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## Fredric Jameson Receives Lifetime Achievement Award

The MLA's sixth Award for Lifetime Scholarly Achievement will be presented at the January 2012 convention to Fredric Jameson, William A. Lane Jr. Professor of Comparative Literature and professor of Romance studies at Duke University. Jameson was selected for the award by the Executive Council at the recommendation of the Lifetime Scholarly Achievement Review Committee and the Committee on Honors and Awards.

Jameson received his PhD from Yale University. He has taught at Harvard University; the University of California, San Diego; Yale University; and the University of California, Santa Cruz. Since 1985, he has been affiliated with Duke University.

Jameson is a renowned cultural theorist and literary critic, acclaimed for his contributions to Marxism, importation of Continental literary theory, and his articulation of the concept *postmodernism*. He began as a Romance studies scholar and published his first book, *Sartre: The Origins of a Style*, in 1961. His 1971 publication *Marxism and Form: Twentieth-Century Dialectical Theories of Literature* and the following year's *The Prison-House of Language* advanced a sophisticated Marxist literary theory at the same time that they initiated a decades-long analysis and critique of hermeneutics and structuralist theories of language and literature that would importantly inform later debates on poststructuralism. He developed his literary and cultural theories further with such publications as *Fables of Aggression: Wyndham Lewis, the Modernist as Fascist* (1979) and, most influentially, *The Political Unconscious: Narrative as a Socially Symbolic Act* (1981). In *The Political Unconscious*—which opened with the famous, absolute slogan “Always historicize!”—Jameson pioneered an allegorical reading method that emphasized historical framework when analyzing literature and culture. With the publication of the two-volume collection of essays *The Ideologies of Theory*, readers could see the breadth of Jameson's engagement with film, architecture, music, and literature.

Jameson's next major work, *Postmodernism; or, The Cultural Logic of Late Capitalism* (1990), analyzed postmodernism as a cultural dominant with its own social and artistic forms. In *Postmodernism*, Jameson developed a new critical battery to understand contemporary cultural production, with a particular emphasis on architecture and space that would carry forward into works such as *The Geopolitical Aesthetic: Cinema and Space in the World System*. His most recent books include *The Hegel Variations: On the Phenomenology of Spirit*, *Representing Capital: A Reading of Volume 1, Valences of the Dialectic*, and *A Singular Modernity*.

Jameson has published over twenty books and many dozens of articles, some of which, such as “Third World Literature in the Era of Multinational Capitalism,” have been nearly as influential as his books. His work has been widely translated and notably influential in Asia. Jameson received the William Riley Parker Prize for two *PMLA* articles in 1971 and the James Russell Lowell Prize for *Postmodernism* in 1990. In 2008, he received the Holberg International Memorial Prize for his scholarship.



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## Reforming Doctoral Programs: The Sooner, the Better

Doctoral programs are expensive. At universities that provide generous, multiyear fellowships, the cost falls largely to the universities themselves. Elsewhere, where graduate study depends on teaching assistantships, students must bear the costs by having to accept low wages. Lengthy programs everywhere cost young scholars years of their professional lives, freezing them into student status and postponing their entry into careers. The result: humanities PhDs leave graduate school with twice as much educational debt as their peers in engineering or the sciences (Laurence 5). That prospect of long-term indebtedness presents a high barrier, especially to prospective students from lower-income backgrounds: the longer the structure

of our programs, the less accessible they become to a diverse demography.

It's time to proceed with a long overdue reform of humanities doctoral programs, not only to meet the current economic realities but also to respond to the intellectual changes of recent decades. We must start to work, in our departments, with higher education leaders and through foundations to reshape graduate education. Here are some key points.

To maintain a place for humanities doctoral education, we have to bring it in line with other professional programs and target a four-year time to degree. According to data from the 2009 Survey of Earned Doctorates, the average time between entry into graduate school and completion is 8.7 years in "Foreign language/literature" and 9.0 years in "Letters," the category that includes English and comparative literature (table 62). The time elapsed since completion of the BA is 10.6 and 11.0 years, respectively. Students who finish college around age twenty-two should not hope to complete their doctorate until they are well into their thirties, when they first get a shot at the disappearing job market. (Time to degree may be shorter at some elite universities but only because of generous fellowships and negligible teaching requirements.) To understand how bleak this picture is, we should recall that the corresponding time in graduate programs was 5.4 years in 1967. Doctoral education in the humanities now takes nearly twice as long as it did in the 1960s—and it takes considerably longer than degrees in law or business; indeed time to degree for a literature PhD currently rivals the length of full medical preparation: the MD itself is a four-year degree. If humanities doctoral programs do not significantly reduce time to degree, they will become unaffordable and, eventually, extinct.

