

### In This Issue

- 3 **President's Column** • Domna C. Stanton • The labor of service
- 4 **Editor's Column** • Rosemary G. Feal  
The MLA Language Map: Impact beyond the media

### BIBLIOGRAPHY

Field bibliography fellowships 14

### BOOK NEWS

Two new MLA titles to be published 15

### COMMITTEES

MLA committee meetings, September 2005–  
May 2006 13

### CONVENTION

2005 convention invitations 1  
2005 convention interview-suite  
arrangements 2

### GOVERNANCE

Open discussion during 2005 Delegate  
Assembly meeting 7  
Nominations for 2005 MLA elections 7  
New division executive  
committee members 11

### GRANTS AND PRIZES

MLA graduate student travel grant 2

### MEETINGS

2005 ADE and ADFL  
Summer Seminars 13

### PMLA

PNC and FMC moving from print  
to Web 1  
PMLA special topic: Remapping genre 2

### WEB SITE NEWS

MLA online bookstore 2

### Other News and Announcements

Correspondence 14  
Classified advertisements 14  
Nominations invited for honorary  
memberships and fellowships 14  
Fellowships and grants deadlines 15  
Upcoming MLA deadlines 16



The Radio Committee met on 14 January 2005. Standing (left to right): T. Walter Herbert, Susan Rubin Suleiman, Herbert F. Tucker, and Michael Holquist, chair. Seated (left to right): Nicolas Shumway and Jean E. Howard. Not pictured are Miriam Cooke and Nellie Y. McKay.

### CONVENTION

#### 2005 Convention Invitations

Invitations to the 2005 MLA Annual Convention in Washington, DC, will be available online in early September. The invitation includes complete information about convention hotels, travel arrangements, and preregistering at member rates. Members will be able to register for the convention, reserve hotel rooms (with the exception of suites), and make travel plans quickly and efficiently through the MLA Web site ([www.mla.org](http://www.mla.org)). Members will be notified by postcard and e-mail when online registration opens. Printed invitations will be mailed to members during the second week of September. □

### PMLA

#### PNC and FMC Moving from Print to Web

The Professional Notes and Comment (PNC) and Forthcoming Meetings and Conferences (FMC) sections of *PMLA* will soon be available as part of the members-only area of the MLA Web site ([www.mla.org](http://www.mla.org)). On the Web site the sections will be updated twice monthly (the print edition updated listings every three months), and contributors can provide live links to their e-mail and Web addresses. For the October 2005 issue of *PMLA*, the sections will appear online and in print; beginning with the January 2006 issue, they will appear only online. Print versions of PNC and FMC will be available on request from the membership department at the MLA office (646 576-5151; [membership@mla.org](mailto:membership@mla.org)). The print edition of *PMLA* will continue to include In Memoriam listings and the minutes of Executive Council and Delegate Assembly meetings.

Once PNC and FMC are online, the sections will be updated on the first and fifteenth of each month. Online FMC entries will include e-mail and Web address links and will run until the meeting or conference has passed. Professional Notes listings that include deadlines will remain on the Web site until the deadline has passed; those that do not include deadlines will appear for three months. Contributors may

(continued on next page)

### MLA Elections

See pages 7–11 for information about nominations for the 2005 MLA elections.

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submit Professional Notes listings to [pnc@mla.org](mailto:pnc@mla.org) and Forthcoming Meetings and Conferences listings to [fmc@mla.org](mailto:fmc@mla.org) or address submissions to *PMLA* Listings, Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004-1789. For more information, call or write John Golbach (646-576-5017; [jgolbach@mla.org](mailto:jgolbach@mla.org)). □

CONVENTION

## 2005 Convention Interview-Suite Arrangements

The mailing about reserving hotel suites for the convention in Washington, DC, will be sent the last week of August to whomever is listed as the department chair for 2004–05 on the ADE or ADFL membership record as of 24 June 2005. Departments must be members of ADE or ADFL by 24 June 2005 to receive the early mailing. Suites cannot be reserved through the MLA Web site. This early notification is a privilege of membership in these associations, but it is not a guarantee that a suite will be available. If you will be away from your office at the end of August, please alert a staff member to look for this mailing. ADE- and ADFL-member department chairs who want suites for interviews are urged to make reservations immediately because the number of suites is limited. Chairs should also make certain that all suite or room occupants involved in a field related to the study of language and literature are preregistered for the convention; otherwise, the housing request will not be processed. Once the mailing has gone to the entire membership (two weeks after the mailing to ADE and ADFL members), suites will be assigned on a first-come, first-served basis. □

GRANTS AND PRIZES

## MLA Graduate Student Travel Grant

The MLA encourages all department chairs and directors of graduate programs to inform their PhD students of the MLA's Graduate Student Travel Grant. The \$200 grant is given to advanced graduate students as partial reimbursement of expenses for travel to attend preconvention workshops, sessions in their areas of scholarly interest, meetings with job counselors, or interviews at the association's 2005 convention in Washington, DC. To qualify for the grant, students must be members of the MLA by 25 June 2005 and must have met all the requirements for the PhD except the dissertation. Letters of application must reach the MLA by 1 November 2005, addressed to Annie Reiser, MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789, or by fax to 646 835-4067. Fax transmissions may be used to meet the deadline, but they must be followed by signed letters. Applications by e-mail will not be accepted. Each letter should include a brief statement by the student stipulating that he or she has no external support for travel to the convention, together with a statement on university letterhead signed by the student's dissertation director or department chair confirming that the student is enrolled in a doctoral program at the signer's institution and has met all requirements for the PhD except the dissertation. For additional information or details on how to apply, please contact Annie Reiser (646 576-5141; [areiser@mla.org](mailto:areiser@mla.org)). □

PMLA

## PMLA Special Topic: Remapping Genre

Taking Derek Walcott's relation to Homer as a salient instance of the extension, migration, and transformation of genre, *PMLA* invites contributions that trace the rich trajectories of literary forms as they make their way across different geographies, different linguistic and cultural environments. We are as interested in the emergence of new genres as we are in the evolution and persistence of traditional ones. Essays that speak to non-European genealogies are especially welcome.

The coordinators of the special topic are Wai Chee Dimock (Yale Univ.) and Bruce Robbins (Columbia Univ.). The deadline for submissions is 31 March 2006. Manuscripts should be submitted to the Managing Editor, *PMLA*, Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004-1789. Submissions to *PMLA* must meet the requirements given in the statement of editorial policy, available online and printed in the January, March, May, and October issues of *PMLA*. □

WEB SITE NEWS

## MLA Online Bookstore

The redesigned MLA online bookstore was opened early in 2005. The new bookstore features more categories and better searchability. MLA members may use their member number to obtain a 20% discount on books purchased through the MLA Web site.

## 2005 Convention Registration

Starting 1 September 2005, MLA members will be able to register online for the MLA Annual Convention at [www.mla.org](http://www.mla.org). MLA members receive priority registration as well as reduced rates. A searchable list of all convention sessions will be available to members only beginning in November.

## Surveys, Reports, and Other Documents

The MLA home page now contains a button link to a new section called Surveys, Reports, and Other Documents (formerly Reports and Documents). This area has been reorganized for better usability and is broken down into topics such as The Future of Scholarly Publishing; Graduate Education and Job Research; Public and Institutional Policy Alerts; Publishing, Teaching, and Scholarship; Staffing, Salaries, and Other Professional Issues. The section also includes various MLA surveys, as well as ADE and ADFL Guidelines and Policy Statements. □

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.

## The Labor of Service

In my work for the MLA Task Force on Evaluating Scholarship for Tenure and Promotion,<sup>1</sup> I have encountered two attitudes toward service, what I might call a conventional view and an emerging view. At some institutions, notably research universities, service is still considered the least significant of the triad scholarship, teaching, and service. Sometimes viewed as a necessary evil, service is typically said to “get you into heaven but it won’t get you tenure.” And yet, in three out of the four oral interviews I conducted, administrators from small liberal arts colleges and research universities emphasized that service now counts more than it did a decade ago and that its purview needs to be expanded to include, for instance, intellectual community building.

It is hard to generalize from such anecdotal evidence, but service seems to be emerging as an important issue today for several reasons. Far greater service obligations are expected of full-time faculty members now because of the dramatic increase in the number of part-time faculty members, who understandably have little investment in service to the institution (Bousquet). Full-time female and minority faculty members, whose senior ranks are much smaller than those of white men, are becoming vocal about service obligations that seem to fall disproportionately on them.<sup>2</sup> They assume extensive mentoring functions that do not befall other faculty groups, and they are often called on to fill particular scholarly functions, such as advising dissertation students working on race or gender.<sup>3</sup> Moreover, such faculty members often feel compelled to serve on committees where there would otherwise be no woman or person of color. But women and minorities, especially the untended, also report ambivalent attitudes: a fear of being considered uncollegial if they do not accept assignments and yet a feeling of honor to be asked and of empowerment to effect change.

From a different perspective, the academy, like the United States service economy, is under serious pressure to “service its clients” more fully, part and parcel of the corporatization of higher education in the past twenty years. As Michelle Massé has argued, service is the invisible institutional economy that maintains colleges and universities. So saying, I reject the idea that when service is viewed as labor it ceases to be service. Romantic visions of sacrificial voluntarism are not useful in understanding the roles of service in faculty labor and in sustaining colleges and universities. And yet the dominance of corporate business models has been accompanied by a marked increase in the number of administrators relative to the number of teachers and, correlatively, a diminished role for faculty governance. The “Report of the ADE Ad Hoc Committee on Governance” states:

The traditional forms of shared governance . . . contend increasingly with corporate images of top-down arrangements, allegedly more efficient. As the administration asserts its view more aggressively, unionization offers one way for the faculty to affirm its values in an organized fashion, regularizing and legalizing the increasingly adversarial pattern of relations between the faculty and the administration. . . . Under such conditions the traditional, collegial system of shared governance can no longer be taken for granted. (4)

Indeed, it may seem nostalgic. And yet without belief—and the assumption of responsibility—in a cooperative participatory process to make decisions and articulate shared values, however conflictual that process may be, full-time teacher-scholars,

this report concludes, become nothing more than “contractually protected employees” (5) rather than “stakeholders” (9) in a vibrant community. It is imperative to combat the faculty’s diminished role in college or university governance, and the obvious way to do so, I believe, is to be engaged in service, but service redefined.

Service should be seen as a crucial part of faculty work that overlaps with—and involves—both teaching and scholarship. It has been understudied and undertheorized as a complex activity (Massé), with one notable exception I recently found: the 1996 Report of the MLA Commission on Professional Service. A thoughtful and far-reaching document, the report rejects the old “unwieldy, confused category, encompassing almost any faculty work that falls outside research and scholarship or teaching” (“Making” 10), and thus the traditional triad with its hierarchy, in favor of the categories intellectual work and academic and professional citizenship (2), which can occur at a number of “sites,” including classrooms, committee meetings, the Internet, scholarly conventions, journals, and community boards (3). In this schema, intellectual work “is not restricted to research and scholarship but is also a component of teaching and service” and citizenship, which “encompasses the activities required to create, maintain, and improve the infrastructure that sustains the academy as a societal institution” and comprises aspects of research and scholarship such as participating in promotion and tenure review, evaluating manuscripts, and serving on committees in professional organizations or on task forces in one’s field (3). The applied work of citizenship makes knowledge available to government, industry, the law, the arts, and nongovernmental organizations; examples include “serving on a state or local humanities council, helping a school system revamp its curriculum, writing a script for public television, or giving expert testimony before Congress” (4). Visual grids in this report convincingly show the overlapping, ambiguous, and connected activities in various faculty work efforts and among sites and serve as an exemplary model for rethinking the conventional triad of faculty work to give proper consideration to intellectual and pedagogical elements of service.

