne Wofford (wofford@wisc.edu).

**Contemporary Poets and Renaissance Verse.** On the ways in which Renaissance poems, poetics, and forms inspire, infuriate, and inform modern practice. 1-page abstracts by 1 Mar.; Joseph Loewenstein.

**May and Ringler's Bibliography and First-Line Index of English Verse, 1559–1603.**

An examination of the recently published index to Elizabethan poetry, focusing on its use as a reference work and what it tells us about the verse of the period. 1-page abstracts by 1 Mar.; Douglas Bruster.

## SHAKESPEARE

**Shakespeare and Humanist Education.** Humanist education in relation to Shakespeare's works—topics, practices, ideology, erotics. 2-page abstracts by 7 Mar.; Lynne Magnusson (lynne.magnusson@utoronto.ca).

## 17TH-CENTURY ENGLISH LITERATURE

**Heresy in 17th-Century England.** Nature and significance of religious, sexual, political, or literary heresy. Canonical and noncanonical writers. Radicalism and the state. Print and the promulgation of heresy. Abstracts or papers by 8 Mar.; John Rogers (john.rogers@yale.edu).

**Marvell for the 21st Century.** A session marking the appearance of new major editions of Marvell's poetry and prose. Any aspect of Marvell's life, works, politics, or literary relationships. Abstracts or papers by 8 Mar.; Annabel Patterson (annabel.patterson@yale.edu).

**17th-Century Women.** Domesticity, religion, and politics; bridging of public and private; state, privacy, and individualism; gender and sexuality; fiction and nonfictional life writings. Abstracts or papers by 8 Mar.; Katharine Gillespie (gillesk1@muohio.edu).

## RESTORATION AND EARLY-18TH-CENTURY ENGLISH LITERATURE

**Sex in the 18th-Century City.** Sexualities and gender identities in the context of urbanization; city-country comparisons; scandal and scandalous desires; prostitution; molly houses; theater; seduction narratives; novels of amorous intrigue. Abstracts by 1 Mar.; Lisa Freeman (lfreeman@uic.edu).

**Sounds in the 18th-Century City.** The aural experience in the city or city compared to country. Soundscapes, habits of listening, acoustics and epistemology, noise and alterity, oral culture. Abstracts by 1 Mar.; Paula McDowell (p.mcdowell@rutgers.edu).

**The World in the 18th-Century City.** Cosmopolitanism, urban contact zones, exoticism, luxury imports, worldly commodities, travel narratives, relations between colonies and urban centers, foreigners, diverse populations, religion versus worldliness. Any genre.

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Abstracts by 1 Mar.; Laura Rosenthal (lr118@u.umd.edu).

#### LATE-18TH-CENTURY ENGLISH LITERATURE

**Epistolary Affection.** 1-page abstracts by 1 Mar.; George Haggerty (gehaggerty@aol.com).

**Traveling "Nature" in the Late 18th Century.** 18th-century travel writing drew on numerous discourses to investigate and interrogate "nature," including human nature; papers may be comparative or may treat a single writer. 1-page abstracts by 1 Mar.; Elizabeth Bohls.

**War and Peace: War and National Identity in the Late 18th Century.** 1-page abstracts by 1 Mar.; Charlotte Sussman, Natl. Humanities Center, 7 Alexander Dr., PO Box 12256, Research Triangle Park, NC 27709-2256 (charlotte.sussman@colorado.edu).

#### THE ENGLISH ROMANTIC PERIOD

**Ladies' Magazines, 1770–1840.** Forms, contexts, audiences, politics, evolution, marketing, content (literary or visual), authors, editors, illustrators, publication histories. 1-page abstracts by 15 Mar.; Paula Feldman (pfeldman@sc.rr.com).

**Psychopathologies of Everyday Romanticism.** Questions of habit, attachments, memory, symptoms, therapies in Romantic-era texts; developments in contemporary psychology; the political uses of psychoanalytic theories; psychoanalysis and history. 1-page abstracts by 15 Mar.; Sonia Hofkosh (sonia.hofkosh@tufts.edu).

**Short Stories: Romanticism and Shorter Narrative Forms.** Innovations in fiction and creative nonfiction prose; the status of the story in annuals, individual careers, literary histories. 1-page abstracts by 15 Mar.; Mary Favret (favretm@indiana.edu).

#### THE VICTORIAN PERIOD

**Hybrids I: Double Forms.** How do the multiple uses of sequels, pendants, textual and intertextual foils, literary forgeries, divisions, and serial rearrangements betoken distinctly new modes of perception and representation?

**Hybrids II: Generic Mixes.** How characteristically "Victorian" are the cross-generic and interdisciplinary splicings so prevalent in the era? How are such mixings related to the emergence of new cross-cultural and cross-generational audiences?

**Hybrids III: Psychosocial Amalgams.** How does the transhistorical and transnational yoking of disparate eras and races revise binaries from earlier periods (ancients versus moderns, urban versus pastoral, metropole versus colonial, etc.)? 1-page abstracts by 10 Mar.; U. C. Knoepfelmacher.

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

**The Clan Question and Protomodernism.** New ways of thinking about class divisions, clan consciousness, social and cultural capital and its relation to the origins of modernist form; snobberies and elitisms; representations

of wealth and poverty. Abstracts by 10 Mar.; Enda Duffy (duffy@english.ucsb.edu).

#### Mind the Gap: Body, Brain, or Between?

Papers on the relation between mind and body, circa 1870–1925. Issues may involve phenomenology, artistic representations of embodiment, trauma, obsession, psychosomatics, denigration or valorization of superficiality. Abstracts by 10 Mar.; Jessica Burstein (jb2@u.washington.edu).

**The Nineties and the Decadents.** New views of the decadent movement; the decadent movement in the context of other literatures of the 1890s; decadence and religion, science, empire; women writers of decadence; decadence and American literature. Abstracts by 10 Mar.; Marjorie Howes (howesmb@mail1.bc.edu).

#### 20TH-CENTURY ENGLISH LITERATURE

**England in Europe.** Relations between ideas of England and ideas of Europe; English literature and Europe; the new England/Britain and the new Europe. Effects of immigration, exile, new theories of nation and citizenship. Abstracts and vitae by 1 Mar.; Rebecca L. Walkowitz (rwalkowitz@wisc.edu).

**Philo-Semitism and Anti-Semitism: New Challenges.** Papers interrogating relations between philo-Semitism and anti-Semitism in modern English cultural production and theoretical and political effects of reassessment. 250-word abstracts, 8-page papers, and vitae by 15 Mar.; Phyllis Lassner (phyllis@northwestern.edu).

#### ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

**Africa in India, India in Africa.** Both terms can be read literally and metaphorically: the Caribbean, for example, is not beyond scope. How has literature reflected the cross-fertilizations of large migrations, voluntary or enforced? 300-word abstracts and vitae by 15 Mar.; John C. Hawley.

**Edward Said: New Perspectives.** Critical engagements and fresh directions.

**Writing in a Foreign Language.** Particularly interested in writers in English, from any era, beyond the Anglophone world (e.g., Eco, Farah, Dorfman; Kundera in French) and beyond canonically nativized English writers such as Conrad and Nabokov. 500-word proposals and vitae by 15 Mar.; David Chioni Moore.

#### French Literature

#### FRENCH MEDIEVAL LANGUAGE AND LITERATURE

**Codex and Context.** 250-word abstracts by e-mail by 15 Mar.; Jody Enders (jenders@french-ital.ucsb.edu).

**Medieval Manuscripts in the Digital Age.** 250-word abstracts by e-mail by 15 Mar.; Michel-André Bossy (michel-andre\_bossy@brown.edu).

**Poetics of Personification in Medieval French Literature.** 250-word abstracts by e-mail by 15 Mar.; Paul Rockwell (pvrockwell@amherst.edu).

#### 16TH-CENTURY FRENCH LITERATURE

**Open topic.** Papers on any aspect of 16th-century French literature.

**Reading the Renaissance.** Which recent approaches (e.g., geographical exploration, gender, the book market) are the most useful for understanding French Renaissance literature and culture? How does a particular methodology inform, complicate, or distort our reading? 8–10-page papers or 500-word abstracts by 15 Mar.; Cathy Yandell (cyandell@carleton.edu).

#### 17TH-CENTURY FRENCH LITERATURE

**Justices et passions de la vengeance: De l'Ancien Régime au XXI<sup>ème</sup> siècle.** How revenge (private/public, legitimate/unjust) operates in the ancien régime and in recent, national, ethnic, and religious conflicts. 1-page abstracts by 15 Mar.; Eric Méchoulan, Etudes Françaises, Université de Montréal, CP 6128 succ. centre-ville, Montréal, PQ H3C 3J7, Canada (eric.mechoulan@umontreal.ca).

**Philosophers of Death.** Proposals concerning discourse on learning to die and concerning the way consciousness of death shaped writing about life. 300–500-word abstracts for 15-min. papers by 15 Mar.; John Lyons, Dept. of French, Univ. of Virginia, PO Box 400770, Charlottesville 22904-4770 (jdlyons@virginia.edu).

#### 18TH-CENTURY FRENCH LITERATURE

**Communication: Forms, Techniques, Ideals.** 1-page abstracts by 15 Mar.; Daniel Brewer (dbrewer@umn.edu).

**Critique and Criticism.** Authorial interventions; editorial decisions and choices; falsification and plagiarism; debates, provocations, and querelles; questions of legitimacy and authority. 1-page abstracts by 15 Mar.; Downing Thomas (downing-thomas@uiowa.edu).

**The Other Theaters: Foire, Boulevard, Parade, Opéra comique, Vaudeville, Marionnettes.** 1-page abstracts by 15 Mar.; Nadine Berenguier (nsb@cisunix.unh.edu).

#### 19TH-CENTURY FRENCH LITERATURE

**Feminists and Antifeminists.** Canonical or noncanonical authors who directly or indirectly set forth arguments for or against granting rights to women or other forms of feminine empowerment. Abstracts or papers by 1 Mar.; Doris Y. Kadish (dkadish@uga.edu).

**Geriatric Sex.** Narrative representations of sex (and love) *d'un certain âge* (and beyond) in works by canonical and noncanonical writers. Papers or abstracts by 1 Mar.; Charles J. Stivale (ad4928@wayne.edu) and Deborah Harter (harter@rice.edu).

#### Papier à musique: Musique sur papier.

19th-century responses to music: representations of concerts, songs, performances in literary texts; music criticism's impact on literary texts; response to major composers; musical innovations and poetry. Abstracts or papers by 1 Mar.; Rosemary Lloyd (rolloyd@indiana.edu) and Adrianna Paliyenko (ampaliye@colby.edu).

#### 20TH-CENTURY FRENCH LITERATURE

**Cinema's Encounters with Literary Form.** How French cinema has transformed models

of narrative, lyricism, or drama. 2-page proposals by 15 Mar.; Steven Winspur (swinspur@wisc.edu).

**Lessons from the 20th Century: War Fiction.** 1-page proposals by 15 Mar.; Ora Avni (ora.avni@yale.edu).

**Religions and the Republic.** 1-page proposals by 15 Mar.; Ann Smock (asmock@socrates.berkeley.edu).

#### FRANCOPHONE LITERATURES AND CULTURES

**Contemporary Quebec Literature: Becoming Transcultural.** Works by writers from other cultural horizons have opened the cultural space of Quebec literature. How have such literary voices transformed Quebec's cultural space? Brief biographies and abstracts by 15 Mar.; Eloise Brière (ebriere@albany.edu).

**Oral Literature and Politics.** Oral literature and political satire and parody. Brief biographies and abstracts by 15 Mar.; Roseanna Dufault (r-dufault@onu.edu).

**Traveling Diasporas.** Biographical, theoretical, and intertextual cross-currents, e.g., Caribbean and African to Canada, the United States, Europe, and beyond. Outsiders looking in, crossing languages, traveling theories. Brief biographies and abstracts by 15 Mar.; Clarisse Zimra (czimra@siu.edu).

#### Genre Studies

##### DRAMA

**Utopia in Performance.** "Utopian performatives" as "doings" crafted from interactions between performers and spectators; communitas; ethics; affect; performance that models how to "do" fluid, nonhegemonic utopias. 300-word abstracts by 1 Mar.; Jill Dolan (jdolan@uts.cc.utexas.edu).

##### FILM

**Brotherly Love.** "Philadelphia" invites reflection on cinematic modes of fraternal attachment. How is brotherly love invoked, displaced, or translated in political, generic, religious, historical, queer idioms of affiliation and attachment? Abstracts by 1 Mar.; Aaron Baker (aaron.baker@asu.edu).

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

**Embedding Nonfiction.** How does inclusion of scientific, environmental, legal, medical, technical, bibliographical, polemical, or electronic documents "embedded" in contemporary literature alter context, offer proof, challenge boundaries? E-mail queries by 5 Mar.; abstracts by 15 Mar.; Cheryl J. Fish (cjf@pipeline.com).

**Reportage, Race, and War.** Studies of race in reportage about war in any time period. Comparative pieces welcome. Queries by 1 Mar.; abstracts by 15 Mar. by e-mail only; Todd Vogel (todd.vogel@trincoll.edu).

##### POETRY

**Cultural Strategies and Poetic Communities.** Poetry's role in cultural resistance and preservation, such as the importance of poetry

to decolonization movements. Papers on poetries from outside the United States and Europe especially welcome. Abstracts by 15 Mar.; Adelaide Morris (dee-morris@uiowa.edu) and Juliana Spahr (jspahr@mills.edu).

**Visioning the Contemporary Canon.** Papers on "what gets taught": Is the canon closed? Is there anything newer than "Language Poetry"? Who or what limits anthologies and dissertation topics? 500-word abstracts by 15 Mar.; Lorenzo Thomas (thomasl@uhd.edu).

##### PROSE FICTION

**Forms of Feeling.** Three sessions on affect, emotions, and passions in reading, writing, and teaching of prose fiction. Papers on individual affects or theoretical frameworks welcome. Abstracts by 1 Mar.; Laura Green (la.green@neu.edu).

##### LITERARY CRITICISM

**Forms of Experiment.** Examinations of the relations between form and experimentation. Approaches from literature, theory, film, science, music, or aesthetics welcome. 500-word abstracts only (e-mail preferred; no attachments) by 12 Mar.; E. L. McCallum (emc@msu.edu).

##### METHODS OF LITERARY RESEARCH

**Early Modern Women in the Archives.** Detailed abstracts or papers on discoveries or readings of texts, life records, or other archival materials that illuminate early modern women's writing (c. 1500–1800) by 1 Mar.; Elizabeth Hageman (ehageman@cisunix.unh.edu).

##### AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

**Technologies of the Self.** Whether or how new media, new technologies of the human sensorium, etc. produce new forms of self-representation, with what potential challenges to theories of identity? New hybrid identities or forms?

##### Travel Writing, Empire, Globalization.

Travel writing in transnational contexts, within or against empire, in relation to globalization. Papers considering how we travel now and how such travel might be represented in (auto)biographical projects especially welcome.

**Why Ethics? Why Now? The Crisis in Autobiography, Biography, and Life Writing.** How or why questions of ethics have arisen in contemporary autobiography, biography, life writing? Ethics as opposed to what other frames? Problem of norms in life writing? Abstracts by 10 Mar.; (lgilmore@socrates.berkeley.edu).

#### German Literature

##### GERMAN LITERATURE TO 1700

**Conflict and Peacemaking in Premodern German Literature.** Strife counts among the dominant themes in premodern literature. This session will discuss representations and rituals of conflict as well as how forms of toleration emerge from hostilities.

**Open Session.** Submissions on aspects of pre-1750 German literature, readings of individual

texts as well as topics such as literary history, teaching, or the state of the field.

**Text as Spectacle, Spectacle as Text.** Explore intersections of the visual and the textual, themes such as visual metaphors, text-image relations, ekphrasis, the organization of manuscripts and prints, spectacles and their documentation. Abstracts by 1 Mar.; Helmut Puff (puffh@umich.edu).

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

**Open topic.** This session topic will be determined on the basis of all proposals submitted on 18th- and 19th-century German literature topics.

**Sex, Gender, and the Body.** Proposals concerning heterosexuality, same-sex desire, gender, sexual orientation or identities in 18th- and 19th-century literary texts, medical discourses, diaries, art, aesthetics, etc.

**Travel and Nation, Self, and Other.** Proposals concerning travel beyond German borders and its impact on constructions of nationhood, self, or race in 18th–19th-century travelogues, texts, etc. Submit by 1 Mar.; Susan Gustafson (sgfn@mail.rochester.edu).

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

**Origins of Totalitarianism.** Literary and cultural origins of fascism and communism. Liberal and illiberal romanticism; Hegel, Marx, Wagner, Nietzsche; anti-Semitism, colonialism, and the authoritarian state. Bureaucracy and culture; avant-gardes and revolution. Abstracts by 1 Mar.; Russell Berman (berman@stanford.edu).

##### 20TH-CENTURY GERMAN LITERATURE

**The Discursive and Textual Effects of Globalism.** Features of a global poetics, role of diversity and particularity in a globalized world, relation of feminism to globalization.

##### Globalism and Its Impact on German

**Studies.** Interdisciplinarity in the context of a changing discipline; submissions in all areas of 20th-century German literature that reflect on the impact of globalization on German studies.

**Toward a History of Globalism.** History of globalization as it relates to 20th-century German culture, the trajectory of globalization in 20th-century German culture and beyond. 1-page abstracts by 12 Mar.; Sabine Wilke (sabine.wilke@uni-tuebingen.de).

#### Hispanic Literatures

##### LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

**Modernidad y ciencia.** Cruces discursivos entre ciencia y literatura en las obras de los modernistas en Latinoamérica. 1-page abstracts (Spanish or English) by 14 Mar.; Francisco Solares-Larrave (tc0fjs1@wpo.cso.niu.edu).

**Representing Masculinities in 19th-Century Latin America.** Discussions of dandies, flâneurs, heroic, sentimental, and domestic masculinities. 1-page abstracts (Spanish or English) by 14 Mar.; Ana Peluffo (aopeluffo@ucdavis.edu).

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**Útil e dulce: La literatura infanto-juvenil del XIX en Latinoamérica.** Ciudadanías, agendas, pedagogías. Énfasis en el ejemplarismo, el sentimentalismo y el eros lector como estrategias de escritura y lectura. 1-page abstracts (Spanish or English) by 14 Mar.; Raúl Ianes (ianesr@po.muohio.edu).

#### 20TH-CENTURY LATIN AMERICAN LITERATURE

**Cuba in the Postmillennial Imagination.** Contemporary fascination with Cuba among artists, filmmakers, journalists, literary scholars, students, study-abroad directors, writers. Abstracts by 5 Mar.; Lucille Kerr (lckerr@northwestern.edu).

**From Postmodernism to Globalization.** Latin America and the transition from debates about postmodernism to discussions of globalization. Abstracts by 5 Mar.; María Rosa Olivera Williams (olivera-williams.1@nd.edu).

**The Place(s) of Latino Studies.** Languages and objects of study, disciplinary and geographical locations, and institutionalization of Latino studies. Abstracts by 5 Mar.; Claire F. Fox (claire-fox@uiowa.edu).

#### SPANISH MEDIEVAL LANGUAGE AND LITERATURE

**Exemplary Animals in Medieval Iberian Literature.** Abstracts by 15 Mar.; Mary-Anne Vetterling (mav@regiscollege.edu).

**Open Topic.** Abstracts by 15 Mar.; Isidro J. Rivera (ijrivera@ku.edu).

**Visions of the East in Medieval Iberia.** Abstracts by 15 Mar.; Consuelo López Morillas (lopez@indiana.edu)

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

**Chains, Frames, and Hybrids: Narrative Forms in the Spanish Golden Age.** Abstracts for 20-min. papers on a variety of 16th- and 17th-century genres and texts.

**Circa 1605: Exploring the Cervantine Moment.** Abstracts for 20-min. papers on a variety of topics that investigate the cultural moment in which the *Quijote* appeared.