Departments should design regular course series that expeditiously prepare students for examinations. Such organized curricular design is vital to achieve an accelerated time to degree. It is a common practice in some social sciences for entering students to face an articulated set of required courses with clear benchmarks and learning goals.<sup>1</sup> In contrast, in some literature fields, annual course offerings vary in accordance with individual faculty predilections. Instead we should design a curriculum for student learning needs. Graduate students ought to be able to complete course work in two years. This realistic goal depends on effective management of both faculty teaching responsibilities and student course enrollment.

We need to design a wider array of capstones to doctoral programs and to move beyond the traditional dissertation. In literary studies, the nearly exclusive form of completion is the dissertation, which has come to mean, effectively, a draft of a book manuscript. We maintain this expectation, despite the crisis in academic book publishing. Let us be honest: most academic books, especially those derived from dissertations, have little distribution. In this critique of the dissertation imperative, I echo the work of my predecessor, Sidonie Smith, who has been forging the way toward alternative culminations of graduate study. Some disciplines work with the model of three articles as a capstone project. Technological change and the digital humanities suggest other shorter genres of scholarly writing; moreover, such genres might be able to bridge the gap between scholarship and the public, which has hurt us so badly in the current wave of budget cuts.<sup>2</sup>

We should design graduate programs to provide the broad professional development and skills that, while central to an academic career, can also be transferred to other paths. Although some fortunate graduate students land tenure-track positions in research universities or liberal arts college, many do not. Rather than bemoaning this situation, we must recognize that the literature PhD is already a gateway to many different careers. These varied professional directions—which deserve our validation—include opportunities as teachers throughout the educational system as well as nonfaculty positions in higher education (see Grafton and Grossman; Jaschik). In addition, the literature PhD can lead to careers in the public humanities, in cultural sectors—publishing, translation, journalism, the film industry—or, frankly, anywhere in business, government, or the not-for-profit world where intensive research skills are at a premium.<sup>3</sup> High on my list would be digital abilities, which must become integral to every doctoral program. I would add teaching and other communication capacities, including especially a robust multilingualism—our graduates at the very least ought to have a comparative advantage in language skills.

Opportunities for advanced study in literature make vital contributions to our culture. Precisely for that reason I call upon the profession to recognize the need to make our doctoral programs affordable and accessible. If we do not change them, we may lose them. This means reining in the time to degree with the implications for curriculum, capstone, and career objectives I have described. Let us redefine

the current crisis of the humanities as an opportunity to build the literary studies of the future.

Russell A. Berman

## Notes

1. That an articulated curriculum is not the norm in the literary humanities is discussed by Gerald Graff: “We still think of teaching in ways that are narrowly private and individualistic, as something we do in isolated classrooms, while knowing little about what our colleagues are doing in the next classroom or the next building” (728).

2. According to Kathleen Woodward, “One of our main challenges today is to integrate new forms of digital publication with the wealth of traditional forms of printed knowledge, creating powerful hybrid forms, a synthesis of printed and digital media, knowledge that circulates widely. And here it is that the digital humanities and the public humanities forcefully intersect” (121).

3. Regarding the preparation of translators, Catherine Porter writes, “It is one thing to recognize a need for competent translators in the world and quite another to take responsibility for their nurturing and development. Yet no one is better positioned to take on this task than we are, as postsecondary language and literature professionals” (2).

## Elections Committee Seeks Candidates

The MLA Elections Committee will meet in January 2012 to begin the process of identifying candidates for sixteen special-interest and thirty-three regional Delegate Assembly seats. Those elected in 2012 will serve in the assembly from 7 January 2013 through the close of the January 2016 convention and must attend the meetings of the assembly in January 2014, January 2015, and January 2016.

The Elections Committee is charged not only with nominating candidates and overseeing the elections but also with ensuring that the various groups within the MLA find representation in the Delegate Assembly. Committee members are therefore interested in hearing from all MLA members who are willing to be candidates in next year’s Delegate Assembly elections. Members who would like to be considered should write to the Elections Committee, c/o Carol Zuses, at the MLA office (czuses@mla.org).