As a consequence of this reconceptualization, service needs to be evaluated as rigorously as teaching and scholarship. To be sure, many departments now regularly document and evaluate service for annual merit increases, using the formula 1:2:2 for service relative to teaching and scholarship (e.g., 20:40:40). But I am suggesting that a serious evaluation of service (properly redefined) should be part and parcel of tenure and promotion dossiers. The role of service in intellectual work and in academic and professional citizenship should be clearly stated in the guidelines on tenure and promotion that most departments and institutions provide incoming faculty members but that often involve a gulf with the realities of faculty activities and responsibilities.

A concrete way of addressing this gulf, particularly as it affects female and minority faculty members, is to devise a point system for service in intellectual work and academic and professional citizenship. Each department would ascribe a point value to each service activity, and each faculty member would have a “normal” or agreed-upon number to attain each year. A female or minority faculty member could refuse excessive service assignments without fear of opprobrium when that number had been reached. And by agreement with the chair or

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dean, that number could be renegotiated (say from twenty to forty) to fulfill certain service activities in some years, thereby reducing demands and expectations from either or both teaching and scholarship (e.g., 40:40:20 or 40:30:30).<sup>4</sup> Indeed, the role of service in faculty work should be the subject of discussion and negotiation in the hiring process and in the letter of offer to prospective colleagues, based of course on the needs and the philosophy of particular institutions.

It is important for academic institutions to rethink the significance and manifestations of service in intellectual work and in academic and professional citizenship, to institute a meaningful model for its particular institutional context, and thereby to make visible the many different kinds of work that college and university faculty members do. We must also articulate and highlight to parents, legislators, and the public at large the manifold ways in which we put ourselves in the service of the academy. And to (mis)quote "Frost's "The Self-Seeker," "Pressed into service means pressed [into] shape" (line 157), the full, many-sided shape that we can and should present to the world.

Donna C. Stanton

#### NOTES

<sup>1</sup>The task force is now engaged in a survey of 1,341 departments of English and foreign languages to gain concrete information about practices over the past decade. The findings will be published in the *MLA Newsletter* and in *Profession*.

<sup>2</sup>We need more studies to determine that this perception is accurate. The MLA Committee on the Status of Women in the Profession, which is undertaking a study of associate professors to determine what factors account for women "getting stalled" in their careers after tenure, has in-

dicated to me that questions about service will be featured in the survey they are conducting, which should be completed in 2007. See also Hogan.

<sup>3</sup>See, for instance, the Guidelines by the Committee on the Literatures of People of Color in the US and Canada ([www.mla.org/resources/documents/rep\\_guidelines\\_poc](http://www.mla.org/resources/documents/rep_guidelines_poc)), which outline the many areas of service that faculty members of color perform. See also Turner, whose interviews with women of color reveal that they suffer from unrealistic service demands.

<sup>4</sup>Some department chairs run interference for junior colleagues to protect them from being besieged by requests for service. However well intended, this gesture should not replace the development of a model for service that enhances the faculty members' agency to make decisions about their work priorities.

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## E D I T O R ' S C O L U M N

### The MLA Language Map: Impact beyond the Media

Planning is under way for significant expansion of the MLA Language Map project. At this juncture, I want to tell you about its successful reception to date. Since its launch at the MLA Web site on 16 June 2004, the MLA Language Map has received extensive notice from the media, the academic community, and the public at large. In 2004 more than two hundred newspapers covered the Language Map with thirty unique stories, and it was featured on at least five radio programs and two television stations. As a result of such widespread coverage, the MLA Language Map has become a highly visible resource for information on the linguistic and cultural makeup of the United States. The Language Map has had an impact in contexts other than standard news stories in electronic, print, and broadcast media. As we move to expand the Language Map project, it may be useful to look at these other areas of impact.

Starting with the World Wide Web, I recently used the Google search engine to do a sample of search queries and got the following number of results:

"MLA Language Map"	1,330
"Language Map" and "MLA"	4,690
"Interactive Map" and "MLA"	2,250

The Language Map was listed as a "hot site" on the *USATODAY.com* Web Guide (22 June 2004). It was chosen for

inclusion in *Yahoo! Picks* (8 July 2004), and it was cited on *Newsday.com's* Web Briefing (1 July 2004).

Usage statistics for the MLA Web site show that during the first seven days the map was available to the public (16–22 June 2004), 54,475 maps were requested by 20,081 unique active visitors. The total number of unique active visitors for the period 16 June 2004 through 10 February 2005 was 78,929. A total of 245,263 maps were requested, an average of 3.1 maps for each visitor. The top languages of interest were Spanish, English, German, French, and Chinese (in that order).

An appendix contains the names of entities that currently list the MLA Language Map as a resource on their Web sites. Many academic institutions list the Language Map on their Web sites as a resource for students to obtain information on the linguistic demographics of the United States (see section 1). A direct link to the Language Map on institutional Web sites from departments, technology resource centers, and the like should lead to increased classroom and research use. The Language Map is already finding its way onto syllabi and into high school and college curricula, as illustrated in section 4.

Other academic entities, such as national language resource centers, public libraries, college and university libraries, and language organizations (sections 6–8, 10), are also promoting the MLA Language Map as a useful resource for the academic community and the public. Google searches allowed a glimpse

of what some of the academic groups have done with the map (section 3). Of particular interest is a three-hour workshop on the instructional uses of the Language Map that was offered during the Central States Conference on the Teaching of Foreign Languages in March 2005 at Cleveland State University.

It is significant that the longest list in the appendix corresponds to public, university, and school libraries (section 8). One of our primary intentions in creating the map was to have it appear as a reference tool for the academic community and the public. When libraries feature links to the Language Map, they put the resource at the disposal of thousands of users. The map is also cited in the Web sites *Librarians Index to the Internet* and *National Association of Counties*, which have the potential to point more users to the map. *PBS TeacherSource* lists the MLA Language Map (with a description) in its collection of recommended links in the category "Arts and Literature" (see section 11).

Many online publications have included references to the MLA Language Map (section 9). Notices appeared in educational publications such as *ESL Magazine*, *EduHound Weekly*, and *OELA Newslines*. Specialized resources such as *SSILA Bulletin* (a publication of the Society for the Study of Indigenous Languages) also took notice of the map.

Community organizations are using the Language Map as a resource in support of their missions (section 2). Many of the groups that provide links to the map on their Web sites focus on health or legal issues. California Health Advocates lists the MLA Language Map (with a full description) in the "Diversity Connections" section of the July-August 2004 issue of its newsletter *CALMedicare Advocate*; the map is listed as one of four resources or tools "that may be helpful in planning and conducting outreach." *CwebChannel.com*, the "Information Center of the Houston Chinese Community," includes a link to the MLA Language Map in the "Important Information" section of its list of services and information for new Chinese immigrants and the Chinese community.

The feedback we have received on the MLA Language Map from the academic, business, and government communities, as well as from the public, has been overwhelmingly positive. A health communications specialist from the Centers for Disease Control and Prevention wrote, "Tools such as the Language Map are of great assistance in my research to better respond to foreign language groups during national public health emergencies." The director of service delivery for the Alexandria chapter of the American Red Cross remarked that the map is extremely important to the association: "It has helped us to more clearly define the linguistic challenges we have in Alexandria and strongly supports our appeal for grant funding to address barriers in providing crucial, lifesaving information to all residents in a culturally sensitive manner."

Another use for the map appears in this message: "I am the Lead Interpreter at Saint Francis Memorial Hospital in San Francisco. I am responsible for the allocation of interpreter resources based on [quantifiable] data and was excited to learn about the MLA map." Local governments find information relevant for their purposes, as seen in this message from an administrator in Pierce County, Washington: "I was able to use the MLA Data Center to determine approximate [numbers] of people speaking specific languages as reported in the 2000 census, and from there was able to tailor [the maps for] different communities around the county."

Comments about the map (along with links to the map) have also appeared in numerous Web logs. Here are some typical ones: "amazing census map from the MLA. . . . Absolutely fascinating" (*Languagehat.com*); "top rated" (*PassingNotes.com*);

"The maps are quite detailed, and can come in handy for all languages" (*LibrarianInBlack.net*); "it sets standards that other organizations might well apply to language-mapping other geographies in a visually appealing, regularly updated and accurate way" (*Multilingualblog.com*). The authors of Web logs found out about the Language Map from traditional media sources or from other Web logs, as seen in this example: "Yesterday I heard this story on NPR's *The World* about a new online tool developed by the Modern Language Association which allows any computer user to visually map out the linguistic composition of any neighborhood—anywhere in the United States. Nifty tool, I thought" ("The Melting Blog," <http://www.newamericandimensions.com>).

We are currently expanding the Language Map to include data on all languages (330 or so) reported to be spoken at home in the 2000 census; the new data include respondents' self-evaluation of their ability to speak English and provide greater detail about the ages of language users. We hope in the future to add historical maps using parallel data from 1910–90, insofar as the information is available, as well as new interactive features for comparing language communities through time. We also plan to incorporate data from early decennial censuses that differentiate between native- and foreign-born speakers.

In addition, we want to expand the map site to include a resource center that will enhance users' understanding of American language communities. The center will provide links to American publications in languages other than English and to other language-community resources. We envision a section offering resources specifically for K-12 teachers, including curricular models for studying American language communities. The expanded site will most likely incorporate interactive functions for teachers to hold discussions related to the classroom. Over time, we expect the MLA Language Map to become a commonly used research and classroom teaching tool offering current and historical information and serving as an electronic nexus of resources on languages spoken in America.

I hope you agree that the MLA Language Map is one excellent use of the dues you contribute annually. By providing a scholarly resource to the public at no charge, we are sharing our expertise, encouraging new learning and attitudes, and fostering a positive image of the association. Please let us know in what new ways you think the map project can develop as it expands its usefulness for all those who consult it.

Rosemary G. Feal

#### APPENDIX: MLA LANGUAGE MAP LISTED AS A RESOURCE ON WEB SITES

The following entities list the MLA Language Map as a resource on their Web sites as of 1 February 2005. This list is not exhaustive.

