

## In This Issue

- 1 Nominations for 2014 Elections
- 2 President's Column • Margaret W. Ferguson • The MLA and the Common Core State Standards Initiative: Continuing the Conversation
- 4 Guidelines on Letters of Recommendation
- 5 Editor's Column • Rosemary G. Feal • Expanding Career Horizons: Possibilities, Pitfalls

## Convention

- Convention Comes to Vancouver 1  
Interview-Suite Arrangements 4

## Governance

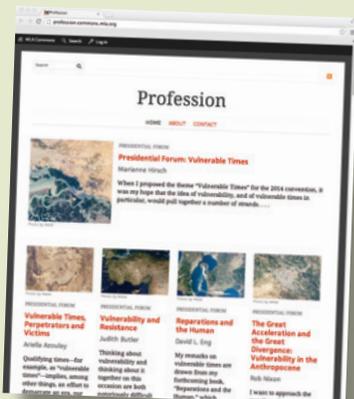
- New Division and Discussion Group Executive Committee Members 4  
Nominating Honorary Members and Fellows 4

## Publications

- Call for Contributions to MLA Volumes 6  
How to Be Included in the *MLA Bibliography* 4  
New and Forthcoming MLA Titles 4

## Now Online

- News from the *MLA Profession*  
2014 ADE Summer Seminars  
2014 ADFL Summer Seminars  
Upcoming MLA Deadlines



## Convention Comes to Vancouver

From 8 to 11 January 2015 the MLA Annual Convention will be held in Vancouver for the first time. Renowned for its natural beauty and cultural diversity, Vancouver offers visitors opportunities for outdoor adventure and the amenities of a lively metropolis. The city's vibrant restaurant scene features award-winning chefs, fresh ingredients, and scenic ocean and mountain views.

Margaret Ferguson's presidential theme for the convention will be Negotiating Sites of Memory, and all of the nearly eight hundred sessions and events will take place in the Vancouver Convention Centre, which will also house the exhibit hall and registration and welcome center.

Information about convention hotels, travel arrangements, and preregistering at member rates will be available on the MLA Web site ([www.mla.org/convention](http://www.mla.org/convention)) in September. In the meantime, visit *MLA Commons* and check #mla15 on *Twitter* for discussions of the MLA convention.



TOURISM VANCOUVER / CANADIAN TOURISM COMMISSION

*Museum of Anthropology*

## Nominations for 2014 MLA Elections

**Second Vice President.** The 2014 Nominating Committee has selected three nominees for second vice president of the MLA: Leslie A. Adelson, Cornell Univ.; Christie A. McDonald, Harvard Univ.; and Diana Taylor, New York Univ. The person elected will take office on 12 January 2015 and will automatically become first vice president in 2016, serving in that office through the close of the January 2017 convention, and president of the MLA in 2017, serving in that office through the close of the January 2018 convention.

**Executive Council.** The Nominating Committee has selected seven nominees for the MLA Executive Council: Emily S. Apter, New York Univ.; Theodore Joseph Cachey, Jr., Univ. of Notre Dame; Margaret Anne Cohen, Stanford Univ.; Eric Hayot, Penn State Univ., University Park; Kathi Inman Berens, Univ. of Southern California; Vicky Unruh, Univ. of Kansas; and Nicole B. Wallack, Columbia Univ. The three candidates elected will serve four-year terms that will begin 12 January 2015 and run through the close of the January 2019 convention.

**Delegate Assembly.** The 2014 Elections Committee has arranged contests to replace the twenty special-interest delegates and the thirty-seven regional delegates whose terms in the assembly will expire on 11 January 2015. The term of office of those elected will be from 12 January 2015 through the close of the January 2018 convention.

More information on the elections and candidates will be available on the MLA Web site in late April ([www.mla.org/nominations2014](http://www.mla.org/nominations2014)).

**Right to Petition.** Any member of the association may initiate a petition proposing additional candidates for second vice president, for the Executive Council, and for the Delegate Assembly. Procedures for filing petitions are described in articles 6.E, 8.A.2, and 10.E of the MLA constitution ([www.mla.org/mlaconstitution](http://www.mla.org/mlaconstitution)). Petitions must reach the executive director before 1 July.



