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The Teaching Languages, Literatures, and Cultures Series Editorial Board met 16 September 2005. Left to right: Danny J. Anderson, Mahmoud Al-Batal, Heidi Byrnes (chair), and Peter Steiner.

GRANTS AND PRIZES

New Convention Travel Grants for Part-Time and Unemployed Faculty Members

For the first time, the MLA is offering \$200 travel grants to part-time and contingent non-tenure-track faculty members and those without employment to attend the 2006 convention in Philadelphia. To qualify for a grant, applicants must have been members of the MLA in 2005 and must be nonstudent members of the MLA by 30 June 2006. To be eligible, members must teach less than full-time, be non-tenure-track faculty members, or be unemployed. Their income must place them in the lowest income range in the dues schedule. As part of the application process, members must request matching funds from their departments or institutions using a letter provided by the MLA (it will be available for downloading from the MLA Web site after 1 August). We want to make institutions aware of the importance of supporting professional development for all instructional staff members. The institution's response to the MLA letter must be submitted even if no matching funds are granted. The response should be presented when grant recipients pick up their checks at the convention. To apply for a grant, members should send their contact information, along with a brief statement stipulating that they are part-time or non-tenure-track faculty members or are unemployed, to MLA headquarters by 1 November 2006. Applications should be addressed to Annie Reiser, MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789. Fax transmissions to 646 835-4067 may be used to meet the deadline, but they must be followed by signed applications. Applications by e-mail will not be accepted. For additional information or details on how to apply, please call or write Reiser (646 576-5141; areiser@mmla.org). □

PMLA

Patricia Yaeger Appointed New Editor of PMLA

The Executive Council has selected Patricia Yaeger, Henry Simmons Frieze Collegiate Professor of English at the University of Michigan, to serve as editor of *PMLA*.

Yaeger received her PhD in English from Yale University. She is the author of *Honey-Mad Woman: Emancipatory Strategies in Women's Writing* (Columbia UP, 1988) and *Dirt and Desire: Reconstructing Southern Women's Writing* (U of Chicago P, 2000). She is also editor of *The Geography of Identity* (U of Michigan P, 1996) and coeditor of *Nationalisms and Sexualities* (Routledge, 1992). She has served on the PMLA Advisory Committee and Editorial Board as well as on the editorial boards of *Contemporary Literature*, *Mississippi Quarterly*, *Modern Fiction Studies*, and *Southern Spaces*. She is currently working on two projects: "Luminous Trash: America in an Age of Conspicuous Destruction" and "Flannery O'Connor in Drag."

"I am delighted by the opportunity to work with PMLA's superb staff and Editorial Board and with the panoply of authors who send us their work," says Yaeger. "When I read *PMLA*, I look for depth and stretch: a sharpening of focus in the fields I study and gleanings from areas of thought that are new to me. *PMLA* gets more thought-provoking every year in its explorations of global literatures, comparative studies, and complex debates in canonical texts and fields. Now that graduate studies is increasingly atomized and professionalized, it seems especially important for *PMLA* to offer adventurous essays in all fields to help form new molecular bonds connecting the various domains of our profession. Since the journal is a collaborative effort, I urge all members to submit their work to *PMLA* and to send their suggestions to me and the Editorial Board."

The council appointed Yaeger for a three-year term, which will begin in July 2006. (*PMLA* contributors should continue to submit manuscripts to the journal at the MLA headquarters office.) □



Patricia Yaeger in the lobby of the St. Martins Lane hotel, London, England.

WEB SITE NEWS

Customizing the Log-In

A new feature of the MLA Web site allows members to change their membership log-in information to the user name and password of their choice at http://www.mla.org/member_changepw.