The *MLA Newsletter* (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, NY 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.

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Members are invited to comment on the president’s column at [www.mla.org/fromthepres](http://www.mla.org/fromthepres).

## MLA Book Awards

Is your book eligible for an MLA book award? The MLA Committee on Honors and Awards invites authors and editors to compete for the association’s publication prizes. There are eight annual and fifteen biennial MLA prizes that honor outstanding work in languages, literatures, and interdisciplinary studies and in specific genres (e.g., translation, bibliography, letters, scholarly edition). For information on the individual prizes, their deadlines, and the application process, please visit the MLA Web site ([www.mla.org/award\\_competitions](http://www.mla.org/award_competitions)). You may also request detailed information on any MLA prize by contacting the Programs Office (646 576-5141; awards@mla.org).

## Making Suggestions for Committee Appointments

This year the MLA Executive Council will make appointments to seventeen standing committees of the association. The council invites members to consider suggesting themselves or other members for one of the fifty-eight anticipated vacancies on the seventeen committees. Members’ suggestions will be accepted at the Web site ([www.mla.org/commsugg](http://www.mla.org/commsugg)) from mid-November through early February. The Web page for suggestions provides information on the factors relevant to this new round of committee appointments. Because these factors change from year to year, suggestions made the previous year are not brought forward for the council’s consideration. Members will therefore need to deposit new or updated suggestions after consulting the new Web listing of vacancies.

The council will be making appointments to fill these vacancies at its February 2012 meeting. Any questions about committee suggestions should be addressed to Carol Zuses at the MLA office (czuses@mla.org).



## Learning from the Inside

At the core of the MLA's mission is serving members in their professional roles, which they carry out to a large extent on campuses. Many members of the MLA staff also have extensive experience in colleges and universities, mostly in the classroom. I am one of them: now in my tenth year on leave from my position as professor of Spanish at the University at Buffalo, State University of New York, I have identified as an academic since I taught my first language course in 1977. The sense of belonging to a community is remarkably familiar to me as I find myself writing this column in an office on the third floor of Churchill House, home to Five Colleges, Inc., and a stone's throw from Amherst College.

I come to the Pioneer Valley as a visitor, an American Council on Education (ACE) fellow, eager to learn as much as I can about these five unique institutions and the consortium that fosters cooperation among them. The ACE Fellows Program provides professional development opportunities for higher education leaders, and the fellowship experience will enrich my work as MLA executive director in a number of ways.

To make connections between trends on campus and projects of the association, we on the MLA staff are at an advantage when we know as much as possible about how colleges and universities work. Some questions I want to pursue include, What principles determine resource allocation? What drives academic staffing decisions? How do issues such as student preparation and persistence relate to curriculum and campus life? How are institutions responding to the pressures they face? Along the way, I expect to gain an in-depth understanding of college budgeting, development, and admissions.

In addition to working with college presidents and senior administrators on their campuses, I am also learning how the Five Colleges consortium functions. It has been said that cooperation is an unnatural act. Yet our success in academic environments depends on our ability to make collaborations happen. Five Colleges, Inc., has a long history of creating structures for institutional cooperation in everything from academic courses and programming to the bus service that connects the five campuses.

Two of the areas on which I am focusing during my fellowship are the Five Colleges Center for World Languages and the digital humanities. The MLA has been investing resources and staff time into promoting language learning in an age of diminished resources and into creating a scholarly communication program in which the digital humanities play a large role. This kind of cross-fertilization in my professional development has the potential to strengthen my work at the MLA. As I become more proficient in the languages of institutional cooperation and in the realities of campus life today, I will bring back to the MLA new insights on how the association can best serve its mission and its members.

Not surprisingly, many of the deans, provosts, and presidents of the Five Colleges come from academic disciplines in the humanities. The presidents of Smith College and

Amherst College and the chancellor of the University of Massachusetts, Amherst, are distinguished scholars of English and German, and the president of Mount Holyoke College is a philosopher. I've seen this trend nationwide, and MLA members should be proud that our profession can launch its members into leadership positions involving not only critical thinking, persuasive written and oral argumentation, and research- and evidence-based decision making but also financial, budgetary, and other numerical-based metrics and analyses.