##### 1. College and University Web Sites (excludes libraries)

Bowling Green State University, Department of Commerce  
Case Western Reserve University  
College of Saint Benedict, Saint John's University, MN  
Columbia International University  
Harvard University, Department of Romance Languages and Literatures  
Indiana University, Bloomington  
Humboldt State University, Geospatial Resources  
Mays Business School, Texas A&M University  
Mission College, Foreign Languages Department  
Texas Christian University, Department of Modern Languages and Literatures  
University of Aberdeen, Department of Languages and Linguistics

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University at Buffalo, Romance Languages and Literatures  
 University of California, San Diego (Social Sciences Data Collection)  
 University of Milwaukee, Center for International Education  
 University of Minnesota, Duluth  
 University of North Alabama, Department of Foreign Languages  
 University of North Carolina, Chapel Hill (Global Updates from the World)  
 University of North Florida, Department of World Languages  
 University of Puerto Rico, Department of English  
 University of Richmond, Language and Technology Resource Center  
 University of Texas, Austin, Department of Germanic Studies  
 University of Texas, Austin, School of Nursing  
 University of Wisconsin, Madison, Language Institute  
 University of Wisconsin, Madison, School of Education, Center for Instructional Materials and Computing  
 Wake Forest University, Alliance for Language Learning

**2. Community Organizations**

Association for Community Health Improvement (CA)  
 Community Action Network, Austin and Travis Counties, Texas  
 Community Campus Partnerships for Health (WA)  
 Hablamos Juntos: Improving Patient-Provider Communication for Latinos (funded by the Robert Wood Johnson Institute) (CA)  
 Pine Tree Legal Assistance (for residents of Maine)  
 REFORMA Colorado (National Association to Promote Library and Information Services to Latinos and the Spanish Speaking)

**3. Conferences**

American Association of Geographers, Conference on Race, Ethnicity, and Place  
 Central States Conference on the Teaching of Foreign Languages  
 One Community New Jersey: Diversity in Libraries Conference

**4. Curriculum and Class Syllabi**

Deep Run High School, Henrico County (VA), Tenth-Grade Honors and College-Bound English, Bambi Jones  
 Iowa State University, English 105, Carol A. Chapelle  
 University of Tampere (Finland), Department of Translation Studies, FAST-US-1 Introduction to American English  
 Villanova University (tips for Succeeding in Spanish 1111 and 1112)  
 University of Texas, Austin, The Human World: Introduction to Geography, Paul Adams  
 Washington and Lee University, Español 204, Ellen Maycock

**5. Government**

Arlington, Virginia, Department of Libraries  
 California Health Advocates  
 Children's Safety Network (Resource center for maternal and child health and injury prevention professionals in state health departments who

are committed to reducing injuries and violence among children and adolescents)  
 German Embassy, Washington, DC  
 Federal Web Content Managers Toolkit, Interagency Committee on Government Information  
 Indiana Department of Education, Office of Program Development  
 Iowa State Department of Human Services, Bureau of Refugees  
 Missouri Show Me Healthy Women Program, State of Missouri Department of Health and Senior Services  
 National Highway Traffic Safety Administration, Western Region  
 National Immigration Forum, Community Resource Bank (project of the Center for the New American Community)  
 National Library of Medicine, National Institutes of Health  
 Nebraska Library Commission  
 United States Department of Education, Office of English Language Education, Acquisition, and Language Instruction  
 United States Diplomatic Mission to Germany

**6. Language and Cultural Organizations**

Alabama Council for International Programs  
 American Association of Teachers of French  
 American Association of Teachers of German  
 American Council on the Teaching of Foreign Languages  
 Center for Applied Linguistics  
 Central States Conference on the Teaching of Foreign Languages  
 Chinese Language Teachers Association  
 Connecticut Organization of Language Teachers  
 Illinois Foreign Language Teachers Association  
 Long Island Language Teachers, Inc. (NY)  
 Linguistic Society of America  
 Michigan Foreign Language Association  
 National Council of Japanese Language Teachers  
 National Italian American Foundation  
 Native American Association of Germany  
 Order Sons of Italy in America  
 Polish Historical Association  
 ReadWriteThink (a partnership among the International Reading Association, the National Council of Teachers of English, and the MarcoPolo Education Foundation)  
 South Carolina Foreign Language Teachers Association  
 South Dakota World Languages Association

**7. K-12 Schools**

Cleveland, Ohio, Public Schools  
 Marie Archer Teasley Middle School Media Center Teacher Resources (Canton, GA)  
 Murry Bergtraum High School for Business (New York, NY)  
 Newton Public Schools World Languages Department (MA)  
 North Warren Regional High School (Blairstown, NJ)  
 Princeton High School (NJ)  
 Saint Ignatius High School (Cleveland, OH)

**8. Libraries**

Arizona State University Libraries  
 Baldwin Public Library (NY)  
 Baylor University Libraries  
 Boston University Libraries, Pickering Educational Resources Library  
 Brockport University Library

Callier Library, University of Texas, Dallas  
 Centralia College Library  
 College of DuPage Library  
 Columbia University Libraries  
 Cornell University Library  
 Dalhousie University Libraries  
 Dallas Public Library, Urban Information Center  
 Florida State University Libraries  
 Francis A. Drexel Library, Saint Joseph's University  
 Gabriele Library, Immaculata University (PA)  
 Georgia State University Library  
 James White Library, Andrews University  
 Jean and Alexander Heard Library, Vanderbilt University  
 Johnson County Libraries (KS)  
 Kutztown University Library  
 Leyburn Library, Washington and Lee University  
 Lincoln City Libraries (NE)  
 Logan Library, Schreiner University  
 Los Angeles Public Libraries  
 Mercersburg Library Services  
 Miami University Libraries  
 Milne Library, State University of New York, Oneonta  
 Minnesota Legislative Reference Library  
 Mountainside Public Library (NJ)  
 National Network of Libraries of Medicine  
 New York Public Library  
 Ohio University Libraries  
 Pace University Library  
 Penn Valley Library, Metropolitan Community Colleges, Kansas City  
 Purdue University Libraries  
 Rutgers University Libraries  
 Salisbury University Library  
 Southern Adventist University Library  
 Southfield Public Libraries (MI)  
 Spokane County Library District (WA)  
 Stanford University Libraries and Academic Information Resources  
 State University of New York, Potsdam, Libraries  
 Southwest Iowa Library Service Area  
 United States Air Force Academy Academic Library  
 University of California, Los Angeles, Music Library  
 University of Delaware Library  
 University of Houston, W. I. Dykes Library  
 University of Illinois, Chicago, Modern Languages and Linguistics Library  
 University of Rochester Libraries  
 University of Southern California Libraries  
 University of Virginia Library  
 University of Washington Libraries  
 Washington University Library  
 Western Kentucky University Libraries  
 Western Washington University Libraries

**9. Online Educational Publications**  
*Channel Weekly*, publication of the Wisconsin Department of Public Instruction  
*Developingteachers.com*, Newsletter  
*Earth Observation Magazine* (GITC America)  
*Education Information Services*  
*EduHound Weekly: The Newsletter for Educators*  
*ESL Magazine*  
*Mid-Hudson Library System Bulletin*  
*NCLRC Language Resource* (National Capital Language Resource Center)  
*Notipr.com*  
*OELA Newslines* (publication of the National Clearinghouse for English Language

Acquisition and Language Instruction Educational Programs, funded by the US Dept. of Education's Office of English Language Acquisition)

SSILA Bulletin

VCUHV Library Newsletter (University of Houston, Victoria)

#### 10. Research Centers

National Capital Language Resource Center  
National K-12 Foreign Language Research Center

#### 11. Other Web Sites

American Press Institute (Miscellaneous Research Tools)

ResearchChannel.com

Indians.com, a product of Ho-Chunk, Inc. (Winnebago Tribe of Nebraska)

Intelligencecareers.com

InternationalEd.org

International Trade Club of Chicago

Joint Commission on Accreditation of Healthcare Organizations

Librarians Index to the Internet

National Association of Counties

Newsweek Education Program (Newsweek.com)

PBS TeacherSource

Project More, Charlotte-Mecklenburg School System (funded by the US Dept. of Education)

University of South Carolina Career Center

Wikipedia □

#### GOVERNANCE

### Open Discussion during 2005 Delegate Assembly Meeting

The Delegate Assembly Organizing Committee (DAOC) set aside a limited amount of time during each of the last two Delegate Assembly meetings for a general discussion of issues of great professional concern. Because of the success of these discussions, the DAOC is once again planning to set aside time during the 2005 Delegate Assembly meeting in Washington, DC, for a general discussion of issues affecting the discipline, the profession, and the system of higher education.

Members are invited to suggest topics to be addressed during the discussion period (e.g., the restructuring of colleges and departments, state and federal funding of higher education). The DAOC will place two or three topics on the assembly's 2005 agenda. Suggestions should be addressed to the chair of the DAOC (MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; fax: 646 576-5107; governance@mla.org). The deadline for submission of suggestions is 1 October. □

#### GOVERNANCE

### Nominations for 2005 MLA Elections

#### Second Vice President

The 2005 Nominating Committee has selected three nominees for second vice president of the MLA. The person elected will take office in 2006 and will automatically become first vice president in 2007 and president of the MLA in 2008. The 2006 second vice president must be from the field of English (including American). A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

**Gerald Graff.** George M. Pullman Distinguished Service Prof. of English and Educ., Univ. of Illinois, Chicago. PhD, Stanford Univ. Assoc. Dean of Curriculum and Instruction, Coll. of Liberal Arts and Sciences, Univ. of Illinois, Chicago, 2000-03. Previous appointments: Univ. of New Mexico, 1963-66; Northwestern Univ., 1966-91; Univ. of Chicago, 1991-2000. Visiting appointments: Univ. of California, Irvine, 1974-75; Univ. of California, Berkeley, 1980-81; Ohio State Univ., 1986; Hurst Visiting Prof., Washington Univ., 1988. NEH fellowship, Newberry Library, 1977; fellow, Center for Literary and Cultural Studies, Harvard Univ., 1988-89; Guggenheim Foundation research fellowship, 1983-84; fellow, Center for Advanced Study in the Behavioral Sciences, 1994-95; Spencer Foundation research grant, 1999-2000. Illinois Arts Council Award (for best essay by an Illinois writer), 1975, 1981; Pushcart Press Award (for essay), 1979; Amer. Book Award (for *Beyond the Culture Wars*), Before Columbus Foundation, 1992; Frederick W. Ness Prize (for *Beyond the Culture Wars*), Amer. Assn. of Colls. and Univs., 1993; David. H. Russell Research Award (for *Clueless in Academe*), NCTE, 2004; honorable mention, Mina P. Shaughnessy Prize (for *Clueless in Academe*), MLA, 2004. Exec. comm., Illinois Humanities Council, 1988-90; natl. advisory council, Assn. of Amer. Colls., 1988-93. Board of judges, Christian Gauss Award, Phi Beta Kappa, 1983-84. MLA activities: exec. comm., Div. on 20th-Century English Lit., 1980-84; exec. comm., Div. on Literary Criticism, 1988-92; Exec. Council, 1990-93; consultant, MLA-FIPSE Curriculum Review Project, 1991-94; *Profession Advisory Comm.*, 2005-06. Dir., Northwestern Univ. Press, 1982-87. Ed. boards: *TriQuarterly*, *Salmagundi*, *Works and Days*, *American Literary History*, *Pedagogy*. Publications include: *Poetic Statement and Critical Dogma* (1970; rpt., 1980), *Literature against Itself: Literary Ideas in Modern Society* (1979; rpt., 1995), *Professing Literature: An Institutional History* (1987), *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education* (1992), *Clueless in Academe: How Schooling Obscures the Life of the Mind* (2003); ed., Jacques Derrida, *Limited Inc* (1988); coed.,

*Criticism in the University* (1985), *The Origins of Literary Studies in America* (1989), Samuel Clemens, *The Adventures of Huckleberry Finn* (1995; 2nd ed., 2003), *American Criticism, 1945-1995* (1996), William Shakespeare, *The Tempest* (2000); foreword, Richard Ohmann, *English in America: A Radical View of the Profession* (1995); afterword, *When Writing Teachers Teach Literature: Bringing Writing to Reading* (1995); contrib., *Left Politics and the Literary Profession* (1990), *Shakespeare Left and Right* (1991), *Introduction to Scholarship in Modern Languages and Literatures* (1992), *Redrawing the Boundaries: The Transformation of English and American Literary Studies* (1992), *English Inside and Out: The Places of Literary Criticism* (1993), *Changing Classroom Practices: Resources for Literary and Cultural Studies* (1994), *Higher Education under Fire* (1995), *Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy* (1995), *Cambridge History of American Literature* (1996), *Mending the Cracks in the Ivory Tower: Strategies for Conflict Management in Higher Education* (1998), *Professions and Conversations on the Future of Literary and Cultural Studies* (2001), *The Relevance of English: Teaching That Matters in Students' Lives* (2002); articles in *TriQuarterly*, *Salmagundi*, *Yale Journal of Criticism*, *American Scholar*, *Critical Inquiry*, *New Literary History*, *College English*, *PMLA*, *ADE Bulletin*, *Narrative*, *Chronicle of Higher Education*, *Profession*, *Harpers*, *Atlantic Monthly*, *College Composition and Communication*, *Journal of Advanced Composition*, *Partisan Review*, *Hedgehog Review*, *Radical Teacher*, *Pedagogy*, *Common Review*, *Education Week*, and others.