## The MLA and the Common Core State Standards Initiative: Continuing the Conversation

The ongoing implementation of the educational-reform plan known as the Common Core State Standards Initiative (CCSSI) is having a mixed reception. This gives MLA members an opportunity to join a conversation that has already begun in our association about what the initiative is and what it might mean for college teachers who have a serious interest in literacy instruction. Postsecondary educators in mathematics had a considerably greater influence on the CCSSI's grade-by-grade guidelines for math instruction than did postsecondary educators in the several fields that contribute to literacy studies. It seems clear that college teachers of language,

writing studies, literature, and new media studies need to communicate across our internal field boundaries—as well as across the problematic boundaries that separate college teachers of reading, writing, and speaking from their colleagues in secondary and primary schools—if we are to have a say in how the new standards are interpreted in the future. We're now in an interlude between the release of the standards as a copyrighted Web site in 2010 and the rollout of the new standardized tests scheduled to be “fully operational” during the 2014–15 school year.

Of the forty-five states that quickly adopted the standards after they were released in 2010—encouraged to do so by deadlines for grants from the Obama administration's Race to the Top Fund—two have withdrawn from the initiative, several have “paused” the implementation process, and others have pending legislation to opt out. Some commentators continue to take issue with the process by which the standards were developed: through a partnership between the National Governors Association Center for Best Practices and the Council of Chief State School Officers, in collaboration with Achieve, a bipartisan group of governors and corporate leaders—and with minimal input from teachers.<sup>1</sup> Others have complained about the content of the CCSSI, especially about the English Language Arts (ELA) segment, which you can read at [www.corestandards.org/ELA-Literacy](http://www.corestandards.org/ELA-Literacy). There have also been complaints about the influence that corporate interests have had on the standards and their accompanying standardized tests and about the uncommon speed with which the process moved forward, leaving little time for review or consultation with teachers in secondary and postsecondary education and no time at all for field-testing.<sup>2</sup> Explicitly motivated by a post-Sputnik-like concern about American competitiveness in the global market, the CCSSI equates college and workplace readiness as measurable by the same metrics. Since “college readiness” is a major goal of the new standards, their implicit theories of education should matter to MLA members—and not just to those who teach anglophone curricula: the existing standards of the American Council on the Teaching of Foreign Languages have recently been aligned with those of the CCSSI, though what that might mean is not yet clear.<sup>3</sup> More alignment projects are on the horizon: the Lumina Foundation envisions an educational reform that would align the CCSSI standards and outcomes measurements with those of two- and four-year colleges (“Starting”).

Last fall's meeting of the National Council of Teachers of English (NCTE), which I attended, included numerous panels that focused on the CCSSI; some criticized the initiative's emphasis on argumentative writing based on textual evidence

as a conservative return to New Criticism; others welcomed the detailed pedagogical guidelines as a significant improvement over the No Child Left Behind Act, which required that all US students be “proficient” in reading and math by 2014 but left it up to each state to decide how to measure proficiency and what to teach in order to reach that admirable but, in the event, chimerical goal. Many sessions explored ways in which the new standards might be implemented. From reading the program, going to sessions, and talking with Kent Williamson, the executive director of the NCTE, I surmise that supporters and opponents of the CCSSI are nearly equally divided (with some members probably on the fence or indifferent). The NCTE, appropriately, is taking no official position. As chair of a new MLA Executive Council subcommittee on K–16 education, I have learned much from those teachers who, for the sake of their students, are trying to make the best of the new standards while in many cases continuing to resist the emphasis on high-stakes testing and its influence on classroom practices. Many worry that the tests measuring both teacher and student performances are coming too soon for teachers to be adequately trained to succeed, and help students succeed, in reaching the democratic goal that the CCSSI articulates: a clear and accessible path to “college and career readiness for all students” (*Common Core*). Is that compatible with the other goal of the CCSSI: increasing the nation's competitiveness in a global marketplace by improving US students' currently mediocre reading, math, and science scores on tests developed by PISA (Programme for International Student Assessment) for countries in the Organisation for Economic Co-operation and Development (OECD)?

Here are two problems as I see them. First, CCSSI backers have discounted the relation between class size and students' success as readers and writers, but other countries are certainly returning to this debated issue. Some have already refigured class size as a core element of their reforms, while also raising teachers' salaries and building in work time for teachers to prepare lessons and comment on student writing.<sup>4</sup> Second, although the CCSSI framers are concerned with “international benchmarks,” the initiative does not refer to the international body of research focusing on socioeconomic influences on what happens in a given classroom. While the CCSSI claims that when students, parents, and teachers work together with the new standards, “we can ensure that students make progress each year and graduate from high school prepared to succeed in college, career, and life,” a volume by the OECD argues that countries that have improved their children's educational outcomes have worked to improve the children's *opportunities* for education

by mitigating inequities of “social background” among students’ families and by allocating extra resources to “socioeconomically disadvantaged” schools (*PISA 2009 Results*).