College and university presidents in the United States face a tough road ahead as the gap between the nation's richest and poorest grows, jobs remain scarce, and government funding shrinks. It is becoming increasingly difficult to convince the American public that cultivating the life of the mind is an important social value and that higher learning does not need to link directly to a demonstrable utilitarian outcome. It gives me confidence to see higher education leaders uphold the value of poetry in an age of consumerism. I admire leaders who emphasize that the process, and not just the product, of intellectual inquiry is at the heart of higher education's mission. Above all, I respect those leaders who know that deep student learning requires meaningful connections and collaborations with members of the faculty.

Being on campus after so many years away brings me closer to the students who are at the heart of the educational enterprise, something from which I am usually removed in my current position at the MLA. Sitting at lunch today with a group of undergraduates from one of the Five Colleges, listening to them talk about their class preparations and their social lives, I reflected on the diversity of students' experiences in institutions of higher education today. I am grateful to the leaders who fight to make it possible for these institutions to serve their students and to those on whose shoulders the learning experience ultimately rests—teacher-scholars in the disciplines. As my ACE fellow experience unfolds, I intend to discover more ways in which acts of cooperation can become natural, and I expect my new learning to benefit the association in its relations within the academic community.

Rosemary G. Feal

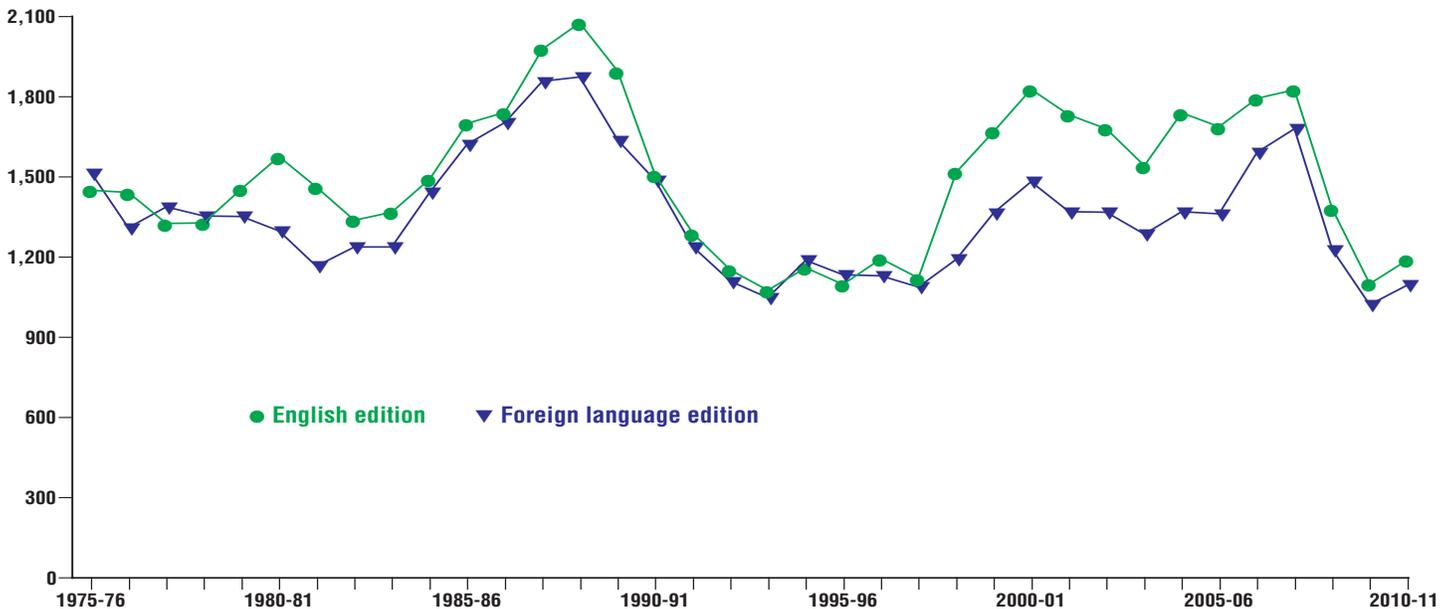
Members are invited to comment on this column at [www.mla.org/fromtheeditor](http://www.mla.org/fromtheeditor).