**Ramón Saldívar.** Hoagland Family Prof. of Humanities and Sciences and prof. English and comparative lit., Stanford Univ. PhD, Yale Univ. Vice provost for undergrad. educ., Stanford Univ., 1994-99; assoc. dean for undergrad. studies, Coll. of Humanities and Sciences, Stanford Univ., 1994-99; Stanford Univ. Advisory Board, 2001-04 (ch., 2003-04). Previous appointment: Univ. of Texas, Austin, 1976-91. Visiting appointment: Brackenridge Distinguished Visiting Prof. in the Humanities, Univ. of Texas, San Antonio, 2001. Danforth fellowship (Yale Univ.), 1972-76; Ford Foundation doctoral fellowship, 1972-76; Natl. Chicano Council for Higher Educ. postdoctoral grant, 1979; Ford Foundation research program grant (for Center for Mexican Amer. Studies, Univ. of Texas), 1985; Guggenheim fellowship, 1985-86; Dallas TACA Centennial Teaching Fellowship in Liberal Arts, Univ. of Texas, 1986-87; Milligan Family Univ. Fellow in Undergrad. Educ., 2002-07; Bass Univ. Fellow, Stanford Univ., 2002-07. Award for teaching excellence, Assn. of Grad. Students of English, Univ. of Texas, 1981, 1986, 1987, 1988, 1989, 1990; President's Associates Teaching Excellence Award in Composition, Univ. of Texas, 1982; Lillian and Thomas B. Rhodes Award for Excellence in Undergrad. Teaching, Stanford Univ., 1994; Lloyd W. Dinkelspiel Award for Distinctive Contributions to Undergrad. Educ., Stanford Univ., 1998; Distinguished Achievement Award, Western Lit. Assn., 2003. Board of  
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governors, Univ. of California Humanities Research Inst., 1994–97. Exec. council, Amer. Studies Assn., 1993–95; natl. nominating comm., Phi Beta Kappa, 1998–2000. MLA activities: exec. comm., Div. on 20th-Century Amer. Lit., 1996–2000; Parker Prize Selection Comm., 2000–02 (ch., 2002). Book review ed., *Studies in the Novel*, 1980–83. Ed. or advisory boards: Stanford Univ. Press, 1992–94; *Stanford Humanities Review*, 1992–95; *American Literature*, 1993–95; *Aztlán: A Journal of Chicano Studies*, 2001–03; *Modern Fiction Studies*, 2003–. Publications include: *Figural Language in the Novel: The Flowers of Speech from Cervantes to Joyce* (1984), *Chicano Narrative: The Dialectics of Difference* (1990); coed. and contrib., *Mexico and the United States: Intercultural Relations in the Humanities* (1984); guest coed., *Modern Fiction Studies* (2003); contrib., *The Texas Literary Tradition: Fiction, Folklore, History* (1983), *The Rolando Hinojosa Reader* (1984), *Contemporary Chicano Fiction: A Critical Survey* (1986), *James Joyce's Ulysses: Modern Critical Interpretations* (1987), *Modern Critical Interpretations of Jude the Obscure* (1987), *The Heath Anthology of American Literature*, vol. 2 (1990), *Chicano Literary Criticism: Studies in Culture and Ideology* (1991), *Nineteenth-Century Literary Criticism* (1994), *Companion to Faulkner* (1994), *The Ethnic Canon: Histories, Institutions, and Interventions* (1995), *Subjects and Citizens: Nation, Race, and Gender from Oroonoko to Anita Hill* (1995), *Multicultural Approaches to American Literature* (1999), *The Columbia Companion to the Twentieth-Century American Short Story* (2000); introd., *Américo Paredes, The Hammon and the Beans and Other Stories* (1994); articles in *Modern Fiction Studies*, *New Literary History*, *South Atlantic Quarterly*, *American Literary History*, *Narrative*, *Stanford Humanities Review*, *Versión: Estudios de comunicación y política* (Mexico City), *Critical Exchange*, *Diacritics*, *Comparative Literature*, *James Joyce Quarterly*, *ELH*, *MELUS*, *Journal of Narrative Technique*, *MLN*.

**Eric J. Sundquist.** UCLA Foundation Prof. of Lit., Univ. of California, Los Angeles. PhD, Johns Hopkins Univ. Acting dean of humanities, Univ. of California, Los Angeles (UCLA), 2003–04. Previous appointments: Johns Hopkins Univ., 1978–80; Univ. of California, Berkeley, 1980–89; UCLA, 1989–92, 1994–97; Vanderbilt Univ., 1992–93; Northwestern Univ., 1997–2002. Visiting appointment: Bread Loaf School of English, 1987, 1989, 1995. ACLS fellowship, 1981; NEH fellowship, 1989–90; Guggenheim fellowship, 1993–94 (declined). Gustave Arlt Award (for *Home as Found*), Council of Grad. Schools in the United States, 1980; Christian Gauss Award (for *To Wake the Nations*), Phi Beta Kappa, 1993; James Russell Lowell Prize (for *To Wake the Nations*), MLA, 1993; MELUS Distinguished Scholar Award, 1996; fellow, Amer. Acad. of Arts and Sciences, elected 1997. Lamar Memorial Lectures in Southern Studies, 1991. Dir., NEH summer seminar for coll. teachers, 1986, 1990, 1994; dir., NEH summer seminar for secondary school teachers, 1988. Consultant, California

Council for the Humanities, 1986–87; fellowship comm., Newberry Library, 1987, 1988, 1992; fellowship consultant, Natl. Humanities Center, 1992, 1993. Natl. advisory board, White House Millennium Council–Woodrow Wilson Foundation, 1999–2001. John Hope Franklin Prize Comm. (ch., 1993) and Natl. Council (1994–97), Amer. Studies Assn.; exec. comm., Southern Amer. Studies Assn., 1993–96; Hubbell Prize Comm., Amer. Lit. Section, 1996–2000; Comm. on Studies, Amer. Acad. of Arts and Sciences, 2003–; Organization of Amer. Historians; MELUS. PMLA Advisory Comm., 1987–91; ch., Advisory Council, Amer. Lit. Section, 1994; exec. comm., Div. on 19th-Century Amer. Lit., 1994–98; ADE Ad Hoc Comm. on Staffing, 1996; Exec. Council, 1996–99. General ed., *Studies in Amer. Lit. and Culture*, Cambridge Univ. Press, 1991–97; assoc. ed., *American National Biography*, 1990–97. Ed. boards: *Arizona Quarterly*, 1987–; *American Literary History*, 1987–92. Publications include: *Home as Found: Authority and Genealogy in Nineteenth-Century American Literature* (1979), *Faulkner: The House Divided* (1983), *The Hammers of Creation: Folk Culture in Modern African-American Fiction* (1992), *To Wake the Nations: Race in the Making of American Literature* (1993); coau., *The Cambridge History of American Literature*, vol. 2 (1995); ed., *American Realism: New Essays* (1982), *New Essays on Uncle Tom's Cabin* (1986), *Frederick Douglass: New Literary and Historical Essays* (1990), *Mark Twain: A Collection of Critical Essays* (1994), *Cultural Contexts for Ralph Ellison's Invisible Man* (1995), *The Oxford W. E. B. Du Bois Reader* (1996); contrib., *The American Renaissance Reconsidered* (1985), *Reconstructing American Literary History* (1986), *Faulkner and Race* (1987), *The Columbia History of American Literature* (1987), *American Literature, Culture, and Ideology* (1990), *The New American Studies* (1992), *The South as an American Problem* (1995); articles in *TriQuarterly*, *Representations*, *Transition*, *American Scholar*, *Raritan*, *Glyph*, *Comparative Literature*, *Nineteenth-Century Fiction*, *ELH*.

## Executive Council

The Nominating Committee has selected seven nominees for the MLA Executive Council. The three candidates elected will serve from 2006 through 2009. The MLA constitution (art. 8.A.5) states that the at-large representation on the council must include at least one representative and no more than six from each of the following fields: English, French, German, Spanish, and other (e.g., other languages and literatures, comparative literature, folklore, linguistics). Since all these fields will continue to be represented on the council in 2006, this year's candidates may come from any field. In addition, because no designated field is represented by more than three council members, all three persons elected this year may be from the same field.

The same section of the MLA constitution contains one other provision pertain-

ing to the composition of the council: the at-large membership of the council "shall also include at least one representative, but no more than eight, from each of the eligible membership levels (i.e., regular, graduate student, and life), except that the number of regular members on the council shall always be in proportion to the regular membership of the association. To determine this proportion, the Nominating Committee shall reexamine the proportion of regular members in the membership every three years." The committee conducted the required examination in 2003 and determined that regular members are constitutionally entitled to 8.1 of the 12 at-large council seats. Since none of the continuing council members is a student member, at least one student member must be elected this year. Since seven of the continuing council members are regular members, one and only one regular member must be elected. The third open council seat will be filled either by a student member or a life member. (Note: Student members are marked with an \*; life members are marked with a §.)

A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

§**Charles Altieri.** Rachel Anderson Stageberg Prof. of English, Univ. of California, Berkeley. PhD, Univ. of North Carolina, Chapel Hill. Previous appointments: State Univ. of New York, Buffalo, 1968–76; Univ. of Washington, 1977–92. Visiting appointment: MacArthur Distinguished Visiting Prof., New Coll., Univ. of South Florida, 1982–83. New York State summer fellowship, 1971, 1973, 1974, 1975; NEH Younger Humanist Fellowship, 1975; fellow, Center for Advanced Study in the Behavioral Sciences, 1980–81; Guggenheim fellowship, 1980–81. Fellow, Amer. Acad. of Arts and Sciences, elected 2003. Codir., NEH summer inst., 1993. Dir., Berkeley Consortium for the Arts, 1999–2004. Exec. comm., Intl. Assn. for Philosophy and Lit., 1982–87; pres., Philological Assn. of the Pacific Coast, 1988–89; Modernist Studies Assn.; Wallace Stevens Soc.; Elizabeth Bishop Soc. MLA activities: PMLA Advisory Comm., 1978–82; exec. comm., Div. on Late-19th- and Early-20th-Century English Lit., 1979–83; exec. comm., Div. on Philosophical Approaches to Lit., 1986–90; exec. comm., Div. on Poetry, 1994–98. Ed. boards: *Boundary 2*, 1971–81; *Modern Language Quarterly*, 1978–; *Poesis*, 1981–85; *American Poetry*, 1987–92; *Contemporary Literature*, 1992–; *Epoche*, 1994–; *Comparative Literature Studies*, 1994–. Publications include: *Enlarging the Temple: New Directions in American Poetry during the 1960s* (1979), *Act and Quality: A Theory of Literary Meaning and Humanistic Understanding* (1981), *Self and Sensibility in Contemporary American Poetry* (1984), *Painterly Abstraction in Modernist American Poetry: The Contemporaneity of Modernism* (1989), *Canons and Consequences: Reflections on the Ethical Force of Imaginative Ideals*

(1990), *Subjective Agency: A Theory of First-Person Expressivity and Its Social Implications* (1994), *Postmodernisms Now: Essays on Contemporaneity in the Arts* (1998), *The Particulars of Rapture: An Aesthetics of the Affects* (2003); contrib., *Princeton Encyclopedia of Poetry and Poetics* (1993), *Deconstruction and the Visual Arts* (1994), *The Tribe of John: Ashbery and Contemporary Poetry* (1995), *The Uses of Literary History* (1996), *Rhetoric and Hermeneutics in Our Time* (1997), *Beauty and the Critic: Aesthetics in an Age of Cultural Studies* (1997), *Woman Poets of the Americas* (1999), *The Objectivist Nexus* (1999), *The Scene of My Selves: New Work on New York School Poets* (2001), *We Who Love to Be Astonished: Experimental Women's Writing and Performance Poetics* (2002), *The Edinburgh Encyclopedia of Modern Criticism and Theory* (2002), *The Question of Literature: The Place of the Literary in Contemporary Theory* (2002), *Ordinary Language Criticism: Literary Thinking after Cavell after Wittgenstein* (2003), *Gender, Desire, and Sexuality in T. S. Eliot* (2004), *Romantic Circles* (2004), *A Companion to Rhetoric and Rhetorical Criticism* (2004), *Rebound: The American Poetry Book* (2004); articles in *Poetics Today*, *PMLA*, *New Literary History*, *Critical Inquiry*, *Western Humanities Review*, *Soundings*, *Wallace Stevens Journal*, *Metre*, *American Literary History*, *Modern Language Quarterly*, *Pacific Coast Philology*, *Contemporary Literature*, *Centennial Review*, *ADE Bulletin*, *Reader*, *American Poetry*, *Kenyon Review*, *Dada / Surrealism*, *Boundary 2*, *College English*, *Southern Humanities Review*, *Paideuma*, *Gig*, *Genre*, *Style*.