Teachers of language and literature at all levels have expressed concern about the ELA standards’ distinction between “informational” and “literary” texts and about their conception of “text complexity.” These are the terms that are open to interpretation by school boards and teachers, and they are already being discussed in articles and lesson plans produced by NCTE members and disseminated on Web sites and panels. MLA members could fruitfully join this conversation, and *MLA Commons* already has a CCSSI discussion group (<http://commons.mla.org/groups/common-core-standards-initiative-discussion-group/>). Local partnerships between colleges and high schools, of which we need more, are one way of bringing attention to this conversation. Could MLA members initiate or join partnerships between teachers of high schools and colleges in their home environments? David Laurence, director of research at the MLA, and Paula Krebs, dean of humanities and social sciences at Bridgewater State University and a member of the Executive Council’s K–16 education subcommittee, organized a panel at last year’s NCTE convention that brought secondary school and college teachers together to discuss opportunities for and obstacles to creating such partnerships. Organizers of two MLA-sponsored sessions at next year’s convention in Vancouver are following the collaborative model to bring college and high school teachers’ perspectives to bear on the knotty CCSSI topics of “text complexity” and “college readiness.”<sup>5</sup> In addition, the MLA’s Committee on Community Colleges is planning a session on an issue central to the Common Core: remediation. I hope that future collaborative work across institutional boundaries can focus on clarifying, for various audiences, some key terms in the initiative that have already become sites of critical inquiry for NCTE authors: *literary nonfiction*, for example, and *lexile* (a unit devised by the Metametrics company to measure both the complexity of a text and the individual student’s reading competence).

One of the troubling components of the CCSSI is the stipulation that, once adopted, the wording of the standards cannot be amended, although states are allowed to add 15% more text. Major revision seems not to be envisioned by the framers of the document. In 2010, the MLA and the NCTE were invited to comment on a draft of the literacy standards as these were formulated both for specific grades and for students graduating from high school. A joint committee urged that revisions give more attention to the aesthetic dimensions of literature, the rhetorical aspects of writing, the advantages of knowing more than one language, and the ways in which new media shape literacy practices in the twenty-first century. The authors of the standards failed to incorporate most of the committee’s suggestions. But the CCSSI, as teachers and students now encounter it on the Web, is a complex and generically hybrid text, open to interpretation and translation.

Members of the MLA have been interpreting the CCSSI document since its initial rollout and have arrived at strikingly different conclusions, which were evident at the sessions on the Common Core at the 2012 and 2013 conventions.<sup>6</sup> I hope that we can continue thinking about the Common Core State Standards; by doing so, college teachers with a commitment to literacy studies may discover new ways of communicating with—and learning from—teachers who encounter the CCSSI as a required rather than a recommended text.

Margaret W. Ferguson

## Notes

1. See Ravitch, as well as Cody (“I Was among Those”), who provides a list of the members of the original drafting group. The CCSSI Web page refutes (as a “myth”) the charge that there were few teachers involved with the drafting of the standards.
2. See Ravitch on the issue of corporate influence. The CCSSI tests are being developed by the Partnership for Assessment of Readiness for College and Careers and the Smarter Balanced Assessment Consortium. Both won federal grants to develop their tests. They are reviewed at [www.fairtest.org/](http://www.fairtest.org/).
3. For ACTFL’s alignment of its standards (also called the Five Cs: communication, cultures, connections, communities, communities) with the Common Core ELA standards, see [www.actfl.org/sites/default/files/pdfs/Aligning\\_CCSS\\_Language\\_Standards\\_v6.pdf](http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf).
4. See Cody, “Why”; Chua.
5. David Steiner, dean of the School of Education at Hunter College, City University of New York, will also participate in the panel on text complexity; he has done valuable work on K–16 education.
6. See the articles by Ravitch, Stimpson, and Graff, drawn from papers they presented at the 2014 MLA Annual Convention.