**Teaching Golden Age Poetry: Challenges, Choices, and Strategies.** Abstracts for 10-min. presentations designed to stimulate discussion. Abstracts by 12 Mar.; Ignacio Navarrete (ignacio@socrates.berkeley.edu).

#### 18TH- AND 19TH-CENTURY SPANISH LITERATURE

**Open Topic.** Any topic related to 18th- and 19th-century Spanish literature. Abstracts by 1 Mar.; Alda Blanco (ablanco@wisc.edu).

**Peripheral Enlightenments.** Practices, texts, and agents working outside the margins of centers of "Enlightenment" traditionally the focus of histories of the period. Papers on regional, gendered, spatial, institutional, or textual-theoretical peripheries welcome. Abstracts by 1 Mar.; Rebecca Haidt (haidt.1@osu.edu).

#### 20TH-CENTURY SPANISH LITERATURE

**Historical Imagination in Turn-of-the-Century Spanish Cinema: Memory, Nostalgia, and Remembrance.** Explores filmic mechanisms of distance and proximity through which public and private history is documented, aestheticized, and turned into collective memory. 1-page abstracts by 1 Mar.; Isolina Ballesteros, Dept. of Romance Langs. and Lits., Wesleyan Univ., 300 High St., Middletown, CT 06457 (iballesteros@wesleyan.edu).

#### 16TH- AND 17TH-CENTURY SPANISH DRAMA

**Geography and the Comedia.** How is geography represented in the *comedia*? Does the transgression of the unity of space make the *comedia* a hybrid genre? Can we establish a "poetics of space" for the *comedia*?

**Science and the Comedia.** What scientific ideas (e.g., medical [health practices], psychological, legal, or cosmological) inform the baroque *comedia* in Spain? What would be the dramatic function of invoking scientific practices in the *comedia*? Verisimilitude?

**Theology and the Comedia.** What theological ideas inform the *comedia* of counter-reformation Spain? How is theology treated in the *comedia*? Issues of ecclesiastical censorship may be addressed. Consider also the use of stagecraft and *tramoyas*. 1-page abstracts by 10 Mar.; A. Robert Lauer (arlauer@ou.edu).

#### LUSO-BRAZILIAN LANGUAGE AND LITERATURE

**Concretism and Beyond: A Tribute to Haroldo de Campos.** Papers about concrete poetry and related theory, translations, interlocutors, interrelations, legacies, and polemics in all artistic fields, national and international contexts. Abstracts by 15 Mar.; Christopher Dunn (cjdunn@tulane.edu).

**Lusophone World in Global Dialogue.** Papers examining literary and cultural transactions, migrations and (mis)translations between Portuguese-speaking countries and other parts of the world as well as transcultural exchanges within the Lusophone world. Abstracts by 15 Mar.; Anna Klobucka (aklobucka@umassd.edu).

**Transgenderings.** Critical papers focusing on transgender identities in the Portuguese-speaking world. Representations, reflections, debates in literature, history, film, media, or popular culture. Abstracts by 15 Mar.; Fernando Arenas (arena002@umn.edu).

#### COLONIAL LATIN AMERICAN LITERATURES

**Coloniality and Modernity in Latin America.** Critical examinations of the relation between coloniality and modernity in Latin America. Of particular interest, the ways in which coloniality and modernity manifest themselves in (or as) colonial discourse. 1-page abstracts by 10 Mar.; Galen Brokaw (brokaw@buffalo.edu).

**Opening the Canon to Other Voices and Textualities.** Thinking about the importance of foregrounding marginal voices and discussing the pedagogical, theoretical, and (inter)disciplinary concerns reshaping the field of colonial Latin American literary and cul-

tural studies. 1-page abstracts or papers by 10 Mar.; Santa Arias (sarias@mailier.fsu.edu).

**Public Spectacles and Clandestine Performances in Colonial Latin America.** Examine spectacles and performances that reinforce or weaken social control, define and undermine social codes, including theater, festivals, executions and rituals of secret societies. Abstracts by 1 Mar.; Kathryn McKnight (mcknight@unm.edu).

#### Interdisciplinary Approaches

#### ANTHROPOLOGICAL APPROACHES TO LITERATURE

**Anthropologies of the Secular.** Critical genealogies of the secular and secularism, which may lead to reconsiderations of the culture concept in an age of globalization. Abstracts by 15 Mar.; Vincent Pecora (pecora@humnet.ucla.edu).

**Evidence and (Literary or Ethnological) Objects.** At what point does literature know it is in the presence of anthropology or vice versa? Under what conditions does a thing or text become an object of inquiry? Historical and theoretical considerations. Abstracts by 15 Mar.; Brad Evans (bevans@rci.rutgers.edu).

**Primitive Marriage: 19th-Century Theories of Marriage and Kinship.** Papers on 19th-century anthropological ideas appearing in anthropological or literary texts. Abstracts by e-mail (no attachments) by 15 Mar.; Kathy Alexis Psomiades (kpsomiad@duke.edu).

#### CHILDREN'S LITERATURE

**Children's Literature and the Left.** Relations between children's literature and progressive political movements. Possible topics: the Bank Street School, activist children's books, and authors with related interests. 1-page abstracts by 1 Mar.; Philip Nel (philnel@ksu.edu).

**Children's Literature and the Literary.** Papers exploring the literary and the aesthetic in children's literature and children's cultural studies, literariness in specific texts, or children's literature's disciplinary status. Detailed abstracts by 1 Mar.; Richard Flynn (rflynn@gasou.edu).

**Philip Pullman.** Critical approaches to Pullman's life and works; 8-page papers or 2-page abstracts by 7 Mar.; Lisa Rowe Fraustino (fraustinol@easternct.edu).

#### ETHNIC STUDIES IN LANGUAGE AND LITERATURE

**Ethnicity in the Hood: Ethnic Artists from Philadelphia and Other Urban Locations.** Performances or papers by or on ethnic artists who have made of an urban "hood" a factor in their artistic endeavor. Abstracts by 1 Mar.; Luzma Umpierre (lumpierre@aol.com).

**Ethnic Studies under Siege.** Roundtable discussion analyzing disciplinary challenges facing US ethnic studies programs since 9/11 and conceptualizing new directions for the study of ethnicity and culture in a transnational social climate. Proposals by e-mail by 1 Mar.; Marcial González (marcial@berkeley.edu)



CAMERAS EYE PHOTOGRAPHY

**Urban Ethnicities.** How do the urban spaces of the city enable or disable constructions of ethnicities and ethnic communities? Topics: the construction of urban ethnicity in literary texts, in film, in art, etc. 250–500-word abstracts by 1 Mar.; Martha J. Cutter (mcutter@kent.edu).

#### GAY STUDIES IN LANGUAGE AND LITERATURE

**AIDS and Representation.** 1-page abstracts by 1 Mar.; Kathryn R. Kent (kathryn.r.kent@williams.edu).

**Queer Japan: Literature and Culture.** Half-page abstracts and vitae by 5 Mar.; Henry Ablove (habelove@princeton.edu).

#### LINGUISTIC APPROACHES TO LITERATURE

**Literary Linguistics: Approaches.** Papers presenting specific analyses from a linguistic perspective of literary texts from any genre.

**Literary Linguistics: Toward a Definition.** Papers characterizing theoretical features of linguistic analyses of literary texts. 300–500-word abstracts by 11 Mar.; Margaret Freeman (freemanh@lavc.edu) and Todd Oakley (tro2@po.cwru.edu).

#### LITERATURE AND OTHER ARTS

**Architecture and the Body. Images and the Event.**

**Walter Benjamin in the Age of New Technology.** 500-word abstracts by 10 Mar.; Elissa Marder.

#### LITERATURE AND RELIGION

**Literary Syncretism.** Literary genres have often been transformed as religious traditions mingle: Native Americans compose psalms, Balinese puppets stage the *Mahabharata*. Papers on the literary impact of religious syncretism. Abstracts by 8 Mar.; David Damrosch (dnd2@columbia.edu).

**Religion and Authorial Identity.** Identity defined either as one's unique personality or as

one's gender, race, and class, especially in the works of Spenser, Donne, Herbert, and Milton. 8-page papers by 8 Mar.; Carol V. Kaske (cvk2@cornell.edu) or Dayton Haskin (haskin@mail.bc.edu)

#### LITERATURE AND SCIENCE

**Anime and Manga: Animated/Graphic Human/Nature.** A panel on the literary, cultural, artistic, scientific, and technological in Japanese animation and *manga* (graphic novels). Emphasis on apocalyptic, environmental, and cybernetic themes and narratives. 250-word abstracts by 1 Mar.; Pamela Gossin (pssgossin@utdallas.edu).

**Medical Intervention and the Life Cycle Narrative.** 250-word abstracts by 1 Mar.; Martha Stoddard Holmes (mstoddard@csusm.edu).

**Metaphor in the Trading Zone: Between Semiotics and Geometry.** 250-word abstracts by 1 Mar.; Martin E. Rosenberg (mer19@psu.edu) and James J. Paxson (jpaxson@ufl.edu).

#### PHILOSOPHICAL APPROACHES TO LITERATURE

**Death Penalties.** Philosophical or theoretical considerations of aspects of discourse about the death penalty (or penalties) or actually existing death penalties. Abstracts, papers, or proposals by 15 Mar.; Ian Balfour (ibalfour@yorku.ca).

#### POPULAR CULTURE

**Comics, Graphic Novels, and Sequential Art.** Possible topics include hybrid media, cross-cultural circulation, political comics, Web comics, iconicity, and stereotype. Abstracts by 1 Mar.; Tom Foster (fostert@indiana.edu).

#### PSYCHOLOGICAL APPROACHES TO LITERATURE

**Psychoanalysis and the Political: Object before the Law.** Psychic and sociopolitical implications of adoption and parental rights; health care crises, alternative families, gay marriage, migrants, "illegals," etc. 500-word

abstracts, brief vitae (no attachments) by 15 Mar.; Esther Rashkin (esther.rashkin@utah.edu).

**Psychoanalysis and the Political: Democratizing Psychoanalysis.** Should psychoanalysis be democratized? What are the limits of its democratization? How accessible should psychoanalysis be? Political, theoretical, or clinical approaches to questions of access in and to psychoanalysis for individuals, groups, nations, or translations. Abstracts only (e-mail preferred; no attachments) by 15 Mar.; E. L. McCallum (emc@msu.edu).

**Psychoanalysis and the Political: Subjectivity and Citizenship.** Papers addressing the relation between the "subject" of psychoanalysis and current theories of the political (radical democracy, agency, citizenship). Vitae and 2-page abstracts by 15 Mar.; Charles Shepherdson (shepherd@albany.edu).

#### SOCIOLOGICAL APPROACHES TO LITERATURE

**Approaching, Opposing Fascism: State, Capital, University.** Analyses that further understanding of the new military-corporate alliance, the role of the university in its development, and the possibilities for organizing resistance here. Abstracts by 10 Mar.; Rosemary Hennessy, Dept. of English, State Univ. of New York, Albany 12222 (hennessy@albany.edu).

**Constellations: The Social Life of Aesthetic Forms.** Papers dealing with late Marxist aesthetics (Benjamin, Adorno), either addressing the notion of constellation or inquiring into a specific aesthetic form through a constellation of historical and formal elements. 2-page abstracts by 15 Mar.; Silvia Lopez (slopez@carleton.edu).

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

**Feminists in and on Love.** Any aspect of the topic in women's writing and feminist or gender theory: e.g., desire, family relations, sexuality, friendship, philanthropy, intimacy, community, spirituality.

**Funny Women.** Women's contributions to and theorizations of comedy, satire, humor, laughter, wit, irony; gender, sexual and other differences in economies of amusement. Work across genres, media, historical periods, social and cultural contexts, languages, etc. welcome.

**Women and Criminality/Liminality.** How do representations of the female (as) criminal and feminized crime unsettle, reinforce, and rewrite notions of gender, sexual, and other differences? 2-page abstracts or 15-min. papers and vitae by 20 Feb.; Elaine Chang (echang@uoguelph.ca).

#### Italian Literature

#### MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

**Models for Life and Art: Petrarch and Alberti.** For the centennials of Petrarch (b. 1304) and Alberti (b. 1404), papers on how either or both bequeathed paradigms for life and art.

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**Open Session.** Papers on any topic in Italian medieval or Renaissance literature.

**Renaissance Italian Literature in the Classroom.** Pedagogical approaches to presenting specific texts, broad cultural movements, and various theoretical issues in 14th- to 16th-century Italian literature. 300-word abstracts by 10 Mar. Sherry Roush (slr21@psu.edu).

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

**From Play to Opera: Trends and Developments in Italian Theater from the Baroque to the Late 1800s.** Abstracts by 15 Mar.; Massimo Lollini (maxiloll@oregon.uoregon.edu).

**Gender and Cultural Identities from the 1600s to World War I.** Abstracts by 15 Mar.; Andrea Ciccarelli (aciccare@indiana.edu).

**Myths, Rituals, and Commemorations in 17th-, 18th-, and 19th-Century Italy.** Abstracts by 15 Mar.; Gabriella Romani (gromani@princeton.edu).

**20TH-CENTURY ITALIAN LITERATURE**

**The Ethics and Rhetorics of Ambiguity.** Is there an antiessentialist philosophy of the body/subject emerging in Italian thought? Are modes of perception regulating knowledge connected to social practices? Is generic hybridity to be considered a consequence of this mode?

**Social Justice: Is It a Concern in Recent Italian Fiction and Essayism?** Are Italian intellectuals dealing at all with the issue of social justice in their writing? Is recent writing for many turning into escapism?

**Writing Narrative through Cinematic Culture: The Inverted Image of the Italian Contemporary Novel.** Contemporary novels show literary images drawn from cinema, media, and computer games rather than from more traditional sources. Papers dealing with

this change in influence and intertextuality. 500-word abstracts, provisional bibliographies by 10 Mar.; Stefania Lucamante (lucamante@cua.edu) and Luca Somigli (luca.somigli@utoronto.ca).

*Language Studies*

**LANGUAGE AND SOCIETY**

**Language and Society.** All aspects of the interaction between language and social factors; the linguistic analysis of social phenomena.

**Language Variation and Change.** How social, geographical, economic, or gender factors influence language variation and change. Papers about William Labov's work in this area are especially welcome. 500-word abstracts by 15 Mar.; Raúl Aranovich (raranovich@ucdavis.edu).

**LANGUAGE THEORY**

**Theoretical Approaches to Language Acquisition.** Abstracts that discuss how theoretical constructs meet (or fail to meet) the data from L1, L2, bilingual, or multilingual language acquisition.

**Theoretical Approaches to the Study of Interfaces.** Abstracts should discuss the internal interfaces among core disciplines of linguistics or address the external links with related fields. Abstracts by 17 Mar.; Alfonso Morales-Front.

**APPLIED LINGUISTICS**

**Policy Perspectives on Postsecondary Foreign Language Requirements.** Research reports and position papers on how institutional educational priorities (e.g., internationalization of the curriculum) and budgetary constraints (e.g., increasing class sizes, staffing patterns) affect perspectives and policies on the foreign language requirement.

**Research on Internet-Mediated Foreign Language Study.** Original research reports on

Internet-mediated foreign language study. The research may represent diverse theoretical approaches including interactional sociolinguistics, systemic functional linguistics, interactionist SLA, sociocultural theory, and communication theory.

**Research on Study Abroad.** Original research reports on any aspect of study abroad in any foreign language. Research reports from diverse theoretical perspectives encouraged. 400-word abstracts by 20 Feb.; Julie A. Belz (jab63@psu.edu).

**LANGUAGE CHANGE**

**Open Session.**

**The Perils of Databases for Studying Language Change.** What are the biases, obvious and covert, of linguistic material in current highly-used databases and in the methods of searching them? What do historical linguists need to know?

**Standardization in Global English, Spanish, and Other World Languages.** How can the continued spread of written forms of languages beyond national borders and through transnational media alter the character, detection, and trajectory of a 21st-century standard language? 2-page abstracts (with bibliographies) by 2 Mar.; Mary Blockley (blockley@mail.utexas.edu) and R. D. Fulk (fulk@indiana.edu).

**HISTORY AND THEORY OF RHETORIC AND COMPOSITION**

**Rhetorics of Second Wave Feminism.** Practices of persuasion, writing, invention in the women's movement: writers, scenes of performance, genres. Abstracts by 15 Mar.; Susan Wells.

*Other Languages and Literatures*

**AFRICAN LITERATURES**

**African Language Writing into the 21st Century.** 250-word proposals from any angle on contemporary, indigenous African language writing by one or several authors by 1 Mar.; Charles Cantalupo (cxc8@psu.edu).

**The City in African Literatures.** Literary or theoretical treatments of urbanization in Africa; the city and colonial discourses; the city and the state; the city and sexuality. 250-word abstracts by 1 Mar.; Olakunle George (olakunle\_george@brown.edu).

**J. M. Coetzee, African Nobel.** Papers on the poetics and politics of Coetzee's work in the light of his receiving the Nobel Prize. 250-word abstracts by 1 Mar.; Gaurav Desai (gaurav@tulane.edu).

**EAST ASIAN LANGUAGES AND LITERATURES TO 1900**

**The Dissemination of Literati Culture in East Asia.** Papers addressing the dissemination of literati culture in aesthetic, philosophic, and sociohistorical terms and seeking to generate broader insights into literary production, translation, and circulation in the East Asian context. 1-page abstracts by 8 Mar.; Haruo Shirane (hs14@columbia.edu).

**Miscegenation as a Metaphor: Purity and Contamination in East Asian Literature.**



Participants in the session "Is Now the Time for Paul de Man?" Left to right: Lindsay Waters, Gayatri Chakravorty Spivak, and Ian Balfour.

CAMERA'S EYE PHOTOGRAPHY

Papers addressing themes of miscegenation, contamination, purification and hygiene, demarcations of exclusion, or other approaches testing the bounds of generic, national, cultural, and racial categories. 1-page abstracts by 8 Mar.; Faye Yuan Kleeman (faye.kleeman@colorado.edu).

#### EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900

**Asian Cinema: Nation, Region, World.** Explore Asian cinemas at national, regional, and global levels and investigate patterns of coproduction and the trafficking of themes, genres, and film artists across industries and national boundaries. 250-word abstracts by 15 Mar.; Sheldon Lu (shlu@ucdavis.edu).

**Popular Culture in East Asia I: Gender and Family.** Specific configurations of gender and family in popular fiction, performance, TV drama, and film in contemporary East Asia. 1-page abstracts by 15 Mar.; Jung-Soon Shim (jsshim@ssu.ac.kr).

**Popular Culture in East Asia II: Naming and the Power Politics.** Explore issues on the politics of naming and the power structures represented in East Asian popular culture. Papers related to minority discourse are welcome. 8-page drafts by 15 Mar.; Aoi Mori (aoi@gaines.hju.ac.jp).

#### SLAVIC AND EAST EUROPEAN LITERATURES

**By Word of Mouth: Slavic Oral Traditions.** Oral tradition and related forms in any of the Slavic languages. All approaches are welcome, as are genres that interface with textuality. 250-word abstracts by 10 Mar.; John Miles Foley (foleyj@missouri.edu).

#### Teaching

##### THE TEACHING OF LANGUAGE

**Sequencing Language Learning: Lessons from Research.** Standards-based curricula call for measurable and progressive language development in the learner. What works? Examples may include College Board's AP courses, joint-enrollment, service-learning, and other programs.

**Smart Classrooms, Hybrid Courses, and the Teaching of Languages.** Ways to integrate technology to promote measurable student learning. Abstracts by 1 Mar.; Carmen C. Tesser (carmen@uga.edu).

##### THE TEACHING OF LITERATURE

**Cluelessness and Difference in the Literature Classroom.** How do literature teachers address issues of difference in the classroom? Possible topics: teaching multicultural literature, accommodating disabled students, curricular revisions, anthologies and otherness; students; subjectivities and marginality versus dominant cultures. 1-2-page abstracts by 15 Mar.; Marcy Schwartz (mschwartz@spanport.rutgers.edu).