\***Dorian F. Bell.** Grad. student comparative lit. and literary theory, Univ. of Pennsylvania. MA, Univ. of Pennsylvania. Institutional service (Univ. of Pennsylvania): departmental representative, Grad. Student Associations Council, fall 2003. Fulbright grant (Tunisia), 1999–2000; Foreign Lang. and Area Studies fellowship (Univ. of Pennsylvania), 2002–03, summer 2003, 2003–04; travel award, French Inst. for Culture and Technology, Univ. of Pennsylvania, summer 2004; William Penn Fellowship, Univ. of Pennsylvania, 2004–08. Naomi Schor Memorial Award (for best grad. student paper), Nineteenth-Century French Studies Colloquium, 2004. Member, Fulbright Assn. Conference presentations: MLA, 2003; Nineteenth-Century French Studies Colloquium, 2003, 2004.

\***Patrick M. Bray.** Grad. student French, Harvard Univ. MA, Harvard Univ. Institutional service (Harvard Univ.): Grad. Student Faculty Search Comm., spring 2000; French section representative, Romance Langs. Grad. Student Assn., spring 2002. Jens Aubrey Westengard Scholarship for Summer Study, Harvard Univ., 1999, 2001; Edmund J. Curley Fellowship for Study in France, Harvard Univ., 2000–01, 2002–03; Whiting Dissertation Completion Fellowship, Harvard Univ., 2004–05. Cornell Center for Excellence in French Studies Prize (for best undergrad. thesis in French), 1998; Certificate of Distinction in Teaching, Derek Bok Center, Harvard Univ., 2001–02. Conference presentations: Interdisciplinary Nineteenth-Century Studies, 2003; Soc. for the

Study of Narrative, 2003; Nineteenth-Century French Studies Colloquium, 2004; MLA, 2004.

**Brenda Jo Brueggemann.** Assoc. prof. English and disability studies, Ohio State Univ., Columbus. PhD, Univ. of Louisville. Dir., First-Year Writing Prog., Ohio State Univ. (OSU), fall 2001–winter 2003; coordinator, Amer. Sign Lang. Prog., OSU, 2002–; coordinator, disability studies minor, OSU, 2002–. NCTE grant, 1991–92; Coca-Cola Foundation for Research on Women grant, 1997–98; course development fellowship, OSU, winter 1998; conference grant, Ohio Humanities Council and NEH, 1998; DAAD and Einstein Forum summer seminar fellowship, 2004; project grant, Battelle Endowment for Technology and Human Affairs, 2004–06. Grad. Prof. of the Year, English Grad. Organization, OSU, 1996–97; Award for Outstanding Achievement in the Field of Educ., Arts and Sciences Student Council, OSU, 1999; Deaf / Hard-of-Hearing Advocacy Award, Oticon Corp., 1999; Kathryn T. Schoen Award (for women in administrative leadership), Office of Academic Affairs, OSU, June 2000; Dick Maxwell Award (for outstanding contribution to students with disabilities), OSU, 2002. Faculty member, NEH summer inst., 2000, 2003. Board of Trustees, Gallaudet Univ., 2003–. Coch., Comm. on Disability Issues in Composition and Communication, CCCC / NCTE, 2003–; Rhetoric Soc. of America; Soc. for Disability Studies. MLA activities: Comm. on Disability Issues in the Profession, 1995–99 (coch., 1998–99); Delegate Assembly, 1999–2001. Series ed., *Deaf Lives*, Gallaudet Univ. Press, 2001–. Ed. boards: Gallaudet Univ. Press, 1998–2002; *Sign Language Studies*, 2003–; *Disability Studies Quarterly*, 2004–. Publications include: *Lend Me Your Ear: Rhetorical Constructions of Deafness* (1999); ed. and contrib., *Literacy and Deaf People: Cultural and Contextual Perspectives* (2004); coed. and contrib., *Disability Studies: Enabling the Humanities* (2002); contrib., *Ethics and Representation in Qualitative Studies of Literacy* (1997), *Situated Stories: Valuing Diversity in Composition Research* (1998), *Disability Discourse* (1999), *Trends and Issues in Postsecondary Education* (2000), *Embodied Rhetorics: Disability in Language and Culture* (2001), *The Teacher's Body: Embodiment, Authority, and Identity in the Academy* (2003), *Harbrace Handbook for Teachers* (2003), *Gender and Disability* (2004), *Composition Studies in the Twenty-First Century* (2004); articles in *American Quarterly*, *College Composition and Communication*, *College English*, *Currents in Electronic Literacy*, *Deaf Worlds*, *Disability Studies Quarterly*, *Feminist Studies*, *JAC: Journal of Advanced Composition*, *Kairos: Rhetoric, Technology, Pedagogy*, *MLA Newsletter*, *Pedagogy*, *PMLA*, *Prairie Schooner*, *Pre/Text*, *Ragged Edge*, *Rhetoric Review*.

**Anne Ruggles Gere.** Prof. English, Univ. of Michigan, Ann Arbor. PhD, Univ. of Michigan. Previous appointment: Univ. of Washington, 1975–87. Visiting appointments: Univ. of New Hampshire, 1986; Northeastern Univ., 1987, 1990; Saint Louis Univ., 2004. NEH grant, 1983–85, 1997–99; faculty fellow, Inst. for the Humanities, Univ. of Michigan, 1997–98;

## Right to Petition

Any member of the association may initiate a petition proposing additional candidates for second vice president, for the Executive Council, and for the Delegate Assembly. Procedures for filing petitions are described in articles 6.E, 8.A.2, and 10.E of the MLA constitution (Sept. 2004 *PMLA*, 707–14). Petitions must reach the executive director before 1 July.

Spencer Foundation fellowship, 2001–02. Natl. Women's Studies Assn. Manuscript Prize (for *Intimate Practices*), 1995; D'Arms Award for Distinguished Grad. Student Mentoring, Univ. of Michigan, 1997; Distinguished Faculty Achievement Award, Univ. of Michigan, 1998; Career Development Award, Univ. of Michigan, 1999. Advisory board, Natl. Writing Project, 1979–83; trustee, NCTE Research Foundation, 1981–86; Board of Trustees, Colby Coll., 1998–2004. Board of Consultant Evaluators, Writing Prog. Administrators, 1981–; ch., CCCC, 1993; pres., NCTE, 2002; ASA. MLA activities: exec. comm., Div. on the Teaching of Writing, 1986–90; *PMLA* Advisory Comm., 1989–93; Shaughnessy Prize Selection Comm., 1993, 1995–96 (ch., 1995–96); exec. comm., Div. on Teaching as a Profession, 1994–98; Delegate Assembly, 1998–2003; Delegate Assembly Organizing Comm., 2001–03 (ch., 2003). Series ed., *Research and Scholarship in Composition*, MLA, 1989–97. Ed. boards: *College English*, 1985–89; *College Composition and Communication*, 1986–92. Publications include: *Language, Attitudes, and Change* (1979), *Writing Groups: History, Theory, and Implications* (1987), *Intimate Practices: Literacy and Cultural Work in Women's Clubs, 1880–1920* (1997), *Writing on Demand* (2005); ed., *Roots in the Savdust: Writing to Learn across the Discipline* (1985), *Into the Field: Sites of Composition Studies* (1993); coed., *Making American Literatures in High School and College* (2001); contrib., *Exploring Speaking-Writing Relationships: Connections and Contrasts* (1981), *New Directions in Composition Research* (1983), *Perspectives on Talk and Writing* (1990), *New Visions of Collaborative Writing* (1991), *Literacy: Interdisciplinary Conversations* (1994), *The Construction of Authorship: Textual Appropriation in Law and Literature* (1994), *Critical Theory and the Teaching of Literature: Politics, Curriculum, Pedagogy* (1996), *Encyclopedia of American Cultural and Intellectual History* (2001), *Critical Studies: Censorship and Cultural Regulation in the Modern Age* (2004), and others; articles in *American Indian Quarterly*, *History of Education Quarterly*, *College Composition and Communication*, *Michigan Quarterly Review*, *English Journal*, *College English*, *Writing Instructor*, *Signs: Journal of Women in Culture and Society*, and others.

**SJ. Paul Hunter.** Prof. English, Univ. of Virginia; Barbara E. and Richard J. Franke Prof. Emeritus, Univ. of Chicago. PhD, Rice Univ. Previous appointments: Univ. of California, (continued on next page)

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Riverside, 1964–66; Emory Univ., 1966–80; Univ. of Rochester, 1981–87. Visiting appointments: Northwestern Univ., Univ. of Connecticut. Guggenheim fellowship, 1976–77; NEH senior fellowship, 1985–86; Natl. Humanities Center fellowship, 1986, 1995–96. Louis Gottschalk Prize (for *Before Novels*), Amer. Soc. for Eighteenth-Century Studies (ASECS), 1991. Homage volume: *Eighteenth-Century Genre and Culture: Serious Reflections on Occasional Forms: Essays in Honor of J. Paul Hunter* (2001). Board member, Illinois Humanities Council, 1998–; senior adviser, Andrew W. Mellon Foundation, 1999–2006; board member, Federation of State Humanities Councils, 2003–. Dir., Franke Inst. for the Humanities, Univ. of Chicago, 1996–2001; intl. steering comm., Consortium of Humanities Centers and Institutes, 1998–2002. Boards of directors: Memorial Art Gallery (Rochester, NY), 1981–86; Urban League (Rochester, NY), 1984–87; Intl. Center for Fundamental Studies in Contemporary Culture (Saint Petersburg, Russia), 1998–; Chicago Humanities Festival, 2000–03. Consultancies: Natl. Humanities Center, 1987–99; Guggenheim Foundation, 1987–2002; Woodrow Wilson Center, 1991–95; Mellon Foundation, 1995–. Faculty member, Natl. Humanities Center seminar for high school teachers, 1988–90. Exec. board (1981–84, 1994–98) and pres. (1996–97), ASECS; exec. board (1990–93) and pres. (1992–93), SAMLA; exec. board (1998–2003) and biennial conference ch. (2000), Intl. Soc. for Intellectual History; advisory comm., Christian Gauss Award, Phi Beta Kappa, 2003–06; NCTE; Coll. Art Assn. MLA activities: exec. comm., Div. on Late-18th-Century English Lit., 1978–82, 1995–99; Program Comm., 1987–90; Ad Hoc Comm. on the Structure of the Convention, 1992–94. General ed., Bedford Cultural Editions, 1992–; Univ. Publications Board, Univ. of Chicago, 1993–95, 1996–99. Ed. boards (current member): *Age of Johnson; Eighteenth-Century Fiction; College Literature; 1650–1850; XVIII: New Perspectives on the Eighteenth Century; Eighteenth-Century Novels by Women*, Univ. of Kentucky Press; Blackwell Compass Online Guides. Publications include: *The Reluctant Pilgrim* (1966), *Occasional Form: Henry Fielding and the Chains of Circumstance* (1975), *Before Novels: The Cultural Contexts of Eighteenth-Century English Fiction* (1990); ed., *Moll Flanders* (Crowell, 1970), *The Plays of Edward Moore* (1983), *Mary Shelley, Frankenstein* (Norton, 1996); guest ed., *Genre* (1977); coed., *The Norton Introduction to Literature* (1973; 9th ed., 2005), *New Worlds of Literature: Writings from America's Many Cultures* (1989; 2nd ed., 1994), *The Norton Introduction to Poetry* (8th ed., 2002); coed. and contrib., *Henry Fielding in His Time and Ours* (1987), *Rhetorics of Order / Ordering Rhetorics in English Neoclassical Literature* (1989); contrib., *The Genres of Gulliver's Travels* (1990), *Theory and Tradition in Eighteenth-Century Studies* (1990), *Cultural Artifacts and the Production of Meaning: The Page, the Image, and the Body* (1994), *The Cambridge Companion to the Eighteenth-Century Novel* (1996), *The Historical Imagination in Early Modern Britain: History,*