## Report on the MLA Job Information List

In 2010–11 the number of jobs advertised in the MLA *Job Information List (JIL)* stabilized. Compared with 2009–10, the number of jobs announced in 2010–11 rose by 90 (8.2%) in the English edition and by 73 (7.1%) in the foreign language edition, although the number of jobs advertised in 2010–11 remains at a level a third below the 2007–08 peak. In 2010–11 the *JIL*'s English edition announced 1,190 positions, compared with 1,100 in 2009–10; the foreign language edition announced 1,095 positions, compared with 1,022 in 2009–10. After trending upward between 2003–04 and 2007–08

(by 285 positions, or 18.5%, in English and 395 positions, or 30.7%, in foreign languages), the number of jobs advertised in the *JIL* declined by 726 (39.8%) in English and by 658 (39.2%) in foreign languages over the succeeding two years, 2008–09 and 2009–10. The figure below shows the trend lines for the number of jobs advertised from 1975–76 to 2010–11. The 1,190 positions advertised in this past year's English edition remain 636 (34.8%) below the 2007–08 peak of 1,826; the 1,022 jobs advertised in the foreign language edition remain 585 (also 34.8%) below the 2007–08 peak of 1,680.

Total Number of Positions Advertised in the MLA Job Information List, 1975–76 to 2010–11



## 2012 ADE and ADFL Summer Seminars

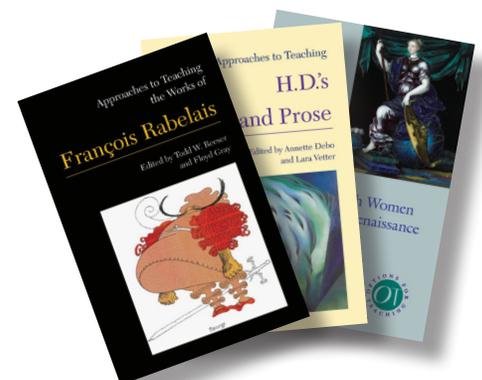
Chairs, directors of graduate and undergraduate studies, and other administrators and their designees from departments of English and other modern languages gather annually at the ADE and ADFL summer seminars. Seminar participants consult with colleagues; learn about new trends; hear from experienced leaders about responses to emerging problems and opportunities in the discipline; gather strategies and perspectives to take back to their campuses; share lore, tips, and lessons learned to develop practical administrative know-how; and establish networks of supportive peers to call on throughout the year. The seminars are also one of the best opportunities department chairs have to contribute their individual voices and expertise to the development of ADE, ADFL, and MLA reports, statistical analyses, and statements of best practice.

ADE Seminar West will take place 4–7 June at the University of Colorado, Boulder; English department chair William Kuskin will host. ADFL Seminar West will take place 7–10 June in Eugene, Oregon, and will be sponsored by the College of Arts and Sciences at the University of Oregon and hosted by Barbara Altman, director of the Oregon Humanities Center. A joint ADE and ADFL seminar will be held 17–21 June at Vanderbilt University in Nashville, Tennessee, hosted collaboratively by the chairs of the English department and other modern language and literature departments. Information about programs, registration, and accommodations will be announced at the ADE and ADFL Web sites ([www.ade.org](http://www.ade.org) and [www.adfl.org](http://www.adfl.org)) and in brochures that will be mailed to chairs of ADE- and ADFL-member departments early in 2012. For further information, please contact Doug Steward, Associate Director, ADE (646 576-5137; [ade@mla.org](mailto:ade@mla.org)) or David Goldberg, Associate Director, ADFL (646 576-5134; [adfl@mla.org](mailto:adfl@mla.org)) or consult the ADE and ADFL Web sites.

## Three New MLA Titles Released

- *Approaches to Teaching the Works of François Rabelais*
- *Approaches to Teaching H.D.'s Poetry and Prose*
- *Teaching French Women Writers of the Renaissance and Reformation*

For complete information on these and other new titles, and to place orders, please visit [www.mla.org/newtitles](http://www.mla.org/newtitles).



## John Grandin Receives ADFL Award

The Executive Committee of the Association of Departments of Foreign Languages has named John Grandin the 2011 recipient of the ADFL Award for Distinguished Service to the Profession. The ADFL award honors members of the profession who have attained a national or international reputation for distinguished service to teaching and scholarship in foreign languages in the context of the ADFL mission. Grandin will receive the award at a special session in his honor at the 2012 MLA Annual Convention in Seattle. Grandin is professor emeritus of German and founder and director emeritus of the International Engineering Program (IEP) at the University of Rhode Island, a five-year, interdisciplinary curriculum that allows students to complete two baccalaureate degrees simultaneously: one in German, French, Spanish, or Chinese and one in engineering. Founded over twenty years ago, the IEP has become a national model for programs combining language study and professional education, inspiring dual-degree programs in pharmacy and French and in textile, marketing, and design and French or Italian at Grandin's own university; as well as such programs as EUROTCH, combining language and engineering, at the University of Connecticut; Languages and Cultures for Professions at Iowa State University; International Affairs and Modern Languages and Global Economics and Modern Languages at Georgia Institute of Technology; and Business Language Studies at San Diego University.