**Cluelessness and the Literature Classroom.** Any related topic, including responses to Graff. 1-2-page abstracts by 15 Mar.; Kimberly Nance (kanance@ilstu.edu).

##### THE TEACHING OF WRITING

**Linked Courses in Writing Pedagogy.** Discussion of actual cases of experimental programs.

**Literature, Genre Theory, and Writing Pedagogy.** Innovative uses of genres, languages, and literary conventions in rethinking students' writing and the teaching of writing.

**Writing Programs and Academic Freedom.** External coercions of undergraduate writing curricula; the relation of doctoral programs in rhetoric and composition to undergraduate writing program curricula. Document with actual cases. Abstracts by 12 Mar.; David Bleich (david.bleich@rochester.edu).

##### TEACHING AS A PROFESSION

**Contingent Faculty Members and Institutional Teaching Cultures: Problems and Solutions.** Roundtable discussion on integrating contingent faculty members (part-time and adjunct) into the teaching cultures of departments at all types of institutions. 500-word abstracts by 1 Mar.; Randy Bass (bassr@georgetown.edu).

**Teaching as Publishing.** When and how can teaching (written, oral, digital—any genre) be understood and valued as a way of making knowledge public and thus of "publishing"? 500-word abstracts by 1 Mar.; Hugh English (hughhaeng@aol.com).

#### Discussion Groups

##### ANGLO-IRISH LITERATURE

**Irish Studies and Race.** Irish writing and race, especially in the wake of postcolonial theory, studies of whiteness, and transatlantic and circumatlantic cultures. Abstracts by 5 Mar.; Marjorie Howes (howesmb@bc.edu).

##### ARABIC LITERATURE AND CULTURE

**Arabic Literature in and as Translation.** Politics and practice of translating Arabic literature; translation theory and Arabic literature; translational or bilingual texts; uses of Arabic in Anglophone and Francophone Arab literature; cultural translation. Abstracts by 10 Mar.; Wail S. Hassan.

##### ARTHURIAN LITERATURE

**Open Topic.** 250-word abstracts by 20 Mar.; Rupert T. Pickens.

##### CANADIAN LITERATURE IN ENGLISH

**Packaging Canada: Canadian Booker Prize Winners and Oprah Best Sellers.** Exploring the politics of book prizes in Canada in relation to individual authors or the prizes themselves. Abstracts by 15 Mar.; Priscilla Walton (pwalton@ccs.carleton.ca).

##### CATALAN LANGUAGE AND LITERATURE

**Gendered Spaces.** How does gender structure space and space construct gender? How is it written in literature and film? How do urban planning, politics, anthropology, feminism, etc. think about it? Abstracts or papers by 7 Mar.; J. Sabadell-Nieto (sabadell@csc.albany.edu and jsabadell@cs.com).

##### CELTIC LANGUAGES AND LITERATURES

**Celtic Studies 2004.** Exploring science fiction retellings of Celtic literature. How does "Celtic science fiction" distort original Celtic literature? What are the pedagogical implications for Celtic studies? 500-word abstracts by 1 Mar.; Brian Ó Conchubhair, Irish Studies, Boston Coll., Chestnut Hill, MA 02467 (brianoconchubhair@yahoo.com).

##### CLASSICAL STUDIES AND MODERN LITERATURE

**Nunc est legendum: Reception of Horace's Poetry.** Considering Horace's influence on the subsequent literary tradition in terms of topic, language, meters, etc. Abstracts by 10 Mar.; Sarah Spence (sspence@uga.edu).

##### COGNITIVE APPROACHES TO LITERATURE

**Cognition and Creativity.** What value do cognitive accounts of creativity have for understanding authorship, individual literary works, trends in literary history, and so forth? 250-word abstracts by 10 Mar.; Patrick Colm Hogan (hogan@uconnvm.uconn.edu).

##### COMPARATIVE ROMANCE LINGUISTICS

Abstracts covering any aspect of Romance languages (phonology, syntax, semantics, morphology) as well as philological studies. Although preference paid to articles addressing more than one Romance language, all abstracts addressing Romance considered. Abstracts by 1 Mar.; Christina Tortora (tortora@postbox.csi.cuny.edu).

##### COMPUTER STUDIES IN LANGUAGE AND LITERATURE

**Computing, Theorizing, Communicating.** Papers that explore impacts of computing tools (databases, text analysis software, multimedia, etc.) on theorizing research, teaching, and communication between language and literature researchers, students, and the wider community. Abstracts by 1 Mar.; Donald E. Hardy, English, Colorado State Univ., Fort Collins 80523 (don.hardy@colostate.edu).

##### DISABILITY STUDIES

**Get Down: Disability, Depression, and Difference.** Alienation and alternatives: how can we value mental health difference? Differences in time, space, and meaning; marketing depression; systems and survivors. Abstracts only by 1 Mar.; Tammy Berberer and Petra Koppers.

##### GERMANIC PHILOLOGY

**Topics in Germanic Philology.** Papers on any topic dealing with Germanic philology and linguistics. Abstracts by 15 Mar.; Thomas F. Shannon (tshannon@socrates.berkeley.edu).

##### HEBREW LITERATURE

**Hebrew Letters, Jewish Polemic.** Literature's response, collusion, resistance, and use as polemic throughout the modern period. 250-word abstracts by 1 Mar.; Irene Tucker (irenet@jhu.edu).

##### HUNGARIAN LITERATURE

**Feminism in Central Europe.** Women writers in Central Europe, primarily Hungary:  
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feminist literature or papers about women writers in the area (Hungary to Romania, Slovakia to Croatia) welcome. Source text in Hungarian. Abstracts by 10 Mar.; Eniko M. Basa (eniko.basa@verizon.net).

#### ITALIAN AMERICAN LITERATURE

**The Poetry of Resistance: When Wal-Mart Comes to Little Italy.** Exploring literature, film, and other artwork in response to homogenizing and globalizing pressures on established ethnic hierarchies and communities. 1-page abstracts by 5 Mar.; John Domini (john.domini@drake.edu).

#### JEWISH AMERICAN LITERATURE

**The Intellectual in Jewish American Literature: A Tribute to Mark Krupnick.** Representations of the intellectual in Jewish American literature or literature about the place of Jewish intellectuals in society. Abstracts and brief vitae (as *MS Word* attachments only) by 5 Mar.; Herbert Shapiro (herb.shapiro@esc.edu).

#### LAW AS LITERATURE

**Law, Literature, and Feminist Discourses.** Feminist literary criticism shares many discursive strategies and concerns with law and literature. Possible topics include critical legal feminism, property and trust law, rape discourse, adultery and divorce laws. Abstracts by 20 Feb.; Virginia Tiger (vtiger@andromeda.rutgers.edu).

#### LEXICOGRAPHY

**Language and Legitimacy: The Role of Dictionaries.** Papers addressing the role of current or historical dictionaries in postcolonial contexts, in legitimizing national languages and nonstandard language varieties, in developing world English(es), etc. 1-page abstracts by 15 Mar.; Anne Curzan (acurzan@umich.edu).

#### LITERATURE OF THE UNITED STATES IN LANGUAGES OTHER THAN ENGLISH

**Multilingualism and Modernism.** A rethinking of American modernism in the context of multilingualism. Abstracts or papers by 1 Mar.; Yunte Huang, Dept. of English, Univ. of California, Santa Barbara (yhuang@english.ucsb.edu).

#### LUSOPHONE LITERATURES AND CULTURES OUTSIDE PORTUGAL AND BRAZIL

**Lusophone Africa: New Representation for a New Era / África lusófona: Nova representação para uma era nova.** Social reconstruction, representation, and cohesion in newly emergent societies require broad interdisciplinary solutions. Papers in English or Portuguese. Abstracts by 8 Mar.; Luís Gonçalves (goncalve@email.unc.edu).

#### NETHERLANDIC LANGUAGE AND LITERATURE

**Dutch (In)Tolerance? Multicultural Tensions in (Literature of) the Low Lands.** 250–500-word abstracts by 15 Mar.; Pascale Bos (pascale.r.bos@mail.utexas.edu).

#### OLD NORSE LITERATURE AND LANGUAGE

**The Eye of the Beholder: 19th- and 20th-Century Reception of Old Norse Literature.** Perceptions of Old Norse literature imposed from outside (Victorian privileging of certain works, 20th-century realist bias, etc.) and their consequences. Abstracts by 15 Mar.; Randi Eldevik (nordic@okstate.edu).

#### POSTCOLONIAL STUDIES IN LITERATURE AND CULTURE

**Actually Existing Colonialisms.** The colonial contexts of contemporary populations: Kurds, Tatars, West Irians, Hawaiians, Chechens, Puerto Ricans, Basques, Palestinians, Saharoui, Native Americans, etc. 250-word abstracts by 1 Mar.; Gaurav Desai (gaurav@tulane.edu).

#### PRESENT-DAY ENGLISH LANGUAGE

**Aiming at a Moving Target: English and Emerging (Sub)Cultures.** Submissions from a wide range of theoretical perspectives that address the rich variety of contemporary Englishes. 1-page abstracts by 11 Mar.; Timothy R. Austin (traustin@creighton.edu).

#### PROVENÇAL LANGUAGE AND LITERATURE

**Reading Troubadour Lyric.** Abstracts for papers that consider troubadour lyric as a written-and-read phenomenon by 10 Mar.; Sarah Spence (sspenca@uga.edu).

#### PUERTO RICAN LITERATURE AND CULTURE

**Puerto Ricans in Philadelphia: Homenaje a Luz María Umpierre.** Papers on scholarly, literary, and cultural contributions of Puerto Ricans in Philadelphia; community, social, and educational groups; intersection of Puerto Ricans and other ethnic groups. Abstracts by 1 Mar.; Lawrence La Fountain-Stokes, American Culture, Univ. of Michigan, 3700 Haven Hall, Ann Arbor 48109 (lawrlafo@umich.edu).

#### ROMANCE LITERARY RELATIONS

**Border Crossings in the World of Romance Literary (and Other) Relations.** Discussions of crossings over borders or boundaries as varied as gender, genre, geography, chronology, languages, etc. Any time period or Romance culture (Italian, Spanish, French, Portuguese, Romanian). 500-word abstracts by 15 Mar.; Abby Zanger (abby.zanger@tufts.edu).

#### ROMANIAN STUDIES

**Constructing Postcommunist Eastern Europe: New Faces of the Imaginary.** The ways in which Central and Eastern Europe are imagined today by their own writers and those of the Western world. 1-page abstracts by 1 Mar.; Letitia Guran (letitiag@uga.edu).

#### SCANDINAVIAN LANGUAGES AND LITERATURES

**Drama and the Dramatic in Scandinavia.** Abstracts by 15 Feb.; Tanya Thresher (thresher@facstaff.wisc.edu).

#### SCIENCE FICTION AND UTOPIAN AND FANTASTIC LITERATURE

**Alternate Collectivities: Reimagining the Social.** An interrogation of the dynamic intersection of science fiction, fantasy, and utopia



CAMERA'S EYE PHOTOGRAPHY

*Paul Strohm speaking at the session "For the Dignity of Academic Labor, Academic Laborers, and the Academic Profession: A Session Honoring Mary Alice Burgan."*

with the work of social activism (like anti-WTO) and critical theory (e.g., Hardt and Negri, Deleuze and Guattari). Abstracts by 1 Mar.; Ian Buchanan (ian.buchanan@cdu.edu.au).

#### SCOTTISH LITERATURE

**The Scottish Empire Writes Back: Pictland to Postmodernity.** Scotland: victim of or participant in British imperialism or both? Papers on Scotland's cultural and historic relation to imperialism, colonization, and war—medieval to contemporary. Abstracts by 11 Mar.; Jeff Ritchie (ritchie@lvc.edu).

#### SEPHARDIC STUDIES

**Childhood, Family Life, and the Formation of Sephardi Identities.** In an interdisciplinary manner, explore literary and historical reflections. Proposals addressing every time period and geographical location welcome. Abstracts by 15 Mar.; David Graizbord (dlgraizb@email.arizona.edu).

#### SOUTH ASIAN LANGUAGES AND LITERATURES

**Framing the Secular: South Asian Contexts.** How do South Asian literary texts constitute, evoke, represent secular identities; preindependence or postindependence texts or contexts. 300-word abstracts by 15 Mar.; Hena Ahmad (hahmad@truman.edu).

#### SOUTHERN LITERATURE

**Sexuality's Plantation Myth(s).** Address issues of sexuality in the old and new South—with emphasis on racialized bodies, kinship, and family. Abstracts by 10 Mar.; Sharon P. Holland (pholland@uic.edu).

#### TRANSLATION

**Translation and Psychoanalysis.** Topics relating translation theory and practice to

psychoanalytic theory or applied psychoanalysis. Abstracts by 15 Mar.; Kathleen Ross, 289 Locust St., Philadelphia, PA 19106 (kar1@nyu.edu).

#### TRAVEL LITERATURE

**Travel Literature and War.** In the light of 9/11, 1-page proposals on any historical period or national literature. Examples: soldiers or correspondents as travelers; the Other as host or enemy. Abstracts by 15 Mar.; Robert Boyer (robert.boyer@snc.edu).

#### THE TWO-YEAR COLLEGE

**Learning for Life: Becoming and Producing Lifelong Learners.** Topics: continuing education theories, faculty development support, generalization pitfalls, rewards and punishments of crossing disciplines, motivating continued student learning, avoiding syllabus stagnation. 1-page abstracts by 15 Mar.; William Tell Gifford (wgifford@tmcc.edu).

#### WEST ASIAN LANGUAGES AND LITERATURES

**Teaching West Asia: Reconstructing Identities in a Post-9/11 World.** Papers that discuss 9/11 and the ways this event and aftermath have created new identities or reinforced old ones. Abstracts by 19 Mar.; Negar Mottahedeh (negar@duke.edu).

#### YIDDISH LITERATURE

**Yiddish Literature and Society.** How has Yiddish literature helped shape and reflect developments in the societies in which it was created? Abstracts by 1 Mar.; Joel Berkowitz (yankl@albany.edu).

### MLA Committees

#### AD HOC COMMITTEE ON DIVERSITY AND TOLERANCE

**Teaching Tolerance: Combating Bigotry.** Strategies that increase sensitivity to diversity issues and promote an environment of respect. Ways to oppose racism, sexism, and ethnic, disability-related, and class prejudice. Proposals by 15 Mar.; Laraine Ferguson.

#### ADVISORY COMMITTEE ON FOREIGN LANGUAGES AND LITERATURES

**Are They Being Served?** Student expectations, professional and government needs, and the foreign language curriculum. Abstracts by 1 Mar.; Marina Perez de Mendiola (mperezde@scrippscol.edu)

**Ethnographies of Language Learning and Language Use.** Contexts of communication and contacts among languages; multilingual workplaces; voluntary and enforced learning; bilingual families; cultures of adaptation. Titles and summaries by 1 Mar.; Haun Saussy (saussy@stanford.edu).

**Lost in New Interpretations: Translation, the Original Text, and Teaching Bilingually.** Abstracts by 1 Mar.; Pierre Saint-Amand (psa@brown.edu).

#### ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES

**Who Teaches Borges, Brecht, Cervantes, and Nabokov?** Creative solutions to the is-

suces that swirl around the question of national literatures taught in translation. Abstracts by 1 Mar.; Malcolm Alan Compitello (compitel@email.arizona.edu).

#### COMMITTEE ON ACADEMIC FREEDOM AND PROFESSIONAL RIGHTS AND RESPONSIBILITIES

**Best Staffing Practices and Instructional Effectiveness.** Possibilities for positive practice for departments facing demands to document instructional effectiveness while staffing required first-year writing and language courses given diminishing resources. Abstracts by 7 Mar.; Sue Hintz.

**Plagiarism and the Internet.** Reported cases of student plagiarism have risen dramatically. Why? Contributions are especially welcome that discuss strategies to promote responsible online research. Abstracts by 7 Mar.; Andrew Parker.

#### COMMITTEE ON COMMUNITY COLLEGES

**The Community College as Cultural Catalyst.** Papers describing community-college programs, courses, or activities that enhance cultural opportunities in local communities. 1-page abstracts by 15 Mar.; Sean Murphy (smurphy@clcollinois.edu).

**Diversity and Classroom Practice.** Papers exploring practical classroom applications MLA members have developed for diverse student learners and learning styles. 1-page abstracts by 15 Mar.; Deborah Gill (dvg25@psu.edu).

#### COMMITTEE ON DISABILITY ISSUES IN THE PROFESSION

**Disability and Ethnicity.** Papers addressing the relation between disability and ethnicity and the ways in which the disciplines of ethnic and disability studies inform each other. 250-word abstracts by 15 Mar.; David Neal Miller.

**Obesity as Disability.** There is an extensive literature representing obesity across most cultures and times. Can these images be used to define the margins and centers of disability studies? 250-word abstracts by 15 Mar.; S. L. Gilman.

**Sex and Disability.** Papers on the sexual existence of people with disabilities, cultural and historical representations of disability, institutional effects on sexual practices and identities, issues of privacy, personal assistants, technology. Proposals or abstracts by 15 Mar.; Tobin Siebers (tobin@umich.edu).

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

**Artist-Critic, Critic-Artist.** Papers questioning the mutual dynamics, contradictions, and dilemmas of the artist-critic of color by reflecting on interplay of artistic-critical texts. Abstracts or proposals by 5 Mar.; Roberta Hill (rhwhitem@facstaff.wisc.edu).

**Indigenous Encounters as Sites of Ethnic Reproduction.** Any period or textual form, 1492-1898. 1-page abstracts by 5 Mar.; Malea Powell (powell37@msu.edu).

**Philadelphia: Black Writers on Fire.** Papers engaging representations of African American life in Philadelphia or works by black Philadelphians, especially considering the historical depth of the black presence in Philadelphia. Abstracts by 5 Mar.; Lawrence Jackson.

**COMMITTEE ON SCHOLARLY EDITIONS**  
**Seals and Walruses: What Can We Learn from Bad Editions?** Outlines by 15 Mar.; Donald H. Reiman (dhreiman@udel.edu).

#### COMMITTEE ON THE STATUS OF GRADUATE STUDENTS IN THE PROFESSION

**Alternative Forms of the Dissertation.** How should the changes in scholarly publishing (the publishing "crisis") affect graduate education? Should the dissertation evolve? How? How do we (should we) think about the dissertation? Other alternatives?

**Alternatives to a "Book for Tenure."** In the context of the publishing crisis, has your department or school moved away from a previous "book for tenure" requirement? What alternative models work? Challenges and advantages. Ideals or examples from real life. Abstracts or papers by 1 Mar.; Michael Reder (reder@conncoll.edu).

#### COMMITTEE ON THE STATUS OF WOMEN IN THE PROFESSION

**Conceptualizing the Posttenure Research Agenda.** Possibilities and problems such as mid-career cross- and interdisciplinary refocusing, choosing research directions, the push toward promotion to full, and career changes. 1-page abstracts and vitae by 15 Mar.; Ellen Rees (erees@asu.edu).

**Perception, Power, and Promotion: Seeing Women's Authority in the Academy.** The power women have and can envision; women's visibility or invisibility in the academy; support or obstacles on the road to promotion. 1-page abstracts by 1 Mar. Kirsten M. Christensen.

**Service as Activism at Mid-Career.** Service and rank; service chosen and imposed; service, teaching, and research distribution, differences in colleagues' service; evaluation of service. 250-word abstracts, 1-page vitae by 15 Mar.; Michelle Massé (mmasse@lsu.edu).

#### OFFICE OF ENGLISH PROGRAMS

**The Small College Department: Jobs for Generalists.** Intellectual challenges and pedagogical issues for generalist practice in English; formative experiences from newly hired generalists. 250-word abstracts for 12-min. presentations by 10 Mar.; Lawrence Moe (lawrence.moe@metrostata.edu).