*Rhetoric, and Fiction, 1500–1800* (1997), *The Cambridge Companion to Eighteenth-Century Poetry* (2001), *Talking Forward, Talking Back* (2002), *The Cambridge Companion to Jonathan Swift* (2003), *The Cambridge History of English Literature, 1660–1780* (2005), *A Concise Companion to the Restoration and Eighteenth Century* (2005), and others; articles in *Review of English Studies, Modern Philology, Critical Inquiry, Journal of English and Germanic Philology, Novel, Eighteenth-Century Studies, ADE Bulletin, Eighteenth-Century Fiction, Genre, Philological Quarterly, Modern Language Studies, Modern Language Quarterly, Studies in English Literature, 1500–1900, Eighteenth-Century: Theory and Interpretation*, and others.

\***Roland Végső.** Grad. student English, State Univ. of New York, Buffalo, MA, Kossuth Lajos Univ. (Hungary). Institutional service (State Univ. of New York, Buffalo): sec., Group for the Discussion of the Freudian Field, 2001–. Research grant, John F. Kennedy Inst., Freie Univ., Berlin, fall 1999; univ. fellowship, Texas Christian Univ., 2000–01. Third prizes, Natl. Essay Writing Contest for Univ. Students, 1997 (Univ. of Miskolc) and 1999 (Univ. of Pécs). MLA activities: exec. comm., Discussion Group on Hungarian Lit., 2002–06. Conference presentations: MLA, 2001, 2002; Assn. for the Psychoanalysis of Culture and Soc., 2004; Amer. Comparative Lit. Assn., 2005. Publications include: guest coed., *Umbr(a): A Journal of the Unconscious* (2004); articles in *JNT: Journal of Narrative Theory, Hungarian Journal of English and American Studies, Vulgo, Amerikastudien*.

### Special-Interest Delegates

The 2005 Elections Committee has nominated the following candidates to replace the twenty special-interest delegates whose terms in the assembly will expire on 31 December 2005. Each pairing represents a contest. The term of office of those elected will be from 1 January 2006 through 31 December 2008. Members may vote in any or all of the special-interest contests. Ballots will be mailed to members in the fall; candidate information (biographical summaries and statements on matters of professional concern) will be posted in the members-only area of the MLA Web site in the fall.

#### Continuing and Distance Education (1)

Barbara A. Silliman, Providence Coll. / candidate unconfirmed at press time; please consult the MLA Web site

#### Disability Issues (1)

Laura L. Behling, Gustavus Adolphus Coll. / candidate unconfirmed at press time; please consult the MLA Web site

#### Ethnic Studies (4)

Victoria Bomberry, Univ. of California, Riverside / Desirée A. Martín, Univ. of California, Davis ♦ James Kyung-Jin Lee, Univ. of California, Santa Barbara / Adam McKible, John Jay Coll. of Criminal Justice, City Univ. of New York ♦ Terry Rowden, Coll. of Wooster /

Tracy L. Vaughn, Northwestern Univ. ♦ Vorris L. Nunley, Univ. of California, Riverside / Keith Williams, Southern Methodist Univ.

#### Foreign Language Teaching (1)

Henrik Carl Borgstrom, Niagra Univ. / Adrienne Wards, Univ. of Virginia

#### Graduate Students (2)

Cara Hersh, Duke Univ. / Meta Mazaj, Temple Univ. ♦ David M. Ball, Princeton Univ. / Barclay Barrios, Rutgers Univ., New Brunswick

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

Craig A. Hamilton, Univ. of California, Irvine / Sohui Lee, Stanford Univ.

#### Less-Taught Languages (1)

contest unconfirmed at press time; please consult the MLA Web site

#### Politics and the Profession (2)

Bret Benjamin, State Univ. of New York, Albany / Anthony Dawahare, California State Univ., Northridge ♦ Betty Joseph, Rice Univ. / Sara Lennox, Univ. of Massachusetts, Amherst

#### Retired (1)

Eva L. Corredor, US Naval Acad. / Geoffrey Ribbons, Brown Univ.

#### Scholars Residing outside the United States and Canada (1)

contest unconfirmed at press time; please consult the MLA Web site

#### Two-Year Colleges (2)

Susan Amper, Bronx Community Coll., City Univ. of New York / Eda Henaou, Borough of Manhattan Community Coll., City Univ. of New York ♦ James Harris, Jr., Saint Louis Community Coll., MO / James D. Hayes, Grand Rapids Community Coll., MI

#### Women in the Profession (3)

Jane Garrity, Univ. of Colorado, Boulder / Carol Colatrella, Georgia Inst. of Tech. ♦ Mary McAleer Balkun, Seton Hall Univ. / Teresa Mangum, Univ. of Iowa ♦ Colleen Lamos, Rice Univ. / Ellen Rooney, Brown Univ.

### Regional Delegates

The Elections Committee also nominated the following candidates to replace the thirty-six regional delegates whose terms will expire on 31 December 2005. Each pairing represents a contest. The term of office of those elected will be from 1 January 2006 through 31 December 2008. Members may vote in all contests in any one region. Ballots will be mailed to members in the fall; candidate information (biographical summaries and statements on matters of professional concern) will be posted in the members-only area of the MLA Web site in the fall.

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

Burlin Barr, Simmons Coll. / Peter Coviello, Bowdoin Coll. ♦ Lillian S. Robinson, Concordia Univ. / Priscilla L. Walton, Carleton Univ. ♦ Kit Dobson, Univ. of Toronto /

Jonathan Smolin, Harvard Univ. ♦ Amira El-Zein, Tufts Univ. / Elizabeth Petrino, Fairfield Univ. ♦ Melba Cuddy-Keane, Univ. of Toronto / Elizabeth Fay, Univ. of Massachusetts, Boston ♦ candidate unconfirmed at press time; please consult the MLA Web site / Adrianna M. Paliyenko, Colby Coll.

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

Joyce Irene Middleton, Saint John Fisher Coll. / candidate unconfirmed at press time; please consult the MLA Web site ♦ Maureen Jameson, State Univ. of New York, Buffalo / candidate unconfirmed at press time; please consult the MLA Web site ♦ Michael Bennett, Long Island Univ., Brooklyn / Drew Jones, Queens Coll., City Univ. of New York ♦ Cristel Mejía, State Univ. of New York, Buffalo / candidate unconfirmed at press; please consult the MLA Web site

**Region 3: Middle Atlantic (5)**

Laura Brady, West Virginia Univ. / Shirley Wilson Logan, Univ. of Maryland, College Park ♦ Phyllis Cole, Penn State Univ., Delaware County Campus / Marianne Novy, Univ. of Pittsburgh, Pittsburgh ♦ Dorothea Heitsch, Shippensburg Univ. / Nicoletta Pireddu, Georgetown Univ. ♦ Jonathan Kahana, Bryn Mawr Coll. / Matthew J. Kinservik, Univ. of Delaware, Newark ♦ Vance L. Byrd, Univ. of Pennsylvania / Richard E. Purcell, Univ. of Pittsburgh, Pittsburgh

**Region 4: Great Lakes (6)**

Deborah N. Cohn, Indiana Univ., Bloomington / Joyce Tolliver, Univ. of Illinois, Urbana ♦ Thomas J. D. Armbrrecht, Univ. of Wisconsin, Madison / Geoffrey Turnovsky, Ohio State Univ., Columbus ♦ Karoliina Nilsson, Univ. of Illinois, Urbana / candidate unconfirmed at press time; please consult the MLA Web site ♦ Taddy Kalas, Augustana Coll. /

Denis M. Provencher, Univ. of Wisconsin, La Crosse ♦ Julie Klassen, Carleton Coll. / Heidi Thomann Tewarson, Oberlin Coll. ♦ Kerry Larson, Univ. of Michigan, Ann Arbor / Andrew Martin, Univ. of Wisconsin, Madison

**Region 5: South (6)**

Elizabeth Barnes, Coll. of William and Mary / Sylvie Blum-Reid, Univ. of Florida ♦ Cynthia Davis, Barry Univ. / Nora Erro-Peralta, Florida Atlantic Univ. ♦ Shifra Armon, Univ. of Florida / Sue W. Farquhar, Virginia Polytechnic Inst. and State Univ. ♦ Barry J. Faulk, Florida State Univ. / Robert Mitchell, Duke Univ. ♦ Jennifer Blanchard, Coll. of William and Mary / Melinda Cardozo, Univ. of Florida ♦ Scot T. Allen, Univ. of Virginia / Lloyd Willis, Univ. of Florida

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

Katie Kane, Univ. of Montana, Missoula / Elizabeth M. Richmond-Garza, Univ. of Texas, Austin ♦ Hosam M. Aboul-Ela, Univ. of Houston / Joe Lockard, Arizona State Univ. ♦ Shane Graham, Utah State Univ. / Steven G. Kellman, Univ. of Texas, San Antonio ♦ Jeanine S. Alesch, Texas Christian Univ. / Alexandra K. Wettlaufer, Univ. of Texas, Austin ♦ Chris Micklethwait, Univ. of Texas, Austin / candidate unconfirmed at press time; please consult the MLA Web site

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

Kristen Guest, Univ. of Northern British Columbia / Holly Faith Nelson, Trinity Western Univ. ♦ Mary P. Anderson, Washington State Univ., Pullman / Larisa Tokmakoff Castillo, Univ. of California, Irvine ♦ Liz Constable, Univ. of California, Davis / candidate unconfirmed at press time; please consult the MLA Web site ♦ Terry Engebretsen, Idaho State Univ. / Terry Reilly, Univ. of Alaska, Fairbanks □

GOVERNANCE

**New Division Executive Committee Members**

Listed below are the newly elected committee members of eighty-two of the eighty-four MLA divisions. (The Division on English Literature Other Than British and American and the Division on Applied Linguistics will run replacement contests this year.) All terms are 2005–09. A complete list of the executive committees will appear in the September 2005 (Directory) issue of *PMLA*.