## Works Cited

- Chua, Paul. “Centralized-Decentralization Emerging in Singapore.” *International Education News*. Intl. Educ. News, 25 Mar. 2014. Web. 2 Apr. 2014.
- Cody, Anthony. “I Was among Those Who Reviewed the Common Core in 2009.” *Education Week Teacher*. Education Week Teacher, 6 Nov. 2013. Web. 30 Mar. 2014.
- . “Why Bill Gates Is Wrong on Class Size.” *Washington Post*. Washington Post, 5 Mar. 2011. Web. 29 Mar. 2014.
- Common Core State Standards Initiative*. Common Core State Standards Initiative, 2012. Web. 30 Mar. 2014.
- Graff, Gerald. “Clarifying College Readiness.” *Profession* (2014): n. pag. Web. 30 Mar. 2014.
- PISA 2009 Results: Overcoming Social Background—Equity in Learning Opportunities and Outcomes (Volume II)*. Organisation for Economic Co-operation and Development. OECD, 2010. Web. 2 Apr. 2014.
- Ravitch, Diane. “Common Core Standards: Past, Present, Future.” *Profession* (2014): n. pag. Web. 30 Mar. 2014.
- “Starting the Alignment Conversation.” *Luminafoundation.org*. Lumina Foundation, 18 Oct. 2013. Web. 28 Mar. 2014.
- Steiner, David. “Our Dogmatic Slumbers.” *Profession* (2007): 141–49. Print.
- Stimpson, Catharine R. “Beware, Be Wary.” *Profession* (2014): n. pag. Web. 30 Mar. 2014.

Members are invited to comment on the president’s column at [president.commons.mla.org](http://president.commons.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. POSTMASTER: Send address changes to *MLA Newsletter*, 26 Broadway, 3rd floor, New York, NY 10004-1789. MLA and the MODERN LANGUAGE ASSOCIATION are trademarks owned by the Modern Language Association of America.

## Interview-Suite Arrangements

The e-mail notification about reserving hotel suites for the convention in Vancouver will be sent in mid-August to the person who is listed as department chair for 2013–14 on the ADE or ADFL membership record as of 1 June 2014. Departments must be members of the ADE or the ADFL and department chairs must be MLA members by 1 June 2014 to receive the early notification. This notification is a privilege of membership in these associations, but it is not a guarantee that a suite will be available. If you will be away from your office in mid-August, please alert a staff member to look for this e-mail message. ADE- and ADFL-member department chairs who want suites for interviews are urged to make reservations immediately because the number of suites is limited. Chairs should also make certain that, if a two-bedroom suite is requested, another MLA member is listed as a second occupant and that all suite or room occupants involved in a field related to the study of language and literature are preregistered for the convention. Once registration and housing are open to the entire MLA membership (two weeks after the e-mail message is sent to ADE and ADFL members), suites will be assigned on a first-come, first-served basis.

## New Division and Discussion Group Executive Committee Members

The MLA's divisions and discussion groups added new members to their executive committees in the last election cycle. The lists of division executive committee members and of discussion group executive committee members at the MLA Web site have been updated accordingly ([www.mla.org/danddg](http://www.mla.org/danddg) and [www.mla.org/dgroupexcomm](http://www.mla.org/dgroupexcomm), respectively). Executive committee listings will also be published in the November 2014 issue of *PMLA*.

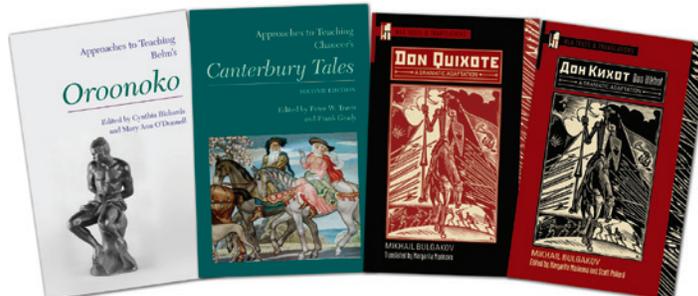
## Guidelines on Letters of Recommendation

New MLA guidelines for writers, readers, and requesters of letters of recommendation have been approved by the Executive Council and are now posted on the MLA Web site ([www.mla.org/ec\\_guidelines\\_recommendations](http://www.mla.org/ec_guidelines_recommendations)). Shaped by comments received from members during a comment period on *MLA Commons*, the guidelines urge job seekers and letter writers to communicate early about deadlines, necessary background materials, and the logistics of transmitting letters. The document also suggests limiting the number of recommendation letters requested for most positions and requiring letters only at a later stage of the selection process. Members are encouraged to read the guidelines and to share them with students and colleagues.