#### OFFICE OF FOREIGN LANGUAGE PROGRAMS

**Language in National Crises.** Fear and teaching in two world wars; after Sputnik; and after 9/11. Abstracts by 1 Mar.; Michael E. Geisler (geisler@middlebury.edu).

**What Drives Foreign Language Enrollments?** Abstracts by 1 Mar.; H. Jay Siskin (jasiskin@cabrillo.edu).

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## Special Sessions

These proposed topics for special sessions at the convention have not been approved; the announcements are intended to bring potential organizers and panelists together before organizers send in their final proposals. Organizers and panelists should note the 7 April deadline for membership and the 1 April deadline for submission of final proposals.

### The Absurdity of Contemporary Criticism.

Gender, multicultural, racial, or \_\_\_\_ studies are unrelated to literary criticism. Rather than tell us what literature says, they make literature say what they want. Or they \_\_\_\_\_. Abstracts or papers and short vitae by 15 Mar.; George Bellis, River Boat Books, PO Box 65314, Saint Paul, MN 55165.

**Academic Gothic.** Literary or filmic treatments of gothic horror in academic settings, including schools and universities, pedagogical relations, scientific experimentation, and reading. Papers or abstracts by 15 Mar.; Steven Bruhm (steven.bruhm@mnsu.ca).

**The Achievement(s) of Abraham Cowley.** Samuel Johnson credited Cowley with "diversified excellence." Essays on facets of Cowley's achievement. Abstracts considered; papers preferred by 15 Mar.; Hugh Wilson (hwilson@together.net) and Julia Griffin (juliagriffin@hotmail.com).

**Aestheticism across the Map (Not Just London) and the Centuries.** "Aestheticist" phenomena in history; their causes, features, and legacies. Non-English instances and comparative approaches especially welcome. Abstracts by 15 Mar.; Gene H. Bell-Villada.

**African American Modernism.** Papers on the aesthetic concerns of black modernism; examinations of specific writers, novels in the black modernist tradition (e.g., Cane, Maud Martha); photography, art, music. 1-page abstracts and vitae by 5 Mar.; Miriam Thaggert (thagert@utk.edu).

**African American Philadelphia.** From Olaudah Equiano to Harriet Jacobs, W. E. B. Du Bois, Frances Harper, Toni Bambara, Sonia Sanchez, and Lorene Cary, African Americans are prominent in the city's long literary history. 1-page abstracts by 8 Mar.; Joan Wylie Hall (egjwh@olemiss.edu).

**Afrofuturism.** What kinds of speculative fictions have emerged from the African diaspora? Papers may address this question in relation to theoretical, formal, or thematic concerns. Abstracts and biographical statements by 1 Mar.; Lisa Yaszek (lisa.yaszek@lcc.gatech.edu).

**(Alter)native Modernisms.** 250-word proposals by 15 Mar.; Suzanne Kehde (suzanne\_kehde@cviip.net).

**Amazon and Abe: The Book, the Market, and the World Wide Web.** Possible topics: transformations in collectivities of readers and in research methodologies (i.e., reception his-

tory); effects on local markets and bookstores globally. Abstracts and vitae; Emily Satterwhite, 1203 Euclid Ave., NE, 4, Atlanta, GA 30307 (esatter@emory.edu).

**American Economic Fiction in the Gilded Age.** Papers addressing fictional representations of economic themes. Treatments of non-canonical authors and texts are particularly welcome. 1-2-page proposals by 5 Mar.; Jay Andrews (andrewsj@temple.edu).

**American English as a Tool of Globalization.** Critical treatments of the role of American English in cultural, political, or economic colonization. Plain text proposals (no attachments) by 5 Mar.; Patricia Brodsky (brodskyp@umkc.edu).

**American Space and Characters in Contemporary Foreign Drama.** What do these cross-cultural representations reveal about theater and theatricality as well as about culture and cultural identity? 1-page abstracts and short vitae by 15 Mar.; Les Essif (essif@utk.edu).

**The Andes Imagined.** Perspectives on articulations of the Andean region and its literature and culture as presented in modern and contemporary cultural production. 250-word abstracts in Spanish or English by 15 Mar.; Jorge Coronado (jcoronado@northwestern.edu).

**Archive Fever: Following the Paper Trail in Spain and Latin America.** Papers exploring the theory and practice of archival research in Hispanism. 2-page abstracts by 1 Mar.; Alejandro Herrero-Olaizola (aherrero@umich.edu).

**Arts of Forgetting.** How is the act of forgetting represented in early modern literature? Is it merely a failure of memory? Is there a grammar or an aesthetics of oblivion? Detailed proposals by 15 Mar.; Andrea Frisch (afrisch@usc.edu).

**The Attraction of Christianity for American Jewish Writers.** Mailer, Potok, Roth, Salinger, etc. Examination of the religious, sociological, and historical, as well as literary and symbolic, implications welcome. Papers or abstracts by 15 Mar.; Mashey Bernstein (masheyb@aol.com).

**Mary Austin and Willa Cather: Writing the Desert.** Proposals or abstracts by 10 Mar.; Melinda M. Rosenthal.

**Mary Austin's Desert Garden: Fertile Ground for Women.** Proposals or abstracts by 10 Mar.; Melinda M. Rosenthal.

**Samuel Beckett's *Trilogy*: Celebrating Failure in Modernism.** Papers that examine any aspect of failure in Beckett's *Trilogy*. Consideration of textual, artistic, and physical failure especially encouraged. 500-word abstracts by 1 Mar.; Ellen Scheible (ellen.scheible@cgu.edu).

**Walter Benjamin Re-examined.** New perspectives on all aspects of Benjamin's works. Abstracts and brief vitae by 8 Mar.; Tessa Lee (tlee@wheatonma.edu).

**Between Comedy and Despair: Ionesco, Beckett, and Pinter.** This session addresses three variations of the absurd: Ionesco's "théâtre de la dérision," Beckett's clownish ontological tragedy, and Pinter's "comedy of menace." Abstracts by 7 Mar.; Jeanine Teodorescu (jeanine@earthlink.net).

**Wendy Bishop's Legacy in Writing Pedagogy.** How did Bishop's work shape writing pedagogy and classroom practices? How did Bishop mentor teachers and writers? Session documents and pays tribute to Bishop's contributions. Abstracts by 1 Mar.; Anna Leahy (amleahy@noctrl.edu).

**Bookshelves of Ricardian Poets.** Recent studies on, latest evidence on the learning of, and intellectual influences on Chaucer and his contemporaries. 1-page abstracts by 15 Mar.; Grover Furr (furr@mail.montclair.edu).

**Cervantes in 20th-Century Germany.** Papers examining the reception of Miguel Cervantes's texts in German literature and film since 1900. 1-2-page proposals by 15 Mar.; Gabriele Eckart (geckart@semo.edu).

**Changing Practice.** Proposals that explore transformations to instructional practice. What might these changes model for the future professorate and future secondary school teachers in English? Abstracts by 15 Mar.; Donna L. Pasternak (dlp2@uwm.edu).

**Lydia Maria Child and Conventions of 19th-Century American Womanhood.** Personally and professionally, to what extent did Child conform to and rebel against standards of true womanhood? Abstracts by 10 Mar.; Susan Lord, English Dept., Lake Erie Coll., 391 West Washington St., Painesville, OH 44077.

**Clothing and the Self in Golden Age Spanish Literature.** Papers dealing with different functions of clothing in the constitution of subjectivity in golden age literary texts are welcome. Abstracts and brief resúmenes by 15 Mar.; Encarnación Juárez (juarez.6@nd.edu).

**Complexity Theory and the Humanities.** Applications of complexity theory to the humanities and concepts such as complex systems, emergence, information, cultural complexity, literature and representation, and complexity and transatlantic studies. 1-page abstracts by 15 Mar.; Juan Luis Suárez (jsuarez@uwo.ca).

**Cosmopolitanism in the Americas.** Any aspect of cultural or literary discussions of cosmopolitanism in the Americas. Interdisciplinary and comparative approaches welcome. Abstracts and vitae by 15 Mar.; Camilla Fojas (cfojas@depaul.edu).

**Critical Revisions of Gender Constructs in Spanish Literary Prose, 1895-1910.** Papers on noncanonical authors' use of changes in gender constructs in relation to class, crises, war, or changes in readership. Abstracts by 10 Mar.; Louise Ciallella (lciallella@niu.edu).

**Cuba Libre: Critical Approaches to Mirta Yáñez.** Critical approaches to the fiction and poetry of Cuban writer Mirta Yáñez. The author has agreed to participate. Abstracts and vitae by 15 Feb.; Sara E. Cooper (scooper@csuchico.edu).

**Cuban Cinema since 1990.** Critical interpretations of Cuban films since 1990: e.g., semiotics, postcolonial, postmodern, interdisciplinary, cultural approaches. May contrast with Cuban cinema prior to 1990. Detailed abstracts and short vitae by 8 Mar.; Ada Ortuzar-Young (aortuzar@drew.edu).

**Cultural Studies and Ghosts of Culture: Making Culture Count (Again).** Contemporary cultural studies treats culture as autonomous from economic relations, especially class. Should culture be reconnected with them? If so, how? Abstracts by 15 Mar.; Robert Faivre (faivrer@acc.sunyacc.edu).

**Current Approaches to Pierre Loti.** Presentations of current approaches to the works of Pierre Loti. Abstracts and vitae by 1 Mar.; Richard M. Berrong. (rberrong@kent.edu).

**Cursed Celebrity: Scandal as a Reading Frame.** Papers addressing the complex dynamics of public morality, fame, social mythology, and mass media in the modeling of Latin American literary icons. 1-2-page proposals by 15 Mar.; Magdalena Maiz-Peña (mapena@davidson.edu) or Luis H. Peña (lupena@davidson.edu).

**Dark Princesses, Detectives, and Saviors: African American Genre Fiction.** The current flourishing of African American romance, detective, and speculative fiction and the formal, cultural, and political work it performs. Abstracts by 12 Mar.; Daylanne English (englishd@macalester.edu).

**Desexualizing Homosexuality.** From the "lesbian continuum" to the "metrosexual," what happens when homosexuality becomes a nonsexual affiliation? Do these constructions expand the boundaries of queerness or strip it of its most essential element? Abstracts by 10 Mar.; Michelle Abate (mabate1937@juno.com).

**Deterritorialization after Deleuze.** Is deterritorialized space the best location for marginal cultures? Or is it an impossible fantasy that denies minorities a place in the nation-state? 750-word abstracts by e-mail by 8 Mar.; Marc Caplan (aqc1774@nyu.edu).

**Emily Dickinson and Belief.** Papers sought exploring Dickinson and belief: Puritanism, the Bible, including cultural, historical, or feminist approaches. Papers or 200-word abstracts and vitae by 1 Mar.; John Wargacki (wargacki@shu.edu).

**Did Rocky Sullivan Really "Go Yellow"?** Papers or abstracts by 15 Mar.; Paula Marantz Cohen (cohenpm@drexel.edu).

**Disability and Postcoloniality.** How is disability represented in postcolonial literature, film, and visual culture? How do these representations complicate, resist, or comply with Euro-American constructions of disability and disability studies paradigms? 2-page abstracts by 12 Mar.; Heather Hewett (heather.hewett@earthlink.net).

**Documentary Cinema, Literary Forms.** Tensions between the conventional and the "real" in documentary theory and practice; documentary's (avowed or disavowed) use of rhetorical devices, poetic forms, narrative genres. Abstracts by 15 Mar.; John Mackay (john.mackay@yale.edu).

**Eugeni d'Ors: From Gloss to Philosophy.** How does the Catalan writer's oeuvre enter into dialogue with contemporary critical approaches? Abstracts by 15 Mar.; Timothy Lowenhaupt (dtimothy@sas.upenn.edu).

**Early Modern Forensic Fiction.** Papers addressing relations between real and imaginary early modern trials, including pamphlet accounts of interrogations and proceedings and prose or poetic courtroom drama. Connections to contemporary concerns welcome. Abstracts by 15 Mar.; Owen Staley (ostaley@earthlink.net).

**Ecocritical Views of 18th- and 19th-Century American Literature.** Continue to expand the scope of ecocritical inquiry and engage other critical practices. 500-word abstracts and vitae by 1 Mar.; Helena Feder (mfeder@ucdavis.edu).

**1880s British Political Writers Crossing Genres.** Journalist-poets, lecturer-novelists, diarist-social observers, and others. 250-word abstracts by 15 Mar.; Diana Maltz (maltzd@sou.edu).

**Carl Einstein's Literary Aesthetics.** Papers dealing with Einstein's literary work or aesthetic theories as they relate to literature. E-mail 100-word abstracts and short vitae by 8 Mar.; David Pan (dtp3@psu.edu).

**Emblem, Rebus, and Blason in Early Modern Literature.** Papers exploring relations between text and image in early modern print culture; processes of structuring, interpretation, and decoding. Interdisciplinary approaches encouraged. 1-page abstracts by 15 Feb.; Julie Singer (jes26@duke.edu).

**Epics without Nations.** What's new with the early modern epic? Submissions dealing with any aspect of this genre other than its participation in the definition of nations and nationality. Abstracts by 15 Mar.; Adam McKeown, Dept. of English, Adelphi Univ., 1 South Ave., Garden City, NY 11530 (adam.mckeown@adelphi.edu).

**Epiphany as Epistemology in Contemporary Literature.** 250-word abstracts and 1-page vitae by 15 Mar.; Anne Hunsaker Hawkins (ahh1@psu.edu).

**Eurovision Song Contest: Music, Media, Politics.** Submissions concerning Eurovision on the changing aspects of "Europe," specific countries and languages, or border crossings within the European context are welcome. Abstracts, vitae by 1 Mar.; Ivan Raykoff (raykoff@newschool.edu) and Robert Tobin (tobin@whitman.edu).

**Examining Methods of Modern Language Teaching outside of the United States.** Papers comparing or contrasting the foreign classroom with the American or detailing methods of language teaching somewhere other than the United States. Abstracts by 1 Mar.; Donnie C. Stepp, Jr. (dcsj22@hotmail.com).

**Exceptional Bodies in Premodern Spanish Literature.** Papers addressing the literary representation of sick or handicapped bodies, cripples, monstrosities, freaks, deformities, hermaphroditism, etc. Disability theory and interdisciplinary approaches welcome. Abstracts and brief résumés by 15 Mar.; Encarnación Juárez (juarez.6@nd.edu).

**Expanding the Boundaries of the Jacobin Novel.** Examining reformist political content in 1790s British novels not usually labeled Jacobin, particularly those by women such as

Smith, Robinson, Edgeworth. Abstracts by 1 Mar.; A. A. Markley (aam2@psu.edu).

**Experiments with Form in Modern African American Drama.** Papers invited on new dramatic forms created by modern playwrights such as Adrienne Kennedy, Baraka, and Shange as structural correlates to their subjectivities. 1-page abstracts and brief vitae by 15 Mar.; Nita Kumar (nitakumar@pobox.com).

**FBI Files on Literary Modernism.** Analyses of the FBI files on modernists such as Ernest Hemingway, James Joyce, Thomas Mann, Bertolt Brecht, Ezra Pound, John Steinbeck. Abstracts by 15 Mar.; Karen Leick (leick.1@osu.edu).

**FGM in Creative Writing.** Papers on female genital mutilation as a theme in all genres and languages using any theory to explore relations between activism and art. Abstracts and biographies by 15 Mar.; Tobe Levin (levin@em.uni-frankfurt.de).

**Fractured Bodies, Fractured Minds: Dickens and Disability.** Disability and physical or mental dysfunction are an overwhelming presence in Dickens's opus. How do we respond? Papers that address issues of power, agency, and identity are especially welcome. 250-word abstracts; Julia Miele Rodas (jrodas@slc.edu).

**Ben Franklin, the Philadelphian.** Franklin's relations with his adopted city and its Quaker establishment: as young stranger, entrepreneur, lover, community organizer, politician, scientist, or prose stylist. 1-2-page proposals or 20-min. papers by 5 Mar.; Tom Smith (trs8@psu.edu).

**Albert French's America.** Representations of American identity and culture in French's novels and war memoir. Abstracts by 15 Mar.; Pearlle Peters (petersp@rider.edu).

**Friends like These: Literature, Politics, and the Quakers.** Early or late Quakerism; English, colonial, or US Quakerism; influence on specific authors or texts; representations of Quakers or Quakerism; Quaker writings. 250-word abstracts by 10 Mar.; Jeffrey Shoulson (jshoulson@miami.edu).

**From Talk to Tok: Oral Genres and Literary Publication on the Russian Internet.** 500-word abstracts; Alexandar Mihailovic (cclazm@hofstra.edu).

**The Future of Franco-American Relations: Que Faire?** Papers that reflect on the status and future of French-United States relations in the wake of the war in Iraq. Submissions by 15 Mar.; Rosemarie Scullion (rosemarie-scullion@uiowa.edu).

**Girls as Patrons in Early Modern Britain.** Papers exploring writers' strategies in addressing girls in the families of their patrons and in characterizing their relations to these young muses. 1-page abstracts by 15 Mar. (no attachments); Ann A. Huse (aahuse@hotmail.com).

**The Golems of Paris.** Papers addressing representations and metaphoric ramifications of the figure of the golem in French literature, film, civilization, and culture from the 1920s onward. Interdisciplinary approaches welcome. Abstracts or papers by 1 Mar.; Peter

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Schulman (pschulma@odu.edu) or David Metzger (dmetzger@odu.edu).

**Green Shakespeare.** Reevaluations from an ecological perspective, texts or performance. Abstracts and vitae by 10 Mar.; Sharon O'Dair.

**Patricia Highsmith's Century.** Papers exploring any aspect of Highsmith's work welcome. 250-word abstracts and vitae (preferably as attachments) by 1 Mar.; Lisa Fluet (lisa.fluet@trinity.edu).

**History and Queer Writing.** Historical consciousness in queer writing. Possible topics: literary ancestry and influence, problems of literary historiography, identity politics and historical fiction, post-Stonewall changes in lesbian and gay literature. Abstracts by 1 Mar.; Richard Bozorth (rbozorth@mail.smu.edu); Robert Caserio (rlc25@psu.edu).

**Honoring Louis Owens.** Louis Owens's (Choctaw and Cherokee) work has significantly contributed to Native American studies and literature. Papers that critically address Owens's work. 300-word abstracts by 1 Mar.; Christopher B. Teuton (cteuton@du.edu) or Patricia Ploesch (patriciaploesch@sbcglobal.net).

**The Hymn in English: Affect, Politics, Identity.** Literary, historical, rhetorical, theological, or musicological approaches; with respect to gender, sexuality, race, nation, class, or popular culture. 1-2-page abstracts and brief vitae by 8 Mar.; Robert Sulcer and Frederick Roden.

**Iberian Encounters between the Crescent and the Cross: New Perspectives.** Medieval, early modern, and contemporary approaches to the intersection of Christianity and Islam in the literature of Iberia. Metacritical and interdisciplinary proposals welcome. Abstracts by 1 Mar.; Jan Gilbert (jg208@cam.ac.uk); Kirsty Hooper (kirsty.hooper@queens.oxford.ac.uk).

**Imagining Intimacies in Early Modern English Drama.** Papers addressing imagined intimacies in early modern English drama. 250-word abstracts and 1-page vitae as *MS Word* attachments by 1 Mar.; James Bromley (jbromle@luc.edu).

**The Importance of Punctuation.** Punctuation topics related to linguistics, writing, its use in certain genres, or by specific literary figures. Abstracts by 1 Mar.; Albert E. Krahn (krahn@punctuation.org).

**In Defense of American Exceptionalism.** Theory, practical readings, or both. It's time for a counterstatement, don't you think? Abstracts by 15 Mar.; Kenneth Dauber (dauber@buffalo.edu).

**Interiors.** Literary treatments of interior decor that reflect a psychological interior. Detailed abstracts or papers (e-mail submissions preferred) by 15 Mar.; Peter Schwenger (peter.schwenger@msvu.ca).