The key to dual-degree programs resides in collaboration, and Grandin has worked tirelessly to bring together educators and business owners to support the preparation of internationally skilled, linguistically proficient, and culturally informed professionals. Since 1998, Grandin has also been the force behind the Annual Colloquium on International Engineering Education, creating a community of educators and international private and public sector leaders. His work promoting partnerships between international industry and academic institutions has created the highest standard for programs that combine languages and professional education; it has also revitalized flagging language departments on a number of college and university campuses.

ADFL welcomes nominations for this award. Anyone wishing to nominate a candidate should contact Nelly Furman, Director of Programs and ADFL ([adfl@mla.org](mailto:adfl@mla.org)).

## Profession Call for Papers

For the 2012 issue of *Profession*, the members of the journal's advisory committee seek previously unpublished essays, of 1,800 to 5,000 words, on current intellectual, curricular, and institutional trends and issues that are of importance to the field and on relevant public-policy debates. The committee welcomes submissions on any topic as well as suggestions for special topics and sections. Of particular interest are articles that address graduate education and the changing nature of the dissertation, scholarly communication in general and how members communicate among themselves and with scholars in other fields in particular, language programs and new ideas for improving and strengthening them in an era of

## Catharine R. Stimpson Receives ADE March Award

The ADE Executive Committee has named Catharine R. Stimpson the 2011 recipient of the ADE Francis Andrew March Award for Distinguished Service to the Profession. The award, established in 1984 to honor exceptional service to the profession of English, is named for Francis Andrew March (1825–1911), professor of English at Lafayette College and the first professor of English in America. The committee looks for candidates whose impact reverberates beyond the local to affect the ADE and MLA communities and the profession at large. Stimpson will receive the award at a special session in her honor at the 2012 MLA Annual Convention in Seattle.

Catharine R. Stimpson is University Professor at New York University. She began her faculty career at Barnard College, where she first taught women's studies and was founding director of the Barnard Women's Center and founding editor of *Signs: Journal of Women in Culture and Society*. Widely recognized as a spokesperson and public advocate for the humanities and higher education, Stimpson has emphasized the university's long history as an institution, and she has pursued institutional changes that prod universities to keep their historic intellectual and educational values alive in the present and responsive to the future. Her many honors include a Rockefeller Humanities Fellowship, an NEH Demonstration Grant, a National Humanities Institute Grant, and a Ford Foundation Grant. She has been a Fulbright fellow and a Woodrow Wilson fellow. She holds numerous honorary degrees and has served on countless institutional review bodies, including an external review committee for Barnard College's graduate school and for the University of Michigan's Humanities Institute. She has traveled to Central Asia and Caucasia as a consultant for the faculty development program of the Open Society Institute. Her books are *Where the Meanings Are: Feminism and Cultural Spaces* and *Class Notes, a Novel*, and she edits a series for the University of Chicago Press on women in culture and society. Stimpson is a past president of the Modern Language Association and of the Association of Graduate Schools and has served on the New York State Council for the Humanities and the advisory council for the Global Fund for Women.

cuts, and the academic workforce and the overuse of adjunct faculty members within the current academic job system.

Though *Profession* focuses on professional issues, authors should express their views in a scholarly mode—using analysis, documentation, and persuasion—to ensure that readers will be able to engage with their essays.

Letters to the editor and short comments on articles in the 2011 issue of *Profession* will also be considered. For more information on submitting to *Profession*, go to [www.mla.org/profession](http://www.mla.org/profession). The postmark deadline for submissions is 15 March 2012. Address materials to the editor, Rosemary G. Feal, at the MLA office.