2006 Convention

- **Registration** will be available for members online starting 1 September.
- **Session listings** will be available for members online in November. □

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 pre-convention workshops, sessions in their areas of scholarly interest, meetings with job counselors, or interviews at the association's 2006 convention in Philadelphia. To qualify for the grant, students must be members of the MLA by 30 June 2006 and must have met all the requirements for the PhD except the dissertation. Letters of application must reach the MLA by 1 November 2006, 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 visit the MLA Web site (www.mla.org/resources/awards/award_finasst/conv_travel_assist) or contact Annie Reiser (646 576-5141; areiser@mla.org). □

A Language Initiative for Faculty Members

In the Spring 2006 *MLA Newsletter*, Rosemary G. Feal provided us with a sobering account of foreign language requirements (or lack thereof) in English PhD programs; only 50% of 118 doctoral programs in the United States “require demonstration of competence (often ‘reading ability’) in two languages other than English; 44.9% require one.” Feal cites Doug Steward’s report for the Office of English Programs: “Politically, English monolingualism means national isolationism and a parochial self-regard. . . . In terms of intellectual work, English monolingualism means ignorance of context and of one’s limits. . . . The decline of the language requirement will have to be reversed if those in the English profession are to treat global and ethnic studies seriously” (6).

But it is not only students who would benefit from greater language competence. Their professors—graduates, after all, of the very programs discussed in the Editor’s Column—are in the same boat; indeed, for the past few decades we have all participated in what Steward calls “an unconscionable, if unconscious, complicity in the English language’s global hegemony and in the views that language is a transparent medium of communication and that English is *the* language of the United States” (6).

I am under no illusion that this untenable situation can be reversed quickly: ideally—and this does happen in many of the smaller nations of the world—language training must begin in elementary school and continue from there through college and graduate school. Still, there are steps we can take immediately, and I want here to tell you about a Faculty Language Initiative we are launching at the MLA.

Fellowships, according to current academic norms, are almost invariably for research: from NEH Summer Stipends to fellowships at the National Humanities Center at Triangle Park, North Carolina, faculty fellowships and postdocs are awarded for particular projects, designed to be completed, or at least well under way, by the time the fellowship period is over. An exception is the Fulbright (Institute of International Education) program, which sends faculty members overseas on teaching as well as research fellowships and has played a pivotal role in fostering better cultural relations between the United States and other nations. But increasingly, family obligations make it difficult for most of us to accept such grants. Indeed, I sometimes think fellowship practices in general hark back to a time when the established professor, almost invariably male, could spend a happy year at another university’s humanities center or at a great research library, leaving his accommodating family behind.

Given this situation, as well as the pervasive monolingualism of our English faculties, the time seems ripe for a different

kind of fellowship: one to study a foreign language that relates to one’s research and teaching in useful and interesting ways. One cannot, of course, master another language in a year, much less a semester or summer, but language study can make a real difference. Learning another language, moreover, can take place at one’s own university, or at least at a school close to home, and the granting agency could award these fellowships for a much lower cost than is normally required. Humanities centers that offer internal fellowships, for example, might reserve a certain number of slots for those who take the language route, and individual departments might offer them course release time. Then, too, professors from the appropriate language departments should be urged to let faculty members attend their beginning classes and to oversee their work, perhaps for a small additional stipend that would be part of the fellowship package. The MLA can, in any event, help colleges and universities develop models and rationales that would make a faculty language initiative workable.

Let me speak from my own personal experience. In 1984, I embarked on a project that culminated in my book *The Futurist Moment*, published in 1986, with a second edition in 2004. I wanted to study the particular tensions of avant-garde practice in the period immediately preceding World War I. The Russian avant-garde, perhaps the most exciting of the movements of this period, could not be left out, and yet I didn’t know a word of Russian. With a small stipend from my home university (Univ. of Southern California), I took a total-immersion summer course in Russian at the University of California, Irvine, which happened, at that time, to have the most highly recommended Russian language institute in the Los Angeles area. It meant living in a dorm for six weeks—an experience that taught me how difficult it must be for undergraduates to study, since the noise level was mostly unbearable. Four weeks in, I gave up and commuted from home in Los Angeles. Then, too, we were not allowed to speak a word of English all day, including mealtime. Masha, as I was renamed, was therefore entirely silent at meals, at least for the first week or so.

But the Irvine program proved to be one of the most stimulating academic experiences I’ve ever had. For one thing, twenty years into my teaching career, I learned what it meant to be on the other side of the podium—and a beginner at that. I was madly jealous of my classmates—a highly varied group, ranging from flight attendants to Russian heritage students—classmates who seemed to memorize vocabulary and learn verb forms much more quickly than I did. We had endless spot quizzes, on which I confess to cheating now and again, even though, in my case, the grade meant nothing. By the end of six weeks, at any rate, I managed to pass the Princeton ETS exam in Russian 1. I was elated.