**Intersections of Working-Class Studies and Native American Literature.** Papers addressing the relation between class and nativeness in tribal literatures. 1-page abstracts by 5 Mar.; Penelope Kelsey (kelsey@rit.edu).

**Le 11 septembre.** French literary perspectives on 11 September 2001: Beigbeder, Goupil, Grief, Lang, Rehr, Virilio, Y. B. Abstracts in French or English and brief vitae by 1 Mar.; Jocelyn Van Tuyl (vantuyl@ncf.edu).

**The Legacy of Crónica Sentimental de España.** A tribute to Manuel Vázquez Montalbán. Papers on Spanish popular music, considering genre and performance and the concepts of gender; ethnicity; nation; ideology. Abstracts by 15 Mar.; Pepa Anastasio (cilmja@hofstra.edu).

**The Legacy of Walter J. Ong: Rhetoric and Hermeneutics, 1550-1750.** Reprises and reappraisals of Ong's approaches to Ramism and Renaissance rhetorics, Puritan and colonial American rhetorics and hermeneutics, the "pedagogical juggernaut," related topics. Abstracts by 10 Mar.; Jan Swearingen (cjan@tamu.edu).

**Linking Alternative Psychologies to Modernism: Bergson, William James, Others.** Does psychoanalysis hide from view other significant psychological theories of the period that allow us to evaluate modernism in new ways? Genealogically, formally, historically? Abstracts by 10 Mar.; Omri Moses (omri@socrates.berkeley.edu).

**Literacy and Short Fiction.** Papers concerning short fiction (Hemingway or Faulkner), reading, or writing, demonstrating how your area could improve undergraduates' achievement levels. E-mail 250-word abstracts and vitae by 15 Mar.; Tom William (tom.william@utoronto.ca).

**The Literary Artist and Architecture.** The intersection between literary artist and architecture often informs the world of literature. Papers or abstracts addressing this interdisciplinary approach by 5 Mar.; Margaret Wye (margaret.wye@rockhurst.edu).

**The Literary Fantastic.** By disrupting "reality," fantastic texts present new insights. Proposals may cover a range of applications of the fantastic, from politics and psychology to fantasy and superstition. Abstracts by 14 Mar.; Jason Harris (jasonmarcharris2@aol.com); Jon Levine (jlevine@u.washington.edu)

**Literary History of Philadelphia.** Examinations of the literary cultures of the city (including major authors, coteries, communities of readers, interdisciplinary studies) from the settlement to the present. Proposals by 15 Mar.; William Pannacker (panacker@hope.edu).

**Literary Responses to Lynching.** How has new scholarship on lynching influenced understanding of literary responses? Possible topics: literature and/as resistance; women writers, activists, victims; literature and other arts or disciplines. 1-page abstracts and vitae by 1 Mar.; Julie Buckner Armstrong (jarmstro@stpt.usf.edu).

**Literature and Social Capital.** How does literature contribute to social capital and community formation in various historical periods? How might literary scholarship be enlisted in this evolving body of social theory? Abstracts by 1 Mar.; Mark Bayer (mark@aub.edu.lb).

**Literature and Violence in German Culture.** To what extent does violence structure

the literary text? Literary readings or theoretical approaches. 100-word abstracts and short vitae by e-mail by 8 Mar.; David Pan (dtp3@psu.edu).

**Literature: European Minority Languages.** Focus on the writers and contemporary fiction in western European minority languages—e.g., Aragonese, Breton, Frisian, Basque—excluding nonindigenous languages spoken by immigrant communities. Lists and references: <http://www.smo.uhi.ac.uk/saoghal/mion-chanain/en/> and [http://www.helsinki.fi/~tasalmin/europe\\_report.html](http://www.helsinki.fi/~tasalmin/europe_report.html); Stewart James-Lejarcegui, 1791 2nd St., White Bear Lake, MN 55110 (drjames@unamuno.org).

**Love in the Age of Reason.** Representations of love, circa 1650-1830; the influence of new psychologies, of aesthetics and theories of affect, of socioeconomic developments, etc. British, American, and Continental instances welcome. 1-page abstracts by 15 Mar.; Patrick Harrison (prh2s@virginia.edu).

**Love, Sex, and Globalization.** How and when does the love story go global? Implications for the genre and "the global"? Submissions from all periods (including early modern) and regions encouraged. 35-word abstracts and vitae by 15 Mar.; John Marx (jmarx@richmond.edu).

**Maupassant's Body.** Representation of the body in Maupassant's novels and short fiction; relation to narrative strategies, the uncanny and fantastic, or larger context of 19th-century French short story. Proposals or 15-min. papers, brief vitae by 15 Mar.; Katherine Collin (katherine.collin@aya.yale.edu).

**Medieval and Modern: Reassessing the 15th Century in Literary History.** Current discussions of the English 15th century; specifically, papers discussing canon construction, historicity, the literary production. Short abstracts; William Kuskin, Dept. of English, Univ. of Southern Mississippi, Box 5037, Hattiesburg 39401 (william.kuskin@usm.edu).

**Medievalism in English Renaissance Literature.** Medieval literary, religious, and artistic values abiding in 16th-century English texts. Is the persistence of the medieval an aspect of the Renaissance? Proposals or papers by 1 Mar.; Deanne Williams, Dept. of English, York Univ., 4700 Keele St., Toronto, ON M3J 1P3, Canada (dmw@yorku.ca); Kent Cartwright (kcartwri@umd.edu).

**Message, Medium, and Science Fiction.** Print isn't dead, but it is evolving. Do new forms of presentation (electronic?) alter the message of science fiction? How? Why? Analysis and speculation welcome. 250-word abstracts by 12 Mar.; Edward Carmien (ecarmien@rider.edu).

**Modernism, Materialism, and the Spatial.** New work on materialist modernisms, especially in relation to spaces, geographies, architecture, urbanism, territorialization. Maurizia Boscagli (boscagli@english.ucsb.edu).

**Modernity, Aesthetics, and Gender in Modern and Contemporary Spanish Literature.** Papers addressing interactions of modernization, cultural production, and gender in Spanish literature from the 18th century to the 21st century. 1-page abstracts by 15 Mar.; Iñigo Sánchez-Llama (sanchezl@purdue.edu).

**Walter Mosley Connections.** Easy Rawlins, Mosley's other fiction, other detective fiction, Mosley's nonfiction, history, African American fiction. 1-page proposals by 21 Mar.; Eric Hyman.

**Mothering and the Creative Imagination.** Papers exploring the nature, scope, direction, effects, and results of new visions of maternal creativity that allow for women to choose both books and babies. Abstracts by 1 Mar.; Amy Hudock (hudock@gwm.sc.edu).

**Mourning Dove and Zitkala Ša: "Transplanting the Native Spirit."** Proposals or abstracts by 10 Mar.; Melinda M. Rosenthal.

**Mourning Theory: The Day After.** Recent "end of theory" discussions displace theory with a particular historical manifestation of it in the West known as "poststructuralism." Is theory dead? What are its futures? Abstracts by 15 Mar.; Rob Wilkie (rwilkie@nycap.rr.com).

**Narratives of Work.** Papers that examine narratives about work, whether fiction or nonfiction, literature or film. Also historically and geographically open. Abstracts and brief vitae by 7 Mar.; Jessica Livingston (jaliving@ufl.edu).

**The Natures of Early Modern Courtiership.** Papers exploring the relations between the discourses of "nature" and early modern English and Continental courtiership in theory and practice. Abstracts by 1 Mar.; Vin Nardizzi (vjn@duke.edu).

**New Developments in Pre-Raphaelite Poetry.** New ways of reading, locating, or comparing Pre-Raphaelite poetry in/to its own time or later movements: 250-word abstracts and résumés by 15 Mar. (no attachments); Thomas J. Tobin, 406 East 10th Ave., Munhall, PA 15120 (dr.tobin@att.net).

**Noises On: Sonic Landscapes of the Stage.** Scripted sound plots or noise broadly conceived, e.g., music, paralinguage, aural rhetorics, sonic properties of speech, deaf theater and performance. All periods, approaches welcome. 1-page proposals by 5 Mar.; Beth Meszaros (beth.meszaros@swosu.edu).

**Not Black Enough?** Papers expanding the nascent discussions of identity, politics, tradition, and form in contemporary experimental black poetry. 1-page proposals by 15 Mar.; G. Matthew Jenkins (grant-jenkins@utulsa.edu).

**Otherness in Medieval Film.** How do modern preoccupations with difference shape filmic representations of the Middle Ages? 250-word abstracts by 15 Mar.; Lynn Ramey (lynn.ramey@vanderbilt.edu).

**Outside the Technical Writing Box: Workplace Writing Alternatives.** Course development and teaching strategies designed to help English majors transfer their analytical and writing skills to the business and professional workplace. Submissions by 10 Mar.; Mary Morse (mmorse@rider.edu).

**Pastiche.** The theory and practice of nonparodic stylistic imitation, with a focus on its literary or cultural function (what is Joyce's aim in "Oxen of the Sun," e.g., if not humor?). Proposals by 8 Mar.; David Gorman.

**The Performance of Emotion in Medieval England.** All approaches welcome. Abstracts



*Kristen C. Harmon, left, and Shauna Eddy at the session "American Sign Language (ASL) and Literature, the MLA, and the Academy."*

by 7 Mar.; Sarah McNamer (mcnamers@georgetown.edu).

**Philadelphia Writing.** How does Philadelphia figure in American or world literature? Papers on Philadelphia-affiliated writers; writings set in or descriptive of Philadelphia; publishing and journalism in Philadelphia. 1-page proposals by 1 Mar.; Christopher Looby (clooby@humnet.ucla.edu) and Sam Otter (sotter@socrates.berkeley.edu).

**Picturing Adoption.** Seeking discussions of adoption imagery or of the interplay between such images and adoption writing. 250-word abstracts by 20 Mar.; Emily Hipchen, 208 48th Ave. North, Saint Petersburg, FL 33703 (ehipchen@ut.edu).

**Poéticas experimentales / Poéticas experimentais.** Abstracts of studies on visual, sound, or digital poetry. Preference given to studies of authors from Spanish- or Portuguese-speaking countries. 300-word abstracts with short vitae by 15 Mar.; Angélica J. Huízar (ahuizar@odu.edu) and Laura Lopez-Fernandez (laura.lopez-fernandez@canterbury.ac.nz).

**The Poetics of Everyday Life in Postwar Poetry.** New methods of representing the everyday and ordinary: aesthetic and political implications, theories of everyday life, and the avant-garde's particular investment in the quotidian. Abstracts by 5 Mar.; Andrew Epstein (aepstein@english.fsu.edu).

**Politics of Genre in Renaissance Drama.** Papers combining cultural history and formalist criticism, including local readings, synoptic studies of a genre, comparisons across genres or national traditions, theories of genre. Abstracts and vitae by 10 Mar.; Zachary Lesser (zlesser@uiuc.edu).

**Postcoloniality and the Detective.** How does the postcolonial environment resist or transform the epistemic modes embodied in the detective? Can the detective or spy operate independently of nation and empire? Abstracts by 1 Mar.; Marc Singer (msinger@tnstate.edu).

**Postcolonial Masculinity.** 250-word proposals by 15 Mar.; Jean Pickering (jean\_pickering@csufresno.edu).

**Postmodernism in the Cold War.** Papers investigating relations between postmodern literatures—specific texts, genres, theories—and cold war material and ideological conditions. Abstracts and brief vitae by 1 Mar.; Doug Davis (doug.davis@lcc.gatech.edu).

**Postwar German Mourning and Melancholia.** Literary historiography of postwar Germanies, including recent revisions, seems unthinkable without the Mitscherlich's *The Inability to Mourn*. Contestations, alternatives in, inter alia, Kluge, Syberberg, Sebald, Theweleit. Abstracts by 15 Mar.; Arnd Wedemeyer (awedemey@princeton.edu).

**The Premodern in Poststructuralist Theory.** How have poststructuralist theorists conceived of (or not conceived of) premodern periods, texts, and cultures? What is the relation between the post- and the premodern in theory? Papers or abstracts by 10 Mar.; Todd Reeser (treeser@mail.hum.utah.edu).

**Psychoanalysis and Asian American Literature.** Papers employing psychoanalytic theory in innovative readings of Asian American literature following recent developments in critical race studies and post-Lacanian feminism. Proposals and brief vitae by 15 Mar.; Wenxin Li (liw@oldwestbury.edu).

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**Psychoanalysis and the Writing of Sexuality in the United States.** How has psychoanalysis influenced fictional representations of gender and sexuality? How have US writers adapted, revised, or challenged psychoanalytic narratives and images? Abstracts, brief vitae by 10 Mar.; Sarah Relyea (sarelyea@aol.com).

**Queer Theory and Shakespeare on Film.** 8–10-page papers or 1–2-page abstracts by 15 Mar.; W. Reginald Rampone, Jr. (regrampone@hotmail.com).

**Race and Four-Stages Theory in the Transatlantic Eighteenth Century.** The relation of Scottish Enlightenment historicism to the articulation of “race” in political tracts, linguistics, anthropology, novels, poetry. Proposals by 1 Mar.; Jennifer Thorn (jjthorn@colby.edu).

**Reading the Schwarzenegger Administration: California Politics through the Terminator Trilogy.** Poststructuralist, cultural studies, queer theory readings of the Terminator films and their relation to California politics. Abstracts by 1 Mar.; James Sheldon (jsheldon@ucsc.edu).

**Realism Now.** What if we took Lacan seriously when he claims that psychoanalysis is a form of realism? Hasn't that kind of realism, both as an aesthetics and an epistemology, remained untheorized? Abstracts by 15 Mar.; Sara Nadal (nadal4@sas.upenn.edu).

**The Reception of Walt Whitman, 1892–1919.** Abstracts by 1 Mar.; Gary Schmidgall.

**Recovering Hispanic Philadelphia.** Papers on Hispanic literary production in 19th-century Philadelphia. Transnationalism, translation, revolution, or postcolonialisms in the writings of Hispanic insurgents, exiles, or Philadelphia's Spanish press. Abstracts by 15 Mar.; Anne Gebelein (acg2105@columbia.edu); Jesse Alemán (jman@unm.edu).

**Red Rhetoric.** Examining literary and other cultural nationalist discourses that stigmatize political opposition as “Red.” How is this rhetoric raced, classed, sexualized? How has the rhetoric changed? 1-page abstracts and vitae by 1 Mar.; Sondra Guttman (sguttman@ithaca.edu).

**Christopher Reeve's Body.** Papers from any perspective—illness, disability, trauma, gender, masculinity, myth, epic, science fiction, comics, cyborgs, Superman, the superhuman—in literature, film, television, and online. Abstracts by 10 Mar.; Fran Bartkowski (franb@andromeda.rutgers.edu).

**Reforms and New Subjectivities.** How did literature, reform, and print capital help create new subjectivities in Britain and its colonies for what kinds of groups and individuals? Vitae and abstracts using comparative perspectives by 10 Mar.; Karni Bhati (karni.bhati@furman.edu).

**Representations of Philanthropy.** The construction or uses of philanthropy in literature, film, or popular culture. Philanthropy will be defined broadly as generosity, altruism, or voluntary action for the public good. Abstracts and vitae by 15 Mar.; Nancy Goldfarb (ngoldfar@iupui.edu).

**Representing Reproduction in Early Modern England.** Narratives of bizarre, unnatural, and monstrous births. Royal birthing drama and courtly spectacle. Political and public uses of maternity and birth. Abstracts or papers by 10 Mar.; Melissa Hull (melissa.l.hull@vanderbilt.edu) and Laura Knoppers (llk6@psu.edu).

**The (Re)Shaping of Anglo Masculinity in Native American Literature.** How have Native American writers reinforced or challenged Anglo masculine norms? To what ends? All historical eras welcome. 250-word abstracts and brief vitae by 10 Mar.; Peter L. Bayers, English Dept., Fairfield Univ., Fairfield, CT 06824 (pbayers@mail.fairfield.edu).

**Rethinking British Romantic Period Fiction.** New approaches, definitions, and problematizations; genre boundaries, literary conventions, periodization, canons; print culture, authors, readers, printers, publishers, illustrators; relations to gender, sexuality, race, nationalism, geographical boundaries, other arts; Lisa M. Wilson (lwilson@winona.edu).

**Revaluation of W. H. Auden.** To create a new world of interart combining literature with other arts like music and paintings based on Auden's poetry. 200-word abstracts by 5 Mar.; Eriko Hayashi (eriko@violet.plala.or.jp)

**The Rhizome and the Errant Medieval or Neomedieval Self.** Role of errancy (to wander or err) and rhizome theory (Deleuze and Guattari) in medieval romances or neomedieval texts (film, video games, postmedieval narratives). Abstracts by 1 Mar.; Tamara O'Callaghan (ocallaghant@nku.edu).

**Romancing the Colonies: Australia and the South Seas as Utopia and Wasteland.** 19th- and 20th-century colonial and postcolonial fiction and poetry in England. 1-page abstracts or 15-min. papers by 15 Mar.; Mark Kipperman.

**Romantic Friendship: Texts, Theories, Histories.** Papers relating to same-sex (or cross-sex) romantic friendship in any culture or historical period; exempla, paradigms, narratives, or artifacts. Papers or abstracts and brief vitae by 1 Mar.; Axel Nissen (n.a.nissen@iba.uio.no)

**Rumor in the Renaissance.** Its relation to reason of state; anonymity and publicity; aurality versus spectacle; social, political, and legal dimensions. While not necessary, English context preferred. Abstracts by 1 Mar.; Meredith Evans (mevans9@jhu.edu).

**Sacred Tropes: Hebrew Bible, New Testament, Qur'an as Literary Works.** Applying polymorphous, interdisciplinary theory to readings of the sacred texts as literature. E-mail (as attachments) paper title, 100-word abstracts, brief vitae by 15 Mar.; Roberta Sabbath (sabbathr@yahoo.com).

**The Scholarship of Teaching and Learning.** How does literary scholarship inform and enhance the teaching and learning enterprise? Can teaching language and literature be investigated as a scholarly form of inquiry? Abstracts and brief vitae by 5 Mar.; Herbert Shapiro (herb.shapiro@esc.edu).

**Evelyn Scott's Poetry.** Papers that treat any aspect of Evelyn Scott's poetry. Papers emphasizing the connections between Scott's poetry and prose are also welcome. 1–2-page propos-

als by 15 Mar.; Caroline Maun (cmaun@morgan.edu).

**The Semiprivate Life.** Literatures, institutions, and cultural practices that bridge or breach the divide between the private and public spheres. What are their aesthetics, political effects, and history? Brief abstracts by 15 Mar.; Lloyd Pratt (lloyd.pratt@yale.edu).

**Sensation(al) Fiction: Story Papers to Pulps.** Submissions exploring aspects of race, gender and historical or literary links in and between story papers, dime novels, pulp magazines, and pulp novels. 250-word abstracts, brief vitae by 1 Mar.; Janet Tanke (jtanke@gc.cuny.edu).

**The Sensorium in Exile: Ved Mehta's Contingents of Exile.** Relations among the senses, the retrospective subject, and the experience of exile in Mehta's soon-to-be-complete 11-volume personal history. 1-page abstracts by 15 Mar.; Sujata Iyengar (iyengar@arches.uga.edu); Paul Saint-Amour (psaintamour@pomona.edu).

**Shadowing Film Noir.** Political, social, historical, economic perspectives: noir as dream-text; noir as idea; noir representation; noir as proving ground for issues of class, technology, gender, race or ethnicity, cold war politics. Abstracts only by 1 Mar.; Mark Osteen (mosteen@loyola.edu).

**Shakespeare's Richard II: The Circulation of Authority.** Papers that examine royal and legal authority as well as the power of the subject. Reconsideration of monarchy and resistance encouraged. 250-word abstracts by 1 Mar.; Ambereen Dadabhoy (ambereen.dadabhoy@cgu.edu).