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2. Mailed In-County Paid Subscriptions	0	0
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e. Total Free or Nominal Rate Distribution	0	0
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Rosemary G. Feal, Executive Director

## 2012 MLA Delegate Assembly Meeting

MLA members are invited to attend the meeting of the 2012 Delegate Assembly during the convention in Seattle. Members may speak to any of the items on the assembly's agenda. These items include regular staff and committee reports on association activities and new proposals submitted by members for the assembly's consideration. Any new proposals received will be posted at the MLA Web site in mid-November (see the Delegate Assembly's page, [www.mla.org/delegate\\_assembly](http://www.mla.org/delegate_assembly)) and will be printed in the first issue of the *Convention Daily*, available online before the convention and on-site in Seattle.

The assembly meeting will begin at 1:00 p.m. on Saturday, 7 January, in Room 6B of the Washington State Convention Center. Because the assembly meeting is open-ended, even latecomers will have a chance to join in important discussions of association policies.

## Calls for Papers for the 2013 Convention

The 2013 MLA Annual Convention will be held in Boston from 3 to 6 January. Calls for papers may be submitted through the MLA Web site under the Convention heading ([www.mla.org/cfp\\_main](http://www.mla.org/cfp_main)). Submissions will be accepted until 21 February 2012. Organizers are responsible for responding to all inquiries.

Calls for papers may be viewed online at [www.mla.org/conv\\_papers](http://www.mla.org/conv_papers). Members should familiarize themselves with the guidelines for the MLA convention, which appear on the MLA Web site ([www.mla.org/conv\\_procedures](http://www.mla.org/conv_procedures)), before writing to the organizers listed in the calls for papers. If not provided, organizers' addresses are available in the members' directory on the MLA Web site. All participants in convention sessions must be MLA members by 7 April 2012. A member may participate (e.g., by facilitating a workshop, reading a paper, or serving as a speaker, presider, or respondent) only twice at a convention.

All requests for audiovisual equipment must be made on the appropriate program copy forms and submitted by 1 April 2012. 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 must indicate their audiovisual needs when they respond to a call for papers and 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 2012.

Members without Internet access who need a printout of the calls for papers should write or call the MLA office to have a copy mailed to them ([membership@mla.org](mailto:membership@mla.org); 646 576-5151).

## PMLA Special Topic: Tragedy

The *PMLA* Editorial Board invites essays that reflect on tragedy's critical capacity to address urgent political, philosophical, and aesthetic questions. Potential contributors are encouraged to think about tragedy expansively, not only as a dramatic form or a Western invention but also as a mode that exceeds the stage and that might be challenged, paralleled, or rewritten by other literary traditions. Submissions may, for example, consider the contemporary restaging and rewriting of early tragedies, explore tragedy in the context of current political crises and postcolonial politics, and examine the relation between scholarly understandings of tragedy and colloquial, everyday uses of the notion in domains such as news reporting and talk TV. The coordinators of the special topic are Jean E. Howard (Columbia Univ.) and Helene Foley (Barnard Coll.). The deadline for submissions is 5 November 2012. For a complete description of the topic and for submission guidelines, please see [www.mla.org/pmla\\_submitting](http://www.mla.org/pmla_submitting).

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## Exhibit Hall in Seattle

At this year's MLA convention nearly one hundred firms will display books, journals, educational software, electronic databases, and other materials and services of interest to teachers of language and literature. Visit the MLA

Exhibit Hall page ([www.mla.org/conv\\_exhibithall](http://www.mla.org/conv_exhibithall)) for a list of the 2012 exhibitors, the interactive exhibit hall map, and other exhibit hall information. Bring your 2012 MLA Exhibit Hall Coupon Book (included with your badge) to the hall to take advantage of special gifts and promotions.

Located in the Washington State Convention Center (South Lobby, Hall 4B, level 4), the exhibit hall will be open on 6 and 7 January from 9:00 a.m. to 6:00 p.m. and on 8 January from 9:00 a.m. to 1:00 p.m. Admission to the exhibit area is open to persons wearing convention badges or carrying appropriate passes. There is a lounge area in the hall to use as a place to meet with editors and colleagues.

The *Convention Guide* will contain the exhibit hall floor plan and an updated list of exhibitors as well as general information pertinent throughout the convention. During the convention, the *Convention Daily* will feature information about receptions, book signings, and other exhibitor-sponsored events that will take place in the exhibit hall. A special 25% discount on all MLA titles will be available to convention attendees in the MLA exhibit booth. Please check the *Convention Daily* and the MLA Annual Convention *Twitter* feed for up-to-date information about the MLA exhibit booth.



EDWARD SAVARIA, JR.