## New and Forthcoming MLA Titles

- *Approaches to Teaching Behn's Oroonoko*
- *Approaches to Teaching Shakespeare's The Taming of the Shrew*
- *Approaches to Teaching the Works of John Dryden*
- *Approaches to Teaching Chaucer's Canterbury Tales, second ed.*
- *Approaches to Teaching Coetzee's Disgrace and Other Works*
- Text and Translations volumes of Bulgakov's *Don Quixote*

For complete information on these and other new titles, and to place orders, please visit [www.mla.org/newtitles](http://www.mla.org/newtitles). These MLA titles will also be available in e-book formats.



## Nominating Honorary Members and Fellows

The MLA invites members and division or discussion group chairs to nominate individuals for honorary membership or fellowship. Honorary membership is given to distinguished foreign scholars, and honorary fellowship is given to distinguished men and women of letters, usually creative writers, of any nationality. A list of honorary members and fellows appears online at [www.mla.org/honorary\\_members](http://www.mla.org/honorary_members). Details on nomination procedures can be found at [www.mla.org/nominations\\_hon](http://www.mla.org/nominations_hon), or you may contact Annie Reiser for additional information (646 576-5141; [awards@mla.org](mailto:awards@mla.org)). The deadline for submitting nominations is 31 January 2015.

## How to Be Included in the MLA Bibliography

The staff of the *MLA International Bibliography* invites you to submit information about your articles, essays, and books that appeared in 2014 and those from before 2014 that have not previously been indexed.

Bibliographic Information Services receives a number of periodicals in the *Directory of Periodicals* (searchable at the MLA Web site or through all our vendors). Authors of journal articles should search the *MLA Bibliography* to determine whether their work has been included. If it has not, contact us to verify that the issue of the journal was sent to our office. Authors of monographs and articles in book collections (Festschriften, conference proceedings, books of essays, etc.) should remind the publisher to send a copy of the collection to the MLA. Authors in doubt about whether the MLA has received a journal or a book should send materials according to the guidelines found online at [www.mla.org/bib\\_inclusion](http://www.mla.org/bib_inclusion).

Address materials or questions to *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (646 576-5053; fax: 646 458-0033; [bibliography@mla.org](mailto:bibliography@mla.org)).



## Expanding Career Horizons: Possibilities, Pitfalls

In recent years, the MLA has been exploring a new project to expand career opportunities for PhD holders, one we expect to refine and develop in the years ahead. Before I tell you more about the project, I want to acknowledge several potential objections to it. Some MLA members have told me that discussions of careers beyond the classroom are the wrong kind of conversation for us to have. This group of members believes that the MLA should concentrate on fighting for tenure-track positions on campus in language and literature fields—even though staffing decisions are particular to each institution. Some argue that the employment conditions of those already working as adjuncts deserve more of our attention. Still others note that, to the extent

graduate education needs reforming, it should, if anything, focus more on preparing PhD candidates for the research expectations that they will face should they win one of the coveted tenure-track jobs.

I can see why members might feel this way, yet this project doesn't need to be an either-or effort. The association has worked extensively on issues related to academic careers (full- and part-time), and we won't abandon our advocacy and research role in these matters. We will continue to collect and analyze data, to argue for appropriate working conditions, and to create models for departments and institutions to follow. We will speak out and act up by naming harmful practices and calling for solutions. We will increase our support for graduate students, adjuncts, and unemployed members. And we will also provide resources so that PhD students can expand their career horizons.

When we began this collaborative project with the American Historical Association (AHA), our aim was to collect and disseminate information about long-term employment outcomes for humanists who hold the PhD and to develop structures that individuals and departments can use going forward as far as careers are concerned. Most people assume that the relative paucity of tenure-track jobs translates into long-term unemployment or underemployment for PhDs who don't land a tenure-track position. Yet PhDs who desire full-time jobs can indeed find them—though not necessarily as professors. Data show that PhDs have had diverse employment outcomes for some time now. David Laurence, director of research at the MLA, has studied this issue. He observes that “people who enter the long and arduous path of doctoral study in the humanities do so having a postsecondary faculty career as their primary goal, and people who pursue graduate education in the humanities actually find careers in a far broader range of professional positions than postsecondary teaching, even if their first job after graduate school is a postsecondary faculty position on or off the tenure track.” The question, then, is not whether PhDs should pursue careers other than teaching, but rather how we as a field will respond to the evidence that they do.