**“Shock and Awe”: The Culture of War.** Papers on cultural aspects of the Iraq war: televised war as “entertainment,” war movies, media framing of warfare, representation of patriotism and propaganda. 1-page abstracts by 8 Mar.; Tony Grajeda (agrajeda@pegasus.cc.ucf.edu).

**Sight and Spectacle in Anglo-Saxon England.** Papers exploring any aspect of sight, spectacle, visuality, witnessing, etc. in Anglo-Saxon literature and culture. Papers or abstracts by 8 Mar.; Shari Horner (slhorn@ship.edu).

**Slavery Museums and Heritage Sites.** Looking for papers that examine the museum as site of (historical) recovery or intervention. 2-page abstracts and short vitae by 15 Mar.; Helena Woodard (hwood@mail.utexas.edu).

**Sound and Resonance in the Modernist Novel.** Papers addressing the many ways in which the modernist novel reverberates, echoes, and demands to be listened to. Abstracts by 5 Mar.; Angela Frattarola (af207@nyu.edu).

**South-South: Connecting Latin America and the Middle East.** Analyses of intersections between literary and cultural phenomena of the two (post)colonial regions. From early modern to contemporary, interdisciplinary or discipline-specific. 250-word abstracts by 15 Mar.; Hosam Aboul-Ela (hosam.aboul-ela@mail.uh.edu); Christina Civantos (ccivantos@miami.edu).

**Gertrude Stein's Peculiar Fame: “Known” but Not Read.** How do we understand Stein's

peculiar fame as person(al)ity, literary icon, unread writer? What might it tell us about contemporary English studies? 500-word proposals by 1 Mar.; Hugh English (hugheng@aol.com).

**Storytelling in *The Life of Pi*.** 500-word abstracts, bibliographies, brief biographies, and statements to agree to participate in the session, if approved, by 1 Mar.; Miriam N. Kotzin (kotzinmn@drexel.edu) or Eva M. Thury, English Dept., Drexel Univ., Philadelphia, PA 19104 (thury@drexel.edu).

**Techno-modernism.** New work on the conjunction of varied technologies and their effects on modernist culture; speed, slowness, and modernity; intersections of the technical, the cultural, and the political. Andrew Enda Duffy (duffy@english.ucsb.edu).

**Territoires d'enfance et mémoires de langues.** Francophone childhood stories: configuration of space and negotiation of and between languages. Antillean and Maghreban writers. Detailed abstracts in French or English and short vitae by 1 Mar.; Marie-Agnès Sourieau (msourieau@mail.fairfield.edu).

**Theater in Recent French Film.** Analyses of any aspect of the importance of theater (as source, theme, model, metaphor, etc.) in French films of the last fifteen years. Abstracts and brief vitae by 10 Mar.; Marja Warehime at (warehime@sc.edu).

**Theorizing the Politics of Form in Beat Poetry.** The cultural dissidence of beat poetry. Special interest in approaches that deal with style and form while using relevant theory to illuminate political significance. 250-word abstracts by 1 Mar.; S. Farrell (steven@mx.nthu.edu.tw).

**Too Much Information? The Novel in the Age of the Internet.** How has immediate access to the Internet changed the form or the relevance of the contemporary novel? Abstracts and brief vitae by 15 Mar.; Quentin Miller (qmillier@suffolk.edu).

**Training the Reader in Early Modern Europe.** Papers investigating reader-training strategies used by 16th-, 17th-, and 18th-century European authors. 250-word abstracts by 15 Mar.; Allison Stedman (astedman@bucknell.edu).

**Transnational Hybridities: Migrancy, Social Spaces, and Work in Recent Fiction.** 500-word abstracts by 15 Mar.; Helga Druxes (hdruxes@williams.edu).

**Trauma, Death, and the Failure to Mourn in Literary Works of the Age of Goethe.** Pathological grief, repressed emotion. Theorizing of the topic or analysis of an example. Abstracts by 15 Mar.; Gail Hart.

**Truth in Creative Nonfiction.** How closely are creative nonfiction writers bound to the literal truth of the experiences they narrate? Definitions and contestations of "truth" in creative nonfiction. 1-page abstracts, brief vitae by 15 Mar.; James Lang.

**21st-Century Portuguese Africa: New Millennium, New Solutions / A África Portuguesa no século XXI: Novo Milénio, Novas Soluções.** Literary images of the five Lusophone countries portraying a history of

transformed societies. Abstracts (English/Portuguese) by 8 Mar.; Joseph Abraham Levi (jlevi@ric.edu).

**Understanding Poetry: Reevaluating New Criticism and Its Pedagogy.** New approaches to the history, theory, and practice of Brooks and Warren's groundbreaking anthology. Are we "after the New Criticism"? Should we be? 2-page abstracts by 1 Mar.; Steve Newman (snewman@temple.edu) and Jack Kerkering (jkerker@luc.edu).

**United States Travel Writing before 1865.** James Kirke Paulding, Timothy Dwight, others. Submissions on national identity, class, regionalism, the backwoods, the frontier, and satirical treatments of travel welcome. Abstracts, brief vitae by 1 Mar.; Katherine E. Ledford (katnbrian@bakerville.com).

**(Un)veiling Sexual Identity in Film.** Theory and practice concerning filmic representations of gay, lesbian, bi-, or transgendered sexual identity, including considerations of the closet, coming out, and "family" values. 250-word abstracts by 1 Mar.; Daniel A. MacLeay (dmacleay@semo.edu).

**The Victorians and the Orient: Reconsiderations.** New work on Victorian Orientalism and literary representations of the Orient; scholarship, criticism, translation, poetry, drama, the novel; 250-word abstracts and 1-page vitae by 1 Mar.; Christopher Decker or as *MS Word* attachments to cdecker@bu.edu.

**Visions of History in American Literature, 1876–86.** How did historical literature (in all genres) portray and construct the American past in this critical postcentennial and -reconstruction decade? All approaches welcome. Abstracts by 10 Mar.; Ben Railton (barailton@hotmail.com).

**Visual Language, Visual Being.** Papers on the relations of epistemology, language, and culture. Papers encouraged that explore the implications of signed languages and their communities on the philosophy of language. 1-page abstracts by 10 Mar.; H-Dirksen Bauman (h-dirksen.bauman@gallaudet.edu).

**Welty in/and American Literature.** What happens (to Welty studies and/or constructions of American literature) when Welty assumes her place as a major 20th-century author? Abstracts by 1 Mar.; David McWhirter (d-mcwhirter@tamu.edu).

**When Indians Go Bad: Banned Books.** Fiction, poetry, by Native American or First Nations authors banned in classrooms or communities: responses from native communities, dominant culture; textual analysis; rationales and theories; resolution strategies. Abstracts by 10 Mar.; Deborah Miranda (miranda@plu.edu).

**White Postcolonials.** Proposals about white writers (e.g., Gordimer, Coetzee, Lessing, Atwood, etc.) whose narratives explore relations between descendants of white colonizers and "nonwhite" indigenous populations. Abstracts by 1 Mar.; Linda Seidel (lseidel@truman.edu).

**Tennessee Williams's "Apprentice" Plays.** Any approach on *Candles to the Sun* (published May 2004), *Fugitive Kind*, *Spring Storm*, *Not Nightingales*, *Battle Angels*, or *Stairs Roof*. Ab-

stracts and vitae by 8 Mar.; Lincoln Konkle (konkleli@tcnj.edu).

**Women and Technoculture.** How have women written about science and technology in literature since World War II? Papers that address women's writing across literary movements or genres are particularly welcome. Abstracts and biographical statements by 1 Mar.; Lisa Yaszek (lisa.yaszek@lcc.gatech.edu).

**Women Making History.** Women's roles in historiography as authors of histories and historical fiction or as historical figures represented in literary texts. 1–2-page abstracts on literatures of any period or nationality by 5 Mar.; Lynette Felber (felber@ipfw.edu).

**Women Theorizing Notoriety, 1558–1830.** Early modern women imagining themselves as objects of the public eye—as queens, patrons, artists, saints, etc. Cultural change and the self-portrayals of fame-seeking women. Abstracts by 1 Mar.; Mary Trull (trull@stolaf.edu) or Laura Engel (engel@macalester.edu).

**Women Writers Adapt, Adopt, and Appropriate Male Models of Education.** Transnational or mononational papers examining nonfictional treatises, reports, and accounts, as well as fictional representations, in the period 1650 to 1850. Submissions by 12 Mar.; Carol Strauss Sotiropoulos (csotirop@nmu.edu).

**Writing and the Visual in Early Modern Europe.** Process, perspective, point of view; relations between writing and painting; vision and spectacle as models for thinking through texts. 250-word abstracts by 10 Mar.; Katherine Ibbett (ibbett@umich.edu).

**Writing Technology: Contemporary German Literature and Media.** Relations between traditional and new media and contemporary German literature, especially with regard to visual-verbal representation and studies in narrative form. Abstracts and short vitae by 15 Mar.; Stefanie Harris (s-harris8@northwestern.edu).

**Yourcenar and the Orient.** How does reading Yourcenar from the perspective of her interest in the East challenge earlier readings of her texts? Abstracts, brief vitae by 15 Mar.; Joyce Janca (jancaj@wabash.edu).

**Zukofsky at One Hundred.** An assessment of Louis Zukofsky's work and reputation one hundred years after his birth. Complete papers or proposals by 15 Feb.; Barry Ahearn.

## Allied and Affiliate Organizations

### AMERICAN ASSOCIATION FOR ITALIAN STUDIES

**Gramsci, Rhetoric, and Philology.** Abstracts by 8 Mar.; Roberto M. Dainotto; (dainotto@duke.edu).

**Violence, Ethics, and Literature.** Abstracts by 8 Mar.; Joseph Francese (francese@msu.edu).

### AMERICAN ASSOCIATION OF AUSTRALIAN LITERARY STUDIES

**Australia: Past and Present.**

**Children's Literature of Australia.** Proposals by 15 Mar.; Jim Hoy (hoyjames@emporia.edu).  
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**AMERICAN ASSOCIATION OF PROFESSORS OF YIDDISH**

**American Jewish Literature: Celebrating Jewish Literature and 350 Years of Jewish Life in America.** Works of all genres. Proposals by 15 Mar.; Evelyn Avery.

**Yiddish Literature: 350 Years of Jewish Life in America—Yiddish Literature and the Americas.** Works of all genres. Proposals by 15 Mar.; Jerold Frakes, 319 Hamilton Hall mc2812, 1130 Amsterdam Ave., New York, NY 10027.

**AMERICAN BOCCACCIO ASSOCIATION**

**Boccaccio.** By 1 Mar.; Janet Smarr (jsmarr@ucsd.edu).

**AMERICAN COMPARATIVE LITERATURE ASSOCIATION**

**Poetry and Interdisciplinarity.** Do new approaches in comparative literature reduce poetry to thematics, or do they enhance our interpretations of voice, audience, forms, media, and cultural significance? 1-page abstracts by 10 Mar.; Sandra Bermann (sandrbl@princeton.edu).

**AMERICAN HUMOR STUDIES ASSOCIATION**

**Defying Limits: Subversive Humor in the Texts of American Minorities or Women.**

**Transcending and Transforming Humorous Stereotypes in American Film Comedy.** Inquiries or paper proposals, not exceeding 500 words, by 5 Mar.; Ed Piacentino (epiacent@highpoint.edu).

**AMERICAN NAME SOCIETY**

**Two Open Sessions.** Fields may include literature, literary theory, philosophy, linguistics, geography, sociology, history. Panels may be organized on single authors or subjects. 150-word abstracts by 1 Mar.; Lynn C. Hattendorf Westney (lynnhatt@uic.edu).

**AMERICAN THEATRE AND DRAMA SOCIETY**

**American Dramatic Realism and Antirealism.** Back-to-back sessions on either realism or antirealism. 500-word abstracts by 12 Mar.; David Krasner (david.krasner@yale.edu).

**ASSOCIATION DES AMIS D'ANDRÉ GIDE**

**Gide-Proust.** Two sessions. 300-word proposals (French or English) by 10 Mar.; Martine Benjamin (mbenjami@princeton.edu) or Jocelyn Vantuy1 (vantuy1@ncf.edu).

**ASSOCIATION FOR BUSINESS COMMUNICATION**

**The Power of Praxis: Best Practices in Professional Communication.** What are the best practices in business and industry? Which theoretical approaches and research methods are the most appropriate? Abstracts and brief biographies by 5 Mar.; Melinda Knight (knight@simon.rochester.edu).

**ASSOCIATION FOR THE STUDY OF AMERICAN INDIAN LITERATURES**

**American Indian Literature and Visual Culture.** What are the intersections between

Native literary texts and visual texts? Examples include photography, film, TV, advertising, iconography, video games, and book illustrations. Abstracts and vitae by 15 Mar.; Dean Rader (rader@usfca.edu).

**Problems in Applying Feminist Theory to Native American Literature.** Can white feminist theory be applied to Native American literature? Why do terms such as "tribalist" or "activist" better describe Native female characters? Abstracts by 15 Mar.; Patrice Hollrah (patrice.hollrah@cmail.nevada.edu).

**ASSOCIATION FOR THE STUDY OF DADA AND SURREALISM**

**Dada and Surrealist Collage.** Papers by 21 Mar.; Rudolf Kuenzli (rudolf-kuenzli@uiowa.edu).

**ASSOCIATION FOR THE STUDY OF LITERATURE AND THE ENVIRONMENT**

**Ecocritical Perspectives on Cosmopolitan Spaces.** Urban ecocriticism must reflect the clash of culturally diverse ideas of nature and environments that constitute the postmodern city. Papers that discuss urban environmental and multicultural issues by 1 Mar.

**Reconsidering Theoretical Approaches to Global Environments.** There is a need to consider methodologies based on awareness of postcolonial histories and transnational realities. Papers that consider issues such as Third World economies, environmental justice, and ecotourism by 1 Mar.; Barbara Cook (barbara.cook@eku.edu).

**MARGARET ATWOOD SOCIETY**

**Margaret Atwood and the Craft of Narrative.** Papers on Atwood's innovations in narrative technique in fiction and in poetry. 2-page proposals by 5 Mar.; Lynda Hall (lhall@ucalgary.ca) and Susan Fisher (susan.fisher@ucfv.ca).

**Margaret Atwood's Doomsday Visions.**

The apocalyptic warnings, dystopian visions, political oppression, and redemptive possibilities presented in Atwood's works. 2-page proposals by 15 Mar.; Theodore F. Sheckels (tsheckel@rmc.edu) and Joy Arbor (jarbor@bigred.unl.edu).

**SIMONE DE BEAUVOIR SOCIETY**

Abstracts, titles dealing with some aspect of Beauvoir's life or works, and short vitae by 1 Mar.; Yolanda Patterson (guyyopat@aol.com).

**SAMUEL BECKETT SOCIETY**

**"Know Happiness": Beckett and Joy.** Titles, 1-page abstracts, and short vitae by 1 Mar.; Mary Bryden (brydenkm@cardiff.ac.uk).

**CERVANTES SOCIETY OF AMERICA**

**Cervantes and the Hapsburgs.** Papers by 10 Mar.; Frederick De Armas, Dept. of Romance Langs. and Lits., Univ. of Chicago, 1050 East 59th St., Chicago, IL 60637.

**CHILDREN'S LITERATURE ASSOCIATION**

**Food in Children's Literature.** Papers investigating the construction and uses of food as a complex signifier for socialization and identity construction in literary texts written for or

about children. 1-2-page proposals by 15 Mar.; Kara Keeling (kkeeling@cnu.edu) or Scott Pollard (spollard@cnu.edu).

**Here and Now: Approaches to Current Events through Children's Literature.** Panel exploring how cultural tensions and sociopolitical issues may be negotiated via texts produced for young readers. Abstracts by 15 Mar.; Nathalie op de Beeck, Illinois State Univ., Dept. of English 4240, Normal 61790 (dbop@ilstu.edu).

**JOHN CLARE SOCIETY OF NORTH AMERICA**

**John Clare in Context.** Papers should explore the poetry and prose of John Clare in historical, literary, and biographical contexts. Detailed abstracts by e-mail by 15 Mar.; Scott McEathron.

**PAUL CLAUDEL SOCIETY**

**Claudel et l'art.** Papers reflecting on Claudel and painting, sculpture, poetry, and music, among other art forms. E-mail abstracts by 1 Mar.; Eric Touya (touya@adelphi.edu).

**COMMUNITY COLLEGE HUMANITIES ASSOCIATION**

**Community College Scholarship: Highlighting Exemplary Projects.** Examples of discipline-based research projects undertaken by faculty members at community colleges. Papers can discuss faculty development support as well as project content. Abstracts by 15 Mar.; George Scheper (shepbklyn@aol.com) or Stacey Donohue (sdonohue@ccc.edu).

**JOSEPH CONRAD SOCIETY OF AMERICA**

**Conrad in the 21st Century.** Considerations of Conrad's contemporaneity and future relevance, with regard to any topic and from any theoretical perspective. 2-page abstracts or completed papers by 15 Mar.; Andrea White (awhite305@hotmail.com).

**Nostromo at 100.** Centenary reconsiderations and reevaluations of Joseph Conrad's *Nostromo*. 2-page abstracts or completed papers by 15 Mar.; Wallace Watson (watson@duq.edu) or Peter Mallios (pm178@umail.umd.edu).

**DICKENS SOCIETY**

**Accounting for Dickens: Realism, Numbers, Accountability.** Dickens's relation to numbers and to numerical certainty, including Dickens and the statistical; counting in serial fiction; money, interest, and investment; numeracy and literacy. Abstracts, brief vitae by 1 Mar.; Helena Michie (michie@rice.edu).

**Dickens's Life Stories.** Papers dealing with the stories told about Dickens by Dickens, by his friends and biographers, or by his works. Roles of biography in literary, historical, cultural interpretations. Abstracts, brief vitae by 1 Mar.; Robert L. Patten (patten@rice.edu).

**EMILY DICKINSON INTERNATIONAL SOCIETY**

**Dickinson and Biography.** Reflections on the legacy of (recently deceased) Richard Sewall's biography, Alfred Habegger's (or other) recent biographical work, or on biographical implications of new work on the 19th century.

**Dickinson and the Emersonian Tradition.** Abstracts by 1 Mar.; Cristanne Miller (ccmiller@pomona.edu).



CAMERAS EYE PHOTOGRAPHY

The reception in honor of Elvira García, arranged by the MLA Office of Foreign Language Programs. Left to right: Michael Skau, Gregory Michael Sadlek, Gordon Mundell, and García.

**JOHN DONNE SOCIETY**

**Donne and Sincerity.** 8–11-page, 20-min. papers by 1 Mar.; Raymond Jean Frontain.

**John Donne: An Open Session.** 8–11-page, 20-min. papers by 1 Mar.; Jeffrey Johnson.

**WILLIAM FAULKNER SOCIETY**

**Open Topic.** Faulkner and economics, Faulkner in global context; Faulkner and (the) Depression; Faulkner and patriotism; Faulknerian foodways; the unread Faulkner; who reads *A Fable?*; teaching Faulkner. Proposals for papers or panels by e-mail by 1 Mar.; Anne Goodwyn Jones (ajones@ufl.edu).

**FEMINISTAS UNIDAS**

**Teaching for Peace: Feminisms, Resistance, Citizenship.** Exploring feminist pedagogy for teaching peace and responsible citizenship, considering gender, economic, cultural variables of Spanish-speaking communities. Abstracts for 15-min. papers by 1 Mar.; Roselyn Costantino (rxc19@psu.edu) and Dara Goldman (degoldma@uiuc.edu).

**MARGARET FULLER SOCIETY**

**Margaret Fuller and the Discourses of Liberty.** Fuller's relation to democratic ideals; strategies of liberation; reviews of European revolutionaries; ties to the Italian Revolution of 1848; symbols of liberty, freedom, or revolution in her texts. 1–3-page proposals and vitae by 10 Mar.; Jeffrey Steele (jsteele@wisc.edu). E-mail submissions preferred.