*American Literature*

**AMERICAN LITERATURE TO 1800**

Kristina Bross, Purdue Univ., West Lafayette

**NINETEENTH-CENTURY AMERICAN LITERATURE**

Eliza Richards, Univ. of North Carolina, Chapel Hill

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

Gordon Hutner, Univ. of Illinois, Urbana

**TWENTIETH-CENTURY AMERICAN LITERATURE**

Marianne DeKoven, Rutgers Univ., New Brunswick

**BLACK AMERICAN LITERATURE AND CULTURE**

Meta DuEwa Jones, George Washington Univ.

**AMERICAN INDIAN LITERATURES**

Deborah A. Miranda, Washington and Lee Univ.

**ASIAN AMERICAN LITERATURE**

Leslie Bow, Univ. of Wisconsin, Madison

**CHICANA AND CHICANO LITERATURE**

Catherine S. Ramírez, Univ. of California, Santa Cruz

*Comparative Studies*

**COMPARATIVE STUDIES IN MEDIEVAL LITERATURE**

Seth Lerer, Stanford Univ.

**COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE**

Heather James, Univ. of Southern California

**COMPARATIVE STUDIES IN EIGHTEENTH-CENTURY LITERATURE**

Lydia H. Liu, Univ. of Michigan, Ann Arbor

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

Avital Ronell, New York Univ.

**COMPARATIVE STUDIES IN TWENTIETH-CENTURY LITERATURE**

Marcel Cornis-Pope, Virginia Commonwealth Univ.

*(continued on next page)*



DANIEL ROOT

The Ad Hoc Committee on MLA Style met 18–19 November 2004. Left to right: Donald Haase, David Bartholomae (chair), Helene C. Williams, and Eric Rabkin. Not pictured is David Shields.

(continued from previous page)

**EUROPEAN LITERARY RELATIONS**  
Nicoletta Pireddu, Georgetown Univ.

*English Literature*

**OLD ENGLISH LANGUAGE AND LITERATURE**  
Carol Braun Pasternack, Univ. of California, Santa Barbara

**MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER**  
Emily Steiner, Univ. of Pennsylvania

**CHAUCER**  
Andrew Galloway, Cornell Univ.

**LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE**  
Maureen Quilligan, Duke Univ.

**SHAKESPEARE**  
Lars Engle, Univ. of Tulsa

**SEVENTEENTH-CENTURY ENGLISH LITERATURE**  
Nigel Smith, Princeton Univ.

**RESTORATION AND EARLY-EIGHTEENTH-CENTURY ENGLISH LITERATURE**  
Kathryn Temple, Georgetown Univ.

**LATE-EIGHTEENTH-CENTURY ENGLISH LITERATURE**  
Clifford Siskin, Columbia Univ.

**THE ENGLISH ROMANTIC PERIOD**  
William Galperin, Rutgers Univ., New Brunswick

**THE VICTORIAN PERIOD**  
Robert L. Patten, Rice Univ.

**LATE-NINETEENTH- AND EARLY-TWENTIETH-CENTURY ENGLISH LITERATURE**  
Stephen Arata, Univ. of Virginia

**TWENTIETH-CENTURY ENGLISH LITERATURE**  
Patricia Laurence, City Coll. and Brooklyn Coll., City Univ. of New York

*French Literature*

**FRENCH MEDIEVAL LANGUAGE AND LITERATURE**  
Michelle R. Warren, Univ. of Miami

**SIXTEENTH-CENTURY FRENCH LITERATURE**  
Deborah Lesko Baker, Georgetown Univ.

**SEVENTEENTH-CENTURY FRENCH LITERATURE**  
Christopher Braider, Univ. of Colorado, Boulder

**EIGHTEENTH-CENTURY FRENCH LITERATURE**  
Geoffrey Turnovsky, Ohio State Univ., Columbus

**NINETEENTH-CENTURY FRENCH LITERATURE**  
Maurice Samuels, Univ. of Pennsylvania

**TWENTIETH-CENTURY FRENCH LITERATURE**  
Adelaide M. Russo, Louisiana State Univ., Baton Rouge

**FRANCOPHONE LITERATURES AND CULTURES**  
Odile Cazenave, Boston Univ.

*Genre Studies*

**DRAMA**  
Angela Pao, Indiana Univ., Bloomington

**FILM**  
Kara Keeling, Univ. of North Carolina, Chapel Hill

**NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY**  
Siobhan Senier, Univ. of New Hampshire, Durham

**POETRY**  
Jahan Ramazani, Univ. of Virginia

**PROSE FICTION**  
Michelle A. Massé, Louisiana State Univ., Baton Rouge

**LITERARY CRITICISM**  
Hortense J. Spillers, Cornell Univ.

**METHODS OF LITERARY RESEARCH**  
Nancy Moore Goslee, Univ. of Tennessee, Knoxville

**AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING**  
Craig Howes, Univ. of Hawai'i, Manoa

*German Literature*

**GERMAN LITERATURE TO 1700**  
Sara S. Poor, Princeton Univ.

**EIGHTEENTH- AND EARLY-NINETEENTH-CENTURY GERMAN LITERATURE**  
Astrida Orle Tantillo, Univ. of Illinois, Chicago

**NINETEENTH- AND EARLY-TWENTIETH-CENTURY GERMAN LITERATURE**  
Lynne Tatlock, Washington Univ.

**TWENTIETH-CENTURY GERMAN LITERATURE**  
Julia Hell, Univ. of Michigan, Ann Arbor

*Hispanic Literatures*

**COLONIAL LATIN AMERICAN LITERATURES**  
Yolanda Martínez-San Miguel, Univ. of Pennsylvania

**LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900**  
Alberto Julián Pérez, Texas Tech Univ.

**TWENTIETH-CENTURY LATIN AMERICAN LITERATURE**  
Ester Gimbernat González, Univ. of Northern Colorado

**SPANISH MEDIEVAL LANGUAGE AND LITERATURE**  
Gregory S. Hutcheson, Univ. of Louisville

**SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH POETRY AND PROSE**  
Ricardo Padrón, Univ. of Virginia

**SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH DRAMA**  
Susan Paun de Garcia, Denison Univ.

**EIGHTEENTH- AND NINETEENTH-CENTURY SPANISH LITERATURE**  
Wadda C. Ríos-Font, Brown Univ.

**TWENTIETH-CENTURY SPANISH LITERATURE**  
Ofelia Ferrán, Univ. of Minnesota, Twin Cities

**LUSO-BRAZILIAN LANGUAGE AND LITERATURE**  
Steven F. Butterman, Univ. of Miami

*Interdisciplinary Approaches*

**WOMEN'S STUDIES IN LANGUAGE AND LITERATURE**  
María Herrera-Sobek, Univ. of California, Santa Barbara

**ETHNIC STUDIES IN LANGUAGE AND LITERATURE**  
Roberta Hill, Univ. of Wisconsin, Madison

**POPULAR CULTURE**  
Cynthia Young, Univ. of Southern California

**ANTHROPOLOGICAL APPROACHES TO LITERATURE**  
Cannon Schmitt, Wayne State Univ.

**LINGUISTIC APPROACHES TO LITERATURE**  
Claiborne Rice, Univ. of Louisiana, Lafayette

**PHILOSOPHICAL APPROACHES TO LITERATURE**  
Geoffrey Bennington, Emory Univ.

**PSYCHOLOGICAL APPROACHES TO LITERATURE**  
Ewa Plonowska Ziarek, State Univ. of New York, Buffalo

**LITERATURE AND RELIGION**  
Susan M. Felch, Calvin Coll.

**SOCIOLOGICAL APPROACHES TO LITERATURE**  
Roderick A. Ferguson, Univ. of Minnesota, Twin Cities

**LITERATURE AND OTHER ARTS**  
Linda Hutcheon, Univ. of Toronto

**LITERATURE AND SCIENCE**  
Henry S. Turner, Univ. of Wisconsin, Madison

**CHILDREN'S LITERATURE**

Joseph T. Thomas, Jr., California State Univ., Northridge

**GAY STUDIES IN LANGUAGE AND LITERATURE**

Siobhan B. Somerville, Univ. of Illinois, Urbana

*Italian Literature*

**MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE**

Daniela Boccassini Testa, Univ. of British Columbia

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

Joseph Luzzi, Bard Coll.

**TWENTIETH-CENTURY ITALIAN LITERATURE**

Norma Bouchard, Univ. of Connecticut, Storrs

*Language Studies*

**LANGUAGE AND SOCIETY**

Andrea A. Lunsford, Stanford Univ.

**LANGUAGE THEORY**

David Herman, Ohio State Univ., Columbus

**LANGUAGE CHANGE**

Philip G. Rusche, Univ. of Nevada, Las Vegas

**HISTORY AND THEORY OF RHETORIC AND COMPOSITION**

Janet M. Atwill, Univ. of Tennessee, Knoxville

*Other Languages and Literatures*

**AFRICAN LITERATURES**

Niyi Afolabi, Univ. of Massachusetts, Amherst

**EAST ASIAN LANGUAGES AND LITERATURES TO 1900**

Lynne K. Miyake, Pomona Coll.

**EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900**

Walter K. Lew, Univ. of California, Los Angeles

**SLAVIC AND EAST EUROPEAN LITERATURES**

Thomas J. Garza, Univ. of Texas, Austin

*Teaching*

**THE TEACHING OF LANGUAGE**

H. Jay Siskin, Cabrillo Coll., CA

**THE TEACHING OF LITERATURE**

Alessandro Vettori, Rutgers Univ., New Brunswick

**THE TEACHING OF WRITING**

Mary Boland, California State Univ., San Bernardino

**TEACHING AS A PROFESSION**

Sheila T. Cavanagh, Emory Univ. □

MEETINGS

**2005 ADE and ADFL Summer Seminars**

ADE Summer Seminar East and ADFL Summer Seminar East will both take place 9–12 June in Washington, DC, and will be hosted by Peter C. Pfeiffer and Joseph Sitterson of Georgetown University. ADE Summer Seminar West will take place 20–23 June in Santa Barbara, California, and will be hosted by Susan McLeod and William Warner of the University of California, Santa Barbara. For further information, consult the ADE Web site ([www.ade.org](http://www.ade.org)) or contact David Laurence, Direc-

tor, ADE, at the MLA office (646 576-5130; [ade@mmla.org](mailto:ade@mmla.org)).

ADFL Summer Seminar West will be held 23–26 June at the University of Washington, Seattle, and will be hosted by Galya Diment. Information about membership in the ADFL, seminar programs, and hotel accommodations for ADFL Summer Seminars East and West is available at the ADFL Web site ([www.adfl.org](http://www.adfl.org)) or by contacting Nelly Furman, Director, ADFL, at the MLA office (646 576-5140; [adfl@mmla.org](mailto:adfl@mmla.org)). □

COMMITTEES

**MLA Committee Meetings, September 2005–May 2006**

*The following schedule of MLA committee meetings is current as of 25 March 2005. Members wishing to bring issues to the attention of a committee may write to the committee chair listed in the September 2004 PMLA or address letters to the executive director's office.*

**SEPTEMBER**

- 9 Task Force on Evaluating Scholarship for Tenure and Promotion
- 15–16 Committee on the Literature of People of Color in the United States and Canada
- 16 Teaching Languages and Literatures Series Editorial Board
- 19–20 Committee on Disability Issues in the Profession
- 22–23 ADFL Executive Committee
- 23 Committee on Scholarly Editions

**OCTOBER**

- 6–7 Committee on the Status of Women in the Profession
- 6–7 PMLA Editorial Board
- 20–21 Advisory Committee on the *MLA International Bibliography*
- 20–21 Committee on Information Technology
- 26–28 Delegate Assembly Organizing Committee
- 28–29 Executive Council

**NOVEMBER**

- 3–4 Committee on Academic Freedom and Professional Rights and Responsibilities
- 3–4 Publications Committee

**JANUARY**

- 27 Committee on the New Variorum Edition of Shakespeare
- 27 Elections Committee

**FEBRUARY**

- 2–3 PMLA Editorial Board
- 3 Nominating Committee
- 16–17 Committee on the Literature of People of Color of the United States and Canada
- 24–25 Executive Council

**MARCH**

- 2–3 Committee on the Status of Women in the Profession
- 3 Texts and Translations Series Editorial Board
- 6–7 Committee on the Status of Graduate Students in the Profession
- 9–10 ADE Executive Committee
- 10 Committee on Honors and Awards
- 16–17 ADFL Executive Committee

**APRIL**

- 20–21 Publications Committee

**MAY**

- 2–3 Program Committee
- 4–5 PMLA Editorial Board
- 19–20 Executive Council

## C O R R E S P O N D E N C E

The MLA Newsletter welcomes correspondence from members of the association concerning items in previous issues or matters of professional interest. Writers are asked to limit letters to five hundred words; the editor reserves the right to edit letters that exceed five hundred words.