From what PhD students report informally, the field has typically responded in ways that prove less than constructive. Students say that when they express their inclinations to explore careers other than tenure-track assistant professorships, they often receive little support from their graduate advisers, who perhaps don't know how to help or disapprove of the choice. Advisers may also feel com-

pelled to adhere to the existing rewards structure for job placement: Research I university placements count big, liberal arts colleges count medium, and nonacademic jobs don't count at all. The first necessary change is attitudinal. Andrew Green, associate director at the Career Center at the University of California, Berkeley, notes that PhDs who “take jobs that they find very rewarding in business, government, or a non-profit—but are not faculty positions—typically become non-entities within their graduate programs” (qtd. in Segran). Put simply: graduate programs must recognize that a significant percentage of PhDs can and will get jobs that are not like those of their mentors. As a profession, we must support students who pursue these careers, which should be viewed not as “alternative” but as valid options in their own right.

What can scholarly associations do to make it possible for PhD candidates to broaden their career horizons? With support from the Andrew W. Mellon Foundation, the AHA has embarked on a project that holds great promise for history PhDs (“AHA”), and the MLA is planning its next steps. A major report to be released soon from the Task Force on Doctoral Study in Modern Language and Literature, chaired by Russell Berman, past president of the MLA, will map out the essential changes that departments can undertake as they seek to meet the needs of PhD students today and to engage in better tracking of graduates' careers. The recommendations in this report lay the foundation for a more expansive view of what we train PhD candidates to do and what they can do with that training.

The MLA has begun offering panels and workshops at the annual convention to showcase a variety of careers, and the ADE and ADFL Summer Seminars for department chairs have also taken action on the topic. Under the title *Careers for Humanists*, the Vancouver convention will feature a suite of activities, including a job-search workshop for those interested in pursuing careers beyond the classroom or the campus. Attendees at the session I organized for the 2013 convention, “Leaders on the Right Track in the Academy,” told me that they felt encouraged that the distinguished PhDs on the panel had found successful jobs related to the academy, jobs that involve high-level decision making, a degree of autonomy, responsibility for overseeing major projects and supervising teams, and so on. These career paths don't come into view in most graduate programs.

What's next? The possibilities we are exploring include establishing campus-based projects, creating regional

*(cont. on p. 6)*

26 Broadway, 3rd floor  
New York, NY 10004-1789

ISSN 0160-5720

Dated Material  
Please deliver by 7 May

(cont. from p. 5)

networks, using *MLA Commons* for career development, and perhaps even holding a job fair. Graduate students will lead many of the projects and develop transportable leadership skills in the process. Our data collection and analysis will also evolve as we learn more about the employment choices of PhDs in our fields. For any of our efforts to be successful, however, three things have to happen. First, graduate departments need to take an expanded approach to job preparation and career tracking. Second, graduate students and faculty members must recognize that, while the assistant professorship may be the primary career goal, a multitude of opportunities are out there, and people can find immense satisfaction when they elect to pursue them. Third, employers need to see PhDs in the humanities as potential hires. The MLA is one such employer, and the dozen plus staff members who hold the PhD can attest to the applicability of the degree to the work of the association. I look forward to hearing your thoughts on the Expanding Career Horizons project.

Rosemary G. Feal

#### Works Cited

- "AHA Receives Grants to Expand Career Tracks for History PhDs." *AHA Today*. Amer. Historical Assn., 20 Mar. 2014. Web. 2 Apr. 2014.
- Laurence, David. "Our PhD Employment Problem, Part 1." *MLA Commons*. MLA, 26 Feb. 2014. Web. 2 Apr. 2014.
- Segran, Elizabeth. "What Can You Do with a Humanities Ph.D., Anyway?" *The Atlantic.com*. Atlantic Monthly Group, 31 Mar. 2014. Web. 2 Apr. 2014.

Members are invited to comment on this column at [execdirector.commonsm.la.org](http://execdirector.commonsm.la.org).

## Call for Contributions to MLA Volumes

The volumes *Approaches to Teaching the Works of Octavia E. Butler*, edited by Tarshia L. Stanley; *Approaches to Teaching Dante's Divine Comedy*, second edition, edited by Christopher Kleinhenz and Kristina Olson; and *Approaches to Teaching the Works of Amitav Ghosh*, edited by Gaurav Desai and John Hawley, are now in development in the MLA Approaches to Teaching World Literature series. The surveys and calls for essay proposals for these volumes can be found at [www.mla.org/approaches](http://www.mla.org/approaches).