**GOETHE SOCIETY OF NORTH AMERICA**

**Goethe and Schiller Revisited.** New and revisionist work; the relationship's impact on both authors' work or in biography and fiction from a range of perspectives. 1-page abstracts (e-mail submissions preferred) by 15 Mar.; W. Maierhofer (waltraud-maierhofer@uiowa.edu).

**LANGSTON HUGHES SOCIETY**

**"I, Too, Am America": Langston Hughes and the American Dream.** Papers that treat Hughes's engagement with and interrogation of the Americas and the American Dream. 1-page abstracts (e-mail submission preferred) and biographical statements by 7 Mar.; Dolan Hubbard (dolan.hubbard@att.net).

**INTERNATIONAL ASSOCIATION OF GALDÓS SCHOLARS**

**Open Topic.** Any aspect related to Benito Pérez Galdós. Abstracts by 1 Mar.; Joe Labanyi (j.labanyi@soton.ac.uk).

**Galdós and the Visual Arts.** Panel in honor of Peter Bly. Abstracts by 1 Mar.; Alan E. Smith (aesmith@bu.edu).

**INTERNATIONAL BOETHIUS SOCIETY**

**New Approaches to Boethius.** Papers dealing with new theoretical or interdisciplinary approaches to Boethius's *The Consolation of Philosophy*, later translations of the *Consolation*, or works directly influenced by Boethian thought from the Middle Ages to the present. 1–2-page abstracts by 1 Mar.; Philip Edward Phillips (pphillip@mtsu.edu).

**INTERNATIONAL BRECHT SOCIETY**

**Brecht and Postwar Popular Music.** Papers on connections between Brecht and popular music practitioners or on Brechtian discourses that mediate issues of popular music and performance (including jazz, rock, punk, rap, etc.) by 22 Mar.; Norman Roessler (nroessle@temple.edu).

**Brecht and Violence.** Papers on Brecht's representations of violence (war; physical, mental, or psychological cruelty), on his reflections about violence, and on Brechtian approaches to conflict resolution (e.g., Lehrstueck models) by 22 Mar.; Astrid Oesmann (astrid-oesmann@uiowa.edu).

**INTERNATIONAL COURTLY LITERATURE SOCIETY**

**The Courtly Gaze.** Papers addressing the way visual language and sight are used in courtly literature and in romance manuscripts. Possible topics include spectating, spying, ekphrasis, heraldry, public ceremony, costume, physical appearance, mise en page, and manuscript illumination. Proposals by 15 Feb.; Markus I. Cruse (mqc4540@nyu.edu).

**Females in Flower: Marguerites, Roses, and the Flower and Leaf as Courtly Cults.** Papers examining the poetic habit of allegorizing women as flowers, for the literary, political, feminist, and other implications. Proposals by 15 Feb.; Joyce Coleman (joyce\_coleman@und.nodak.edu).

**INTERNATIONAL SPENSER SOCIETY**

**Spenser and His Irish Contemporaries.** Spenser's Ireland was rich in languages—Gaelic, English, Latin, etc.—and resonant with often conflicting commentary. How was Spenser in "dialogue" with his Irish contemporaries? 1–2-page abstracts by 23 Feb.; David Baker (bakerd@hawaii.edu).

**Spenser and the Gods.** Has recent scholarship changed our understanding of paganism in Spenser? How and why does Spenser employ paganism in his poetic and colonial projects? Are the gods as ideologically pliable as Spenser seems to think? 1–2-page abstracts by 23 Feb.; Jeffrey Knapp (jknapp@socrates.berkeley.edu).

**INTERNATIONAL VIRGINIA WOOLF SOCIETY**

**Apart from *The Hours*: Virginia Woolf's Continuing Presence on the Intellectual Scene.** How Woolf motivates and informs contemporary intellectual and artistic work (e.g., Sontag, Schaberg, Atwood). No pop culture or Cunningham! 250–500-word abstracts by 15 Mar.; Mark Hussey (mhussey@pace.edu).

**Virginia Woolf's Essays.** Reviews. Essays. Introductions. Extended nonfiction. Anonymous. Signed. Commissioned. Not. Personal. Formal. Literary. Occasional. Feminist. Critical. Theoretical. Then. Now. Early. Late. So many categories, attitudes, subjects, angles, moods, approaches. 250–500-word abstracts by 15 Mar.; Beth Rigel Daugherty (bdaugherty@otterbein.edu).

**INTERNATIONAL VLADIMIR NABOKOV SOCIETY**

**Nabokov and Politics.** How do we reconcile the self-proclaimed apolitical Nabokov with some of his more political "strong opinions"? If there's a political Nabokov, how do we find and assess his agendas? E-mail 250-word abstracts by 15 Mar.; Corinne Scheiner (cscheiner@coloradocollege.edu).

**Open Session.** Thoughtful, informed, provocative, but nonrancorous papers on any aspect of Nabokov's work and life. E-mail 250-word abstracts by 15 Mar.; Zoran Kuzmanovich (zokuzmanovich@davidson.edu).

**HENRY JAMES SOCIETY**

**Jamesian Futures.** Papers prognosticating author's place (which "Henry James"? more or *(continued on next page)*)

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less James?) in English studies of tomorrow—curricula, scholarship, emergent theoretical models—or addressing James's assessment of his possible fortunes.

**Jamesian Pasts.** Papers reflecting on 20th-century constructions of "Henry James" in criticism and teaching (e.g., *Partisan Review* James, Cold War James, post-Sedgwick James) and the cultural work or ideological burden of such constructions. 2-page abstracts by 1 Mar.; Eric Haralson.

#### KAFKA SOCIETY OF AMERICA

**Kafka and Music, Kafka and Aurality.** All aspects of Kafka's perception of music, theme of music, musical consciousness in his works (also sound effects, noises), adaptations, compositions, etc. 200-word abstracts by 28 Mar.; Maris Luise Caputo-Mayr (mlcaputomayr@hotmail.com) and Judith Ryan (jryan@fas.harvard.edu).

#### KEATS-SHELLEY ASSOCIATION OF AMERICA

**Intercultural Imaginings after Waterloo.** Forms of thinking and imagining between or across cultures after the revolutionary wars: travel writing, translations, philosophical dialogue, exilic writing, etc. New modes of identity and belonging reinflected earlier models. 2-page abstracts or completed papers by 15 Mar.; Ina Ferris (iferris@uottawa.ca).

**Memory: Mechanism, Management, and Meaning.** The discourse—or social construction of memory in the first third of the 19th century—preferably with links to the Keats-Shelley circle; the appropriation of memory in texts of members of the circle. Abstracts or 12-page papers by 15 Mar.; Stuart Peterfreund (s.peterfreund.neu.edu).

#### D. H. LAWRENCE SOCIETY OF NORTH AMERICA

**D. H. Lawrence and America.** Suggested approaches include Lawrence and Native America, American symbolism, influences from or on American literature (including Canadian or Mexican). 300-word abstracts by 15 Mar.; Virginia Hyde (hydev@wsunix.wsu.edu).

#### DORIS LESSING SOCIETY

**Doris Lessing: Prophet or Maverick?** Do Lessing's works offer a vision for the future? How does Lessing shatter traditional modes of thinking? 2-page proposals by 15 Mar.; Debrah Raschke (draschke@semovm.semo.edu) and Jeanie Warnock (jwarnock@uottawa.ca).

**Reassessing Lessing: Prescience and Prejudice in *The Golden Notebook*.** Perspectives on the novel's formal experimentation, place in literary and social history, psychologies and politics, narrative personae. 2-page abstracts by 10 Mar.; Judith Kegan Gardiner (gardiner@uic.edu).

#### G. E. LESSING SOCIETY

**Lessing's German-Jewish Legacy.** Perhaps no other German author had such a profound influence on German-Jewish thought, writing, and self-definition, as Gotthold Ephraim Lessing. Papers considering Lessing's German-

Jewish reception in criticism and fiction. Proposals by 15 Mar.; Liliane Weissberg, German Dept., Univ. of Pennsylvania, 133 Bennett Hall, Philadelphia, PA 19104-6203.

**Political Theater, Mimesis, and the Limits of Empathy.** Dynamics of mimesis and empathy in German dramaturgy and praxis, questioning in particular stated or implied boundaries (cognitive, political, ethnic, religious, linguistic, etc.) of empathetic identification. By 15 Mar.; Sara Eigen (sara.eigen@vanderbilt.edu).

#### LYRICA SOCIETY FOR WORD-MUSIC RELATIONS

**When the Words Come First: Art Songs Setting Preexisting Literary Texts.** Inquiries, proposals, abstracts by 20 Mar.; Leslie Dunn (dunn@vassar.edu).

#### MARLOWE SOCIETY OF AMERICA

**Open-Topic Session.** Abstracts or 15-min. papers (e-mail attachment or hard copy) by 1 Mar.; Bruce E. Brandt, Marlowe Soc. of America, English Dept., Box 504, South Dakota State Univ., Brookings 57007 (bruce\_brandt@sdstate.edu).

#### MEDIEVAL AND RENAISSANCE DRAMA SOCIETY

**Domestic Violence in Early Drama.** Papers discussing domestic violence—physical, psychological, verbal—on the early stage, especially exploring staging of violence or theorizing its function.

**Teaching Early Drama in the Undergraduate Classroom.** Short contributions (approximately 10 minutes) to panel discussing methods, resources, and strategies for teaching early drama to undergraduates. E-mail 1-page abstracts by 1 Mar.; Gloria Betcher (gbetcher@iastate.edu).

#### MELVILLE SOCIETY

**Melville's Dialogic Muse.** Papers that explore Melville's "multi-voiced" discourse in his poetry or fiction, from any critical approach and any phase in his writing career. 3-page abstracts by 1 Mar.; Susan Fanning, Humanities Dept., Orient 116, Suffolk Community Coll., Eastern Campus, 121 Speonk-Riverhead Road, Riverhead, NY 11801-3499 (sfanning@afanning.com).

#### MILTON SOCIETY OF AMERICA

**John Milton: A General Session.** 8-page papers by 15 Mar.; Charles W. Durham (cwardurham@msn.com).

**Milton and Toleration, Then and Now.** Studies of Milton's pro- and antitolerantist writings on groups like the Irish, Spanish, French, Muslims, Native Indians, Jews, European and English Catholics, dissenters in England and the New World. 8-page papers by 15 Mar.; Elizabeth Sauer (emsauer@spartan.ac.brocku.ca).

#### WILLIAM MORRIS SOCIETY

**The International Morris. Taking Liberties: Parodies and Adaptations of the Pre-Raphaelites, Then and Now.**

Vitae and 2-page proposals by 20 Mar.; Florence Boos (florence-boos@uiowa.edu).

#### NORTH AMERICAN HEINE SOCIETY

**Left-Wing Melancholia.** Papers addressing Heine and left-wing politics in the present global order. Possible topics include religion and power, nationalisms, end of modernity, media control, consumerism, corporate power, Third World societies, digital media networks. Proposals by 1 Mar.; Roger Cook (cookrf@missouri.edu).

#### EUGENE O'NEILL SOCIETY

**Modernism, Metaphor, and O'Neill.** O'Neill's experimental works in the 1920s in relation to the seemingly naturalistic masterworks at the end of his career. Proposals by 1 Mar.; Diane Schinnerer (dmsdds@aol.com).

#### HAROLD PINTER SOCIETY

**The Politics of Marriage in the Work of Harold Pinter.** 250-word abstracts by 1 Mar.; Ann C. Hall (halla@ohiodominican.edu).

#### PIRANDELLO SOCIETY OF AMERICA

**Luigi Pirandello and the Italian American Experience.** Panel discussion format with papers submitted to PSA for publication. 250-word synopses by 1 Mar.; Rose Fichera McAloon (rfmcaloon@aol.com).

**Pirandellian Doubles and Desire.** Presentations may involve staged readings. E-mail 250-word synopses of papers by 1 Mar.; Kathryn Wylie-Marques (kwylie@jjay.cuny.edu).

#### POE STUDIES ASSOCIATION

**Poe and Solitude.** Addressing the ramifications of Poe's alienation from mainstream 19th-century America.

**Poe and the Ratiocinative Intellect.** Addressing Poe's employment of the concept. Proposals by 1 Mar.; Richard Fusco, Dept. of English, Saint Joseph's Univ., Philadelphia, PA 19131 (fusco@sju.edu).

#### POPULAR CULTURE ASSOCIATION

**Popular Representations of 9-11-01 and Its Aftermath.** Theoretically informed analyses of representations of the 9-11-01 terrorist attacks in the American popular media. 2-page abstracts or 15-min. papers and vitae by 27 Feb.; Liahna Armstrong.

#### EZRA POUND SOCIETY

**Ezra Pound's American Voices.** How Pound addressed an American audience from abroad, including efforts to promote his work at home and representations of distinctively American voices in his poetry, prose, correspondence, and broadcasts. Vitae and usefully detailed précis by 15 Mar.; Matthew Hofer (mrhofer@uchicago.edu).

**Ezra Pound's Patria Mia: Forms of an American Renaissance.** In keeping with the Philadelphia setting, proposals on any aspect of Pound's conception of an American Renaissance, past or future, are welcome. Short vitae and abstracts by 15 Mar.; Evelyn Haller.

**RADICAL CAUCUS IN ENGLISH AND THE MODERN LANGUAGES**

**Working-Class Literature Today.** How is working-class literature changing in a context of international migrations, ceaseless casualization, etc.? How are new strands of working-class literature connected to older traditions? Abstracts by 1 Mar.; Susan O'Malley (susan.o'malley@mail.cuny.edu) and Richard Ohmann (richardohmann@earthlink.net).

**ROMANIAN STUDIES ASSOCIATION OF AMERICA**

**Eastern European Women as Creators of Humor: Culture, Literature, Film.** Exploring the humor and comic dimensions of Eastern European female writers, performers, theater and film directors, and of women in society (e.g., jokes, oral culture). Proposals by 20 Mar.; Domnica Radulescu, Washington and Lee Univ., Lexington, VA 24450 (radulescud@wlu.edu).

**Paris as Promised Land: Francophilia in Eastern Europe.** Suggested topics: cultural Paris and the European "other," the French assimilationist model and national identity, the celebration of "difference" from the West. Abstracts by 15 Mar.; Roxana M. Verona (roxana.m.verona@dartmouth.edu).

**GEORGE SAND ASSOCIATION**

**La poétique de l'enfance.** Comment la poétique de l'enfance définit-elle tant l'œuvre de Sand que sa réception? Résumés d'une page, vitae abrégé pour le 22 mars. Bénédicte Monicat (bmonicat@psu.edu)

**Sand and the Stages of Life.** While Sand's works portray characters of all ages, few critics have analyzed her representations of youth,

adulthood, or old age. 1-page abstracts, brief vitae by 22 Mar.; Annik Doquire Kerszberg (akerszbe@lhup.edu)

**SOCIÉTÉ RENESVALS, AMERICAN-CANADIAN BRANCH**

**Problems in the Romance Epic.** Two sessions. Papers are invited on any aspect of the Romance epic. Abstracts by 15 Mar.; Catherine Jones (cmjones@uga.edu).

**SOCIETY FOR CRITICAL EXCHANGE**

**Cognitive Disability and Textuality.** How do cognitive disabilities constrain or enable textual production and consumption? Depictions and effects of brain injury, dementia, autism, retardation, dyslexia, etc.; formation of alternative textual and communicative modes. Abstracts by 15 Mar.; Mark Osteen (mosteen@loyola.edu).

**SOCIETY FOR GERMAN RENAISSANCE AND BAROQUE LITERATURE**

**The Early Modern Period as an Interdisciplinary Enterprise.**

**Teaching the Early Modern Period: A Roundtable.** 1-2-page abstracts by 1 Mar.; Karin Wurst (wurst@msu.edu).

**SOCIETY FOR MEDIEVAL FEMINIST SCHOLARSHIP**

**Electronic Publishing and Medieval Feminist Scholarship.**

**Women and Work in the Middle Ages.** 200-word abstracts by 7 Mar.; Bonnie Wheeler (bwheeler@mail.smu.edu).

**SOCIETY FOR THE STUDY OF NARRATIVE LITERATURE**

**Beginnings and Endings in Fiction and Nonfiction.** Any aspect of beginnings or endings in narratives, including fabricated origins, the legacy of open endings, enforced closure, etc. Canonical, minority, non-Western, or post-modern subjects welcome. Papers or 400-word abstracts (no attachments) by 17 Mar.; Brian Richardson (br49@umail.umd.edu).

**SOCIETY FOR THE STUDY OF SOUTHERN LITERATURE**

**The Borders of Southern Literature.** Frontiers, boundaries, contact zones, and margins of the South, as traditionally understood or in an international context, and its literature(s).

**Sexuality and the Grotesque in Southern Literature and Film.** The interplay of representations of sexuality and constructions of the grotesque in southern writing and film. 500-word proposals by 15 Mar.; Mary Louise Weeks-Baxter, Dept. of English, Rockford Coll., 5050 East State St., Rockford, IL 61108 (mary\_weeks-baxter@rockford.edu).

**SOUTH ASIAN LITERARY ASSOCIATION**

**Race, Class, and Caste in South Asian Cultures.** Proposals (300–500 words) by 15 Mar. on concepts and realities of caste, class, and race. Dalit literatures, relations of caste with

nationalism and globalization. Cross-cultural, interethnic approaches; Amritjit Singh (asingh@ric.edu).

**Varieties of South Asian Feminism.** Proposals concerning debates on feminist theory and practice: the state, violence, activism, representations challenging traditional women's roles, evolutions of feminisms in South Asian literatures, and cultural performance. 300–500-word abstracts by 15 Mar.; Hena Ahmad (hahmad@truman.edu).

**THOREAU SOCIETY**

**The Emersons' Parlor and Mrs. Thoreau's Dinner Table.** Transcendentalists and transcendental contexts as represented by those who broke bread with the Emersons and the Thoreaus. Abstracts by 12 Mar.; Laura Dassow Walls (walls@lafayette.edu).

**EDITH WHARTON SOCIETY**

**Edith Wharton and Secrets.** Motifs of concealment and covertness in Wharton's writing; ethical, social, discursive, aesthetic, marital, and gender-oriented implications of the clandestine or the withheld. Abstracts and brief vitae by 15 Mar.; Frederick Wegener (fwegener@csulb.edu).

**Edith Wharton and the Arts.** Fine arts and performing arts (such as opera and theater) in Wharton's life and work; theater and opera adaptations of Wharton's works. 250-word proposals by 10 Mar.; Julie Olin-Ammentorp (olinamme@lemoyne.edu).

**WILLIAM CARLOS WILLIAMS SOCIETY**

**William Carlos Williams and the American Republic: In the American Grain.** Papers on Williams and American literature, culture, and history. 1-page abstracts by 15 Mar.; Chris MacGowan (cgmacg@wm.org).