To the editor:

From 1996 to 2002, I was a doctoral student in the Department of English and Comparative Literature at Columbia University, where I completed my dissertation under the supervision of the late Edward W. Said, who was the president of the MLA in 1999. As a close friend and colleague of Edward's, I am sure that he would share the surprise that I encountered when I learned recently that the Modern Language Association allowed the Central Intelligence Agency to advertise for prospective language instructors in the MLA's *Job Information List (JIL)*. The CIA was seeking qualified individuals to teach languages such as Arabic, Chinese, Dari/Pashtu, French, Greek, Indonesian, Japanese, Korean, Persian (Farsi), Russian, Serbo-Croatian, Spanish, Thai, and Turkish.

The CIA, as you well know, has a long and well-documented history—over fifty years in the making—of contravening countless international laws, including numerous articles of the Geneva convention as well as the charter of the United Nations. It has committed crimes of war and crimes against humanity. It has taught the instruction of torture in Asia, the Americas, and Africa. It has assassinated and tried to assassinate many human beings (including popular political leaders and in many cases democratically elected heads of state, prime ministers, and presidents), overthrown democratically elected governments, sown discontent throughout the world by arming mercenaries and turning human beings into outright murderers and professional butchers.

That the Modern Language Association would allow an organization—whose annual budget remains classified and whose activities remain concealed from the world—to exploit the subscribers of the *JIL* is regrettable. That an organization whose activities are classified as a state secret is afforded the privilege to advertise in a publication that reaches students and faculty members in the approximately 1,500 departments that are members of ADE and ADFL and some 2,500 individual subscribers goes against the very charter and mission of the MLA: to establish the conditions whereby scholars of languages and literatures may freely and openly share their findings with one another in a situation that flourishes not under the duress of coercion, repression, and unfreedom. I hope it need not be said that the CIA undermines the open and free dissemination of knowledge (see, for example, Judge Denise Cotes's opinion in *Rubin v. CIA*, Federal District Court, New York, New York, 2001).

Universal access to the free and open instruction in the existing spoken and written languages of the world is indispensable to understanding the relations among cultures. The more languages we as scholars and students and human beings openly (and not covertly) study and know, the better the peoples of this world are able to communicate with one another, the better the world is able to turn conflict into reconciliation, hatred into understanding.

In the future, I hope the leadership of the MLA would be more circumspect for the sake of the principles of the open dissemination of knowledge for which the MLA has strived to stand for the past 122 years.

Andrew N. Rubin

#### BIBLIOGRAPHY

### Field Bibliography Fellowships

The *MLA International Bibliography* invites applications for field bibliography fellowships. Field bibliographers examine scholarly materials and send citations and indexing information to the MLA office for inclusion in the bibliography. Fellowships are for a three-year period, beginning 1 July 2006 and ending 30 June 2009; five to ten fellowships will be awarded annually. The MLA seeks scholars of any level of seniority interested in training as field bibliography fellows and able to deliver one hundred citations each year. This opportunity is open to potential as well as existing field bibliographers. The MLA will provide materials and training meetings at the annual convention. Fellows attending training sessions will have their conference registration fees waived. On completion of the fellowship, they will receive a stipend of \$500 and a certificate at the awards ceremony during the Presidential Address at the MLA convention. It is hoped that recipients of these fellowships will continue submitting citations throughout their careers. Send applications by 1 March 2006 to Barbara Chen, Editor, *MLA International Bibliography*. □

### Classified Advertisements

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

Paris, 14th arr. Quiet studio apt with private garden. Ideal sabbatical; single/couple. Wkly @ €300 incl. fees; 6+ mos. @ €750 + fees. Fax: 33+1.4044.6670; e-mail: romanpao@yahoo.it

Venice. Elegant 2-storey apt, sleeps 3–5. Private terrace, views. Ideal tourism/study. Wkly @ €600 incl. fees; 6+ mos. @ €1500 + fees. Fax: 33.1.4044.6670; e-mail: romanpao@yahoo.it

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

### Nominations Invited for Honorary Memberships and Fellowships

The MLA invites members and division chairs to nominate individuals for honorary membership or fellowship. Honorary membership is given to distinguished foreign scholars, and honorary fellowship is given to distinguished men and women of letters, usually creative writers, of any nationality. A list of honorary members and fellows appears in the September 2004 *PMLA* (pp. 757–58). For details on nomination procedures, please consult page 752 of the Directory or contact Annie Reiser (646 576-5141; [awards@mla.org](mailto:awards@mla.org)). The deadline to submit nominations is 31 January 2006. □

## D E A D L I N E S

**Fellowships and Grants**

The following list includes fellowships and grants that have deadlines between 1 July and 1 November. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2004 PMLA, pages 1093–113. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

- JULY**  
 1 American Institute of Indian Studies  
 17 US-Mexico Fund for Culture
- AUGUST**  
 1 Fulbright Scholar Program
- SEPTEMBER**  
 1 Abe Fellowship Program  
 1 American Council of Learned Societies  
 7 Rockefeller Foundation  
 15 Fulbright Scholar Program  
 15 United States Institute of Peace  
 17 Cambridge University Library  
 30 American Council of Learned Societies  
 30 Canadian Studies Grant Programs
- OCTOBER**  
 early New York Foundation for the Arts  
 1 American Philosophical Society  
 1 Columbia University Society of Fellows in the Humanities  
 1 John Simon Guggenheim Memorial Foundation Fellowships  
 1 Huntington Library  
 1 Michigan Society of Fellows  
 1 Radcliffe Institute for Advanced Study at Harvard University  
 1 Woodrow Wilson International Center for Scholars  
 6 Princeton University Society of Fellows in the Liberal Arts  
 mid Spencer Foundation  
 15 American Academy of Arts and Sciences  
 15 Emily Dickinson International Society Scholar in Amherst Program  
 15 Fulbright Teacher and Administrator Exchange Program
- 15 Institute for Research in the Humanities of the University of Wisconsin, Madison  
 15 Andrew W. Mellon Postdoctoral Fellowships in the Humanities at the University of Pennsylvania  
 15 National Humanities Center  
 15 Stanford Humanities Center Fellowships  
 15 Villa I Tatti  
 15 Virginia Center for the Humanities  
 21 Cornell University Society for the Humanities  
 21 Andrew W. Mellon Fellowships in the Humanities at Cornell University  
 21 United States Department of State Fulbright Award (US Government) for Graduate Students  
 21 United States Department of State Fulbright Program Institute of International Education  
 31 Memorial Foundation for Jewish Culture
- NOVEMBER**  
 1 American Association of University Women Educational Foundation  
 1 American Council on Education  
 1 American Philosophical Society  
 1 American-Scandinavian Foundation  
 1 Archaeological Institute of America  
 1 Leo Baeck Institute  
 1 Canadian Studies Grant Programs  
 1 Getty Grant Program  
 1 IREX (International Research and Exchanges Board)  
 1 Keats-Shelley Association of America  
 1 Charlotte W. Newcombe Doctoral Dissertation Fellowships  
 1 Omohundro Institute of Early American History and Culture

**BOOK NEWS****Two New MLA Titles to Be Published**

Scheduled for July publication, *Approaches to Teaching Defoe's Robinson Crusoe*, edited by Maximillian E. Novak and Carl Fisher, will be the eighty-fourth volume in the MLA series *Approaches to Teaching World Literature*. Part 1, "Materials," describes the novel's publishing history, its critical reputation, its fictional predecessors, and its stature as an international text. It also surveys modern editions, scholarly biographies, and relevant Web sites and provides a brief biography of Defoe. Essays in part 2, "Approaches," focus on genres such as travel writing and conduct books; consider how ideas about individualism, education, science, masculinity, and race helped shape Defoe's trilogy; trace the themes of the colonial experience in castaway narratives and Robinsonades; and show how the Crusoe story unfolds in later periods, in J. M. Coetzee's *Foe*, Derek Walcott's poetry, children's literature, and film. The volume will cost \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

The latest volume in the MLA Texts and Translations series, *Beauty and Love*, is to be published in July in both an English translation and the original Turkish (*Hüsn ü Aşk*). The translation is by Victoria Rowe Holbrook, who also edited the text. A Turkish allegorical romance written by Şeyh Galip in 1783, *Beauty and Love* is an extraordinary mixture of wide-eyed fairy tale and formidable erudition. Lyrical, humorous, rich, about the pain of love and the difficulty of knowing and approaching God, it runs to more than two thousand rhymed couplets and is widely considered the greatest work of Ottoman literature. Both the English translation and Turkish text will cost \$9.95 (MLA members \$7.96) 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. □

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

**MAY**

- 23 Deadline for receipt of departmental administrators' statements for the 2005 Summer Supplement of the *Job Information List* (no solicitations will be made)

**JUNE**

- 10 Deadline for receipt of ballots covering verification of 2004 Delegate Assembly actions
- 15 Notification of decisions on funding requests mailed to discussion leaders who have applied for funds for speakers at the 2005 convention
- 24 Deadline for receipt of new members' applications for listing in the September 2005 (Directory) issue of *PMLA*
- 24 Deadline for current members to submit changes in rank or affiliation for listing in the September 2005 (Directory) issue of *PMLA*
- 24 Deadline for departmental administrators to submit changes in their departmental listings in the September 2005 (Directory) issue of *PMLA*
- 24 Deadline for receipt of 2005 (calendar year) dues for listing in the September 2005 (Directory) issue of *PMLA*
- 30 Deadline for receipt of petitions for additional Delegate Assembly candidates (see MLA constitution, article 10.E); deadline for receipt of petitions for additional second vice president and Executive Council candidates (see MLA constitution, articles 6.E and 8.A.2)

**JULY**

- early Program-copy proofs and information on dates, times, to mid and places of 2005 meetings sent by convention office to July session organizers
- 25 Deadline for receipt of 2006 convention calls for papers for the Fall *Newsletter*
- 25 Deadline for receipt of corrections of Program-copy proofs for the November 2005 (Program) issue of *PMLA*

**AUGUST**

- 1 Deadline for receipt of entries for the Scaglione Publication Award for a Manuscript in Italian Literary Studies

**SEPTEMBER**

- 9 Deadline for receipt of job listings for the October print editions of the *Job Information List*
- 16 Deadline for receipt of 2006 convention calls for papers for the Winter *Newsletter*

**OCTOBER**

- 15 (Deadline may change to 1 October; please consult the MLA Web site.) Deadline for receipt of resolutions to be considered and voted on at the 2005 Delegate Assembly meeting (see MLA constitution, articles 9.C.10 and 11.C.3–5, and Delegate Assembly bylaw 7); deadline for receipt of motions to be placed on the agenda of the 2005 Delegate Assembly meeting (see MLA constitution, article 9.C.11, and Delegate Assembly bylaw 7)

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