**WOMEN IN FRENCH**

**Le corps dans tous ses états: Représentations littéraires de la honte.** By 15 Mar.; Audrey Sartiaux.

**Une nouvelle écriture féminine?** By 15 Mar.; Colette Trout.

**WOMEN'S CAUCUS FOR THE MODERN LANGUAGES**

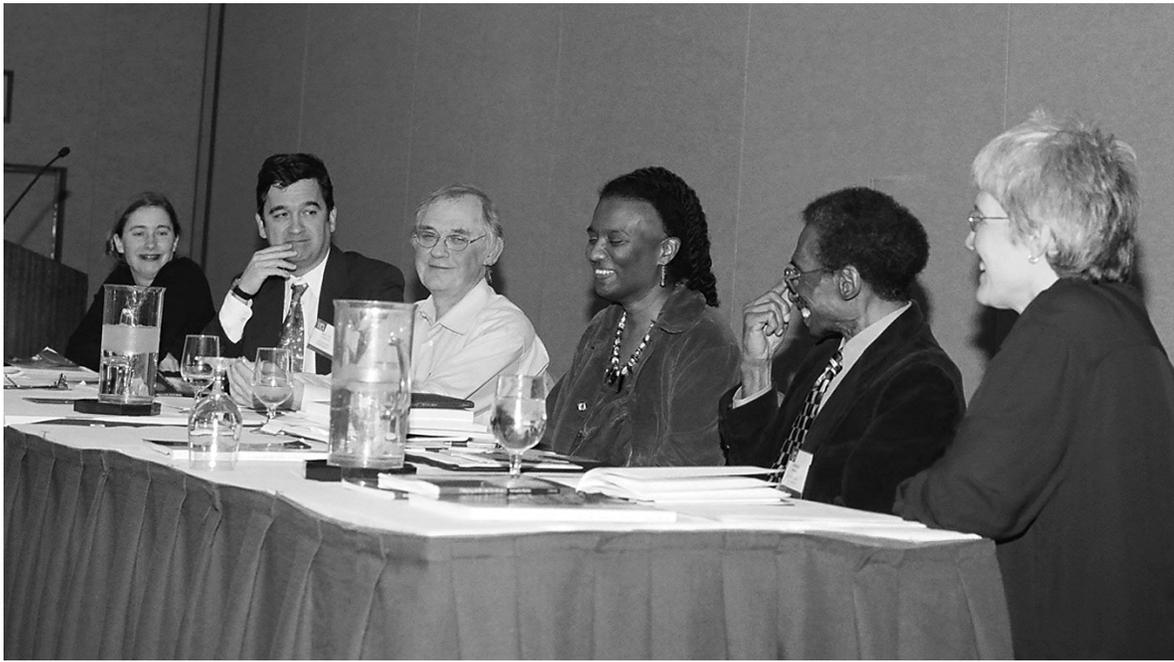
**The Work of Women Chairs: A Roundtable.** Women chairs of English departments are invited to share their thoughts on the rewards and challenges of their job and discuss what role gender plays in their experience. 15 Mar.; Roseanna Dufault (r-dufault@onu.edu).

**WORDSWORTH-COLERIDGE ASSOCIATION**

**Romantic Literature and the Sciences.** Papers should examine natural affinities between literature and the sciences, their common histories and antecedents, forms of expression and dissemination, and the artist-scientist analogue. E-mail detailed abstracts by 15 Mar.; James McKusick (mckusick@umbc.edu). □



Bruce R. Smith presiding at the session "Poetry and Theory: A Roundtable."



CAMERAS EYE PHOTOGRAPHY

Participants in the session "Conversations with Poets: Harryette Mullen" (left to right): Juliana Mary Spahr, Roland Greene, Steve McCaffery, Harryette Romell Mullen, Lorenzo Thomas, Adalaide Morris.

BOOK NEWS

## Call for Contributions in World Literatures Reimagined Series

For the series World Literatures Reimagined, the Publications Committee has approved development of a volume of essays on Galician studies. The book's editors, Kirsty Hooper, Manolo Puga, and John Rutherford, seek contributions and ideas for the projected volume.

The purpose of the proposed book is double: to provide a practical guide to this little-known field and to redefine its limits by offering a comprehensive and dynamic vision of post-1975 Galician culture in a global context. The volume seeks to remedy the relative paucity of information about Galicia on its own terms and in relation to the Spanish state and its other two historical nationalities, Catalonia and the Basque Country. As currently conceived, the book will include a section of essays on conceptual and theoretical issues and a section of essays on specific cultural media. The editors seek well-argued and provocative essays that reflect on the methodologies and assumptions that underpin both Galician and Iberian studies today. Interdisciplinary approaches are welcome. Contributors will be asked to include annotated suggestions for further reading and multimedia resources.

If you are interested in contributing, please e-mail as *Microsoft Word* attachments a one- or two-page proposal and curriculum vitae to Kirsty Hooper at [kirsty.hooper@queens.ox.ac.uk](mailto:kirsty.hooper@queens.ox.ac.uk). Submissions may also be mailed to Kirsty Hooper, Oxford Centre for Galician Studies, Queen's Coll., Oxford OX1 4AW, England. Preliminary inquiries, requests for a tentative table of contents, suggestions for contributors, and so forth are also welcome. Detailed information is available online at <http://users.ox.ac.uk/~hert0036/galicianstudies.html>. The deadline for submitting ideas and proposals is 15 April 2004. □

BOOK NEWS

## Call for Contributions in Approaches Series

For the series Approaches to Teaching World Literature, the Publications Committee has approved development of six new titles in French, German, Italian, Latin American, and Spanish literature:

- Emilie Bergmann and Stacey Schlau, eds., *Approaches to Teaching the Works of Sor Juana*
- Anne J. Cruz, ed., *Approaches to Teaching Lazarillo de Tormes and the Picaresque Tradition*
- Franco Ricci, ed., *Approaches to Teaching the Works of Italo Calvino*
- Monika Shafi, ed., *Approaches to Teaching Grass's The Tin Drum*
- Alison Weber, ed., *Approaches to Teaching the Works of Teresa of Avila and the Spanish Mystics*
- Colette H. Winn, ed., *Approaches to Teaching Marguerite de Navarre's Heptaméron*

If you wish to contribute to any of these volumes, please send your name and mailing address to Jeremy George at the MLA office by 1 April 2004 ([jgeorge@mla.org](mailto:jgeorge@mla.org); fax: 646 458-0030). □

## COMMITTEES

## Teaching Languages, Literatures, and Cultures: An Invitation

MLA members involved in book publication programs have an opportunity to shape and even transform the field by proposing areas of engagement that deserve, perhaps even demand, attention for the benefit of the academic community.

A relatively recent initiative, the MLA publication series Teaching Languages, Literatures, and Cultures, hopes to contribute to transformative changes in the field that afford opportunities for examining "how teaching different languages, literatures, and cultures intersects in theory, research, curriculum and program design, and pedagogical practices" (Anderson and Kuhnheim vii). In particular, developments in language acquisition research increasingly portray language as socioculturally situated and propose an understanding of language learning as a complex process of negotiating multiple linguistic and cultural identities in the emerging user of multiple languages. Neither "the native"—typically English—nor "the foreign" are as neatly delineated or privileged as we once thought. Developments in literary studies, too, have expanded boundaries into noncanonical and nonliterary texts that explore their relations to a range of social practices. And the cultural studies movement has "shifted the focus of literary, linguistic, and historical studies to . . . marginal groups and the study of expressive forms and social practices associated with popular and mass culture" (Anderson and Kuhnheim 1).

Members of the MLA in their roles as teachers understand that these shifts affect scholarship and professional practice in curricula and pedagogies because it is through acts of teaching that we make real for our students ongoing social and intellectual transformations. Instead of imagining teaching in terms of exposure, conveyance, and transmission, we might find more appropriate for both teaching and learning the metaphors of translation, negotiation, and choices in various social spaces, including classrooms and programs, both undergraduate and graduate. As Mary Louise Pratt states, when we recognize that heterogeneity, and not an idealized homogeneity, of community in a globalized environment is the new norm, we are engaging in the "pedagogical arts of the contact zone" (40). It is in the seemingly normalizing practices of

globalization that our scholarship and our praxes are especially needed, to foster discerning, situated interpretative acts in heterogeneous textual environments.

The intersection of these trends remains to be further specified, explored, and made into fertile ground. As a venue for such work, the series Teaching Languages, Literatures, and Cultures has thus far published two edited volumes: *Learning Foreign and Second Languages: Perspectives in Research and Scholarship* and *Cultural Studies in the Curriculum: Teaching Latin America*. Projects at various stages of preparation pertain to the creation of an integrated collegiate language curriculum with a multiple-literacies focus, modern French studies, performing as knowing, and the role of translations in the literature classroom. As members of the series editorial board, we invite colleagues, be they individual researchers and practitioners or groups collaborating across linguistic and cultural, disciplinary, and institutional boundaries, to contribute to the series. We encourage you to visit the MLA Web site for further information about the series and its submission process. We welcome your inquiries and proposals; please send them to David G. Nicholls, Director of MLA Book Publications (dnicholls@mla.org).

*Teaching Languages, Literatures, and Cultures*  
Series Editorial Board

Heidi Byrnes, chair  
Andrew P. Debicki  
Sally Sieloff Magnan  
Isidore Okpewho  
Peter Steiner

## Works Cited

- Anderson, Danny J., and Jill S. Kuhnheim. "Introduction: From Culture into Cultural Studies in Latin America." *Cultural Studies in the Curriculum: Teaching Latin America*. Eds. Anderson and Kuhnheim. New York: MLA, 2003. 1-16.
- Pratt, Mary Louise. "Arts of the Contact Zone." *Profession 91*. New York: MLA, 1991. 33-40. □

## BOOK NEWS

## Two New MLA Titles Published

Please note that prices on all paperback volumes in the *Approaches to Teaching World Literature* series were increased to \$19.75 (MLA members \$15.80) on 1 January 2004.

The MLA is scheduled to publish two new titles in early 2004. Set for March release, *Reading Sites: Social Difference and Reader Response*, edited by Patrocínio P. Schweickart and Elizabeth A. Flynn, explores how social differences condition and shape reader response. Integrating scholarship from literary studies and composition and rhetoric, *Reading Sites* examines a host of genres, from nineteenth-century working-class autobiographies and twentieth-century women's confessional magazines to detective fiction and book-club selections, to question how various groups of readers and authors identify with competing social hierarchies. The book is 360 pages; it costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

*Approaches to Teaching Austen's Emma* is edited by Marcia McClintock Folsom. Teachers seeking to introduce Austen's intricate, subtly crafted world to new readers often find that students are put off by the novel's seeming lack of action and by its preoccupation with the details of daily life. This eighty-second volume in the MLA's *Approaches to Teaching* series outlines the specific challenges of teaching *Emma* and shows teachers how to construct lectures, initiate classroom discussions, and devise writing assignments. The volume is 246 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

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. □

COMMITTEES

## Committee on Information Technology Issues Statement on Electronic Publishing

As publication in electronic journals becomes more common in the profession, especially among younger scholars, the MLA Committee on Information Technology (CIT) believes that tenure and promotion committees and those who are asked to write external letters for these committees may value guidance from the MLA in assessing scholarship published in electronic formats. The CIT further believes that, as one aspect of the MLA's response to the crisis in academic publishing, it is important for the association to encourage the development of electronic publication and the disciplinary infrastructure that supports it.

The MLA Statement on Publication in Electronic Journals grew out of a conversation the CIT had in 2001 with executive director emerita Phyllis Franklin. She expressed concern that young scholars who publish electronically are often at risk because of a widespread perception that scholarship is published electronically only if it is not good enough to get into print. Franklin strongly encouraged the CIT to develop a statement on the credibility of electronic journals to help create an atmosphere more accepting of good research published in electronic venues. In 2002 the CIT drafted a statement and in January 2003 circulated the draft to the ADE and ADFL e-mail discussion lists for comment by department chairs. In October 2003 a final version of the statement was approved by the MLA Executive Council.

The CIT continued its investigation of this issue in a session at the 2003 MLA convention ("Evaluation of Digital Scholarship in the Academy"). A follow-up session at the 2004 convention will address issues of evaluation that arise with publication in elec-

tronic monographs, digital archives, and experimental forms of electronic scholarship. The CIT wants to promote continuing dialogue on the issue of publication in electronic venues and invites MLA members to send their comments and concerns to [cit@mla.org](mailto:cit@mla.org).

### Statement on Publication in Electronic Journals

Electronic scholarly journals have existed for over a decade. Commonplace in the sciences, they are gaining in audience and professional use in the humanities. Scholars at all levels may choose to publish their research in electronic formats because of the ease of distribution, discovery, and retrieval in these formats—which is a significant aid to research—and because of the multimedia features that the electronic environment affords.

The electronic journal is a viable and credible mode of scholarly publication. When departments evaluate scholarly publications for purposes of hiring, reappointment, tenure, and promotion, the standing of an electronic journal should be judged according to the same criteria used for a print journal. These criteria include the journal's peer review policy, its rate of acceptance, the nature of its editorial board and publisher, and its general profile in the field it covers.

The MLA believes that the continuing development of electronic publishing in the humanities offers exciting possibilities and a new medium for the dissemination of scholarly work. It represents a particularly important development in the light of recent constraints on university press publication. □

MEETINGS

## 2004 ADFL Summer Seminars: At the Interface of Chairing—Vision and Management

ADFL Summer Seminars offer chairs of foreign language and literature departments a chance to meet and discuss issues and challenges in their daily work and in the field; nothing takes the place of face-to-face conversations with peers. ADFL Seminar West (10–12 June) will be sponsored by the University of New Mexico, Albuquerque, and will be hosted by Tey Diana Rebolledo. Seminar East (24–26 June) will be sponsored by Miami University, Oxford, and will be hosted by Charles Ganelin. Each seminar is preceded by a Workshop for New Chairs. The workshops are conducted by experienced chairs from the ADFL Executive Committee, who will address such topics as budget; curriculum development; time management; hiring, promotion, and tenure; retirement; and personnel issues.

This year's seminars focus on the chair's dilemma: how not to lose sight of intellectual leadership in the day-to-day managerial necessities of the job. Central to the 2004 seminar theme is the need to advocate for the importance of languages in the humanities. Speakers will also address how departments can respond to the heightened awareness of America's language education needs in the face of demands for national security. Language has been much mentioned in the press since 9/11, but the nation's concerns have been described in instrumental terms sometimes questioned in academic circles. In turn, the humanist approach to language and culture has been seen by some as irrelevant to national security needs. What can college and university language, literature,

and culture programs offer a nation suddenly discovering it needs to know more languages?

Seminar East will feature a workshop on attracting local press coverage for department projects that serve the community; the workshop will incorporate the MLA's new Language Map of the United States. At Seminar West, a special session will focus on the teaching of Chicana and Chicano literature and culture in departments of Spanish and English. Both seminars will address issues of assessment and curricular transparency and highlight programs teaching local Native American languages and cultures.

Other topics for sessions and discussion groups include

- The impact of assessment on student learning
- Language in area studies programs versus language in language, literature, and culture departments
- The crisis in scholarly publishing in relation to foreign languages and literatures
- Heritage languages and the role of the language department in the off-campus community

The seminar registration fee of \$300 for members and \$400 for nonmembers includes most meals and the Workshop for New Chairs. Hotel accommodations this year will be \$69 per night in Albuquerque and \$79 per night in Oxford. Information about membership in ADFL, seminar programs, hotel accommodations, and travel arrangements is available at the ADFL Web site ([www.adfl.org](http://www.adfl.org)) or by contacting David Goldberg, Associate Director, ADFL, [dgoldberg@mla.org](mailto:dgoldberg@mla.org). □

## MEETINGS

## 2004 ADE Summer Seminars for Departmental Administrators

Each summer the ADE arranges two seminars where chairs of ADE-member departments gather to share information and to consult about issues and problems facing their departments and the field. In 2004 the ADE Summer Seminars will take place 17–20 June in Iowa City, Iowa, and 28 June–1 July in Kiawah Island, South Carolina. Hosting are Brooks Landon and the English department at the University of Iowa and Steven Lynn and the English department at the University of South Carolina. Please note that, as an experiment, the South Carolina seminar is scheduled for dates that fall from Monday to Thursday rather than from Thursday to Sunday, the schedule ADE has followed for many years. Each seminar features a Workshop for New Chairs, led by two seasoned administrators, to provide those about to start or just completing their first year as department chair with practical advice and answers to questions about any and all aspects of chairing.

Programs at both seminars will focus on the standing of the humanities among the academic disciplines and on questions surrounding criteria and measures used to evaluate our departments and the work faculty members do as teachers and publishing scholars. Confirmed speakers in Iowa City include 2004 MLA president Robert Scholes. Confirmed speakers in South Carolina include John Guillory and Annette Kolodny. Speaking at both seminars will be Michael Middaugh, assistant vice president for institutional research and planning at the University of Delaware. Middaugh is the lead researcher for the Delaware Study of Instructional Costs and Faculty Productivity, a source widely referred to in institutional benchmarking initiatives. Both seminars will include sessions on undergraduate writing. Nancy Sommers, director of expository writing at Harvard University, will speak at Seminar East about the Harvard study of undergraduate writing, which collected writing done across four years of college by four hundred undergraduate students from the class of 2001.

Other topics the seminar programs will address are

- Legal issues facing department chairs
- Standards for promotion and tenure in the changing landscape of scholarly publishing and higher education
- Guidelines and standards for hiring and employment of non-tenure-track faculty members
- Coping with budget cuts
- Future directions for doctoral study (at Seminar East)
- Future directions for master's programs (at Seminar Midwest)

Since the mid-1990s the seminars have also provided an occasion for discussions between chairs of baccalaureate college departments and directors of graduate studies about application and admission to graduate school and the hiring and career preparation of new faculty members. Because of the recent renewal of interest in master's degree programs, in 2004 ADE invites directors of graduate studies from terminal master's degree programs to meet at Seminar Midwest in Iowa. Directors of graduate studies from programs that lead to the doctorate are invited to meet at Seminar East in South Carolina.

Attendance at the seminars is limited to representatives of departments that are current members of ADE. The seminar registration fee of \$350 includes most meals. Details about seminar programs, hotel accommodations, travel arrangements, and membership in ADE are available at ADE's Web site ([www.ade.org](http://www.ade.org)) or from David Laurence, Director, ADE ([dlaurence@mla.org](mailto:dlaurence@mla.org)). □

## D E A D L I N E S

## Fellowships and Grants

*The following list includes fellowships and grants that have deadlines between 1 April and 30 June. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2003 PMLA, pages 1124–44. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.*

## APRIL

- 1 Helen Ann Mins Robbins Fellowship

## MAY

- 10 Rockefeller Foundation
- 15 Woodrow Wilson National Fellowship Foundation

## JUNE

- 1 Center for Lesbian and Gay Studies of the City University of New York
- 1 IREX (International Research and Exchanges Board)
- 1 Women's Caucus for the Modern Languages
- 15 Fordham Medieval Fellows Program
- 16 Canadian Studies Grant Programs



CAMERA'S EYE PHOTOGRAPHY

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

**MARCH**

- 1 Deadline for receipt of entries in the 2004 James Russell Lowell Prize competition
- 5 Deadline for receipt of departmental administrators' statements for the April 2004 *Job Information List*
- 15 Deadline for receipt of forum proposals for the 2004 convention
- 15 Deadline for receipt of submissions for *Profession 2004*

**APRIL**

- 1 Deadline for receipt of entries competing for the 2004 MLA Prize for a First Book and the Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work
- 1 Postmark deadline for proposals for special sessions for the 2004 convention
- 1 Deadline for receipt of requests for audiovisual equipment for the 2004 convention
- 1 Postmark deadline for program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 1 Deadline for receipt of requests for waivers of membership requirements for participants in the 2004 convention
- 7 Deadline by which organizers and panelists in the 2004 convention must be listed on the MLA membership rolls
- 15 Deadline for receipt of requests for funds for speakers at the 2004 convention
- 30 Deadline for applications for dues subsidies for residents of developing or soft-currency nations

**MAY**

- 1 Deadline for receipt of entries in the 2004 competitions for the MLA Prize for Independent Scholars, the Kenneth W. Mildener Prize, the Mina P. Shaughnessy Prize, the Katherine Singer Kovacs Prize, the William Sanders Scarborough Prize, the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies, and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies and for French and Francophone Studies and for the biennial competitions for the Howard R. Marraro Prize, the MLA Prize for a Distinguished Bibliography, the Fenia and Yaakov Leviant Memorial Prize, and the Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures
- 23 Deadline for receipt of departmental administrators' statements for the 2004 Summer Supplement of the *Job Information List* (no solicitations will be made)
- 28 Deadline for submission of manuscripts for the *PMLA* special topic The History of the Book and the Idea of Literature

**JUNE**

- 15 Notification of decisions on funding requests mailed to session organizers who have applied for funds for speakers at the 2004 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2004 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2004 (Directory) issue of *PMLA*

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