Do I now “know” Russian? Well, hardly, and I wish the summer of 1984 could have been a whole year. But I can read the Cyrillic alphabet well enough to check out Russian books from the university library. With a little help from the translation staff at the British Library, I wrote a chapter on Russian artists’ books for *The Futurist Moment*. I can read bilingual texts of Russian poetry with a dictionary and make out how a given lyric by Anna Akhmatova *sounds* and what its rhetorical strategies are. In recent years, I have written essays on Akhmatova and Khlebnikov. Most important, I have a sense of what the Russian

(continued on next page)

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

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language *is*—how different it is from English. There are, for example, very few prepositions and function words in Russian, these being attached to the verbs or nouns they modify, so as to make for fewer—but longer—words, a condition that makes the rhythm of Russian poetry much denser, more tightly packed, than English. There is very little filler. Then, too, when trying to understand the paintings of, say, Malevich, I can translate the verbal units in the collages and understand some of the satiric inflections. I can even understand a good bit of what my Russian friends are saying.

In the coming months, we at the MLA will be talking to foundations and universities to see if we can launch a faculty fellowship program for language study. I envision these fellowships as follows: in their applications, candidates would make clear why the language in question is useful for their research and teaching. Applications would be judged by a national committee appointed by the appropriate foundation or granting agency. The desire and need to learn another language would not be difficult to document. Contemporary Americanists, for example, can hardly do without Spanish if their work is to be genuinely focused on the Americas. Those with global political concerns are increasingly eager to study Chinese, and it goes without saying that anyone seriously interested in Middle Eastern culture will profit from the study—even at an elementary level—of Arabic.

I am not thinking only of what are now called “critical need” languages. German, less and less studied as interest in non-European cultures has grown, is ironically the language most important to cultural and critical theorists; it is the language, after all, of Kant and Hegel, Nietzsche and Marx, Adorno and Benjamin. As someone who happens to be a native speaker, I am aware of how much my colleagues miss when they read these authors only in translation; they cannot, moreover, read any of the now vast literature in German on Freud or Benjamin. A year’s study is hardly going to enable faculty fellows to read these writers in the original, but it will help them to understand terminology and usage, to look up references, and to get a feel for an entirely different set of inflections. Freud’s

Das Unheimliche, for example, which is regularly cited in the wrong case and modified by the wrong article, will become less uncanny.

At the end of the fellowship period, candidates would write short statements describing their progress and plans for future work. True, in our current climate, language fellowships would probably not help the assistant professor obtain tenure, but the experience of working in another language would surely lead to new avenues and ideas that might suddenly make an existing research project come together. The most important aspect—ideally overseas but also at home—would be the new contact with those who speak and write in the language studied. We keep telling ourselves that English is the lingua franca, even as, in key locations around the globe, the knowledge of English is no more than spotty. On a recent lecture trip to Brazil, I could not make myself understood even by the desk clerks at my very nice beach hotel in Rio. I vowed that I would not visit Brazil again without learning enough Portuguese to improve my contacts with poets, colleagues, and students, not to mention the hotel personnel.

I invite readers to let me know if their campuses already have in place programs that encourage faculty members to develop language skills. In the meantime it is my hope that in the next year or two we might convince various foundations as well as university-related granting agencies and college administrators to put in place a trial number of fellowships for language acquisition, whether for a sabbatical year, a semester, or even, as in my case, a summer. The first thing needed—and I see it happening all around me—is a change in mind-set. The notion that interdisciplinary work (e.g., in literature and law or literature and genetics) is possible and desirable but that learning language X or Y is too difficult, if not impossible, is beginning to be questioned. Like any exercise, so linguists tell us, language learning becomes easier as it becomes a more regular practice. Those who know two languages learn a third much more easily, and so on. Such training, I believe, will not only be the foundation of global and cosmopolitan studies; it will be enormously rewarding and pleasurable for the individual academic.

Marjorie Perloff

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

Building a Better *MLA Bibliography*: From Leaf to Scroll

Say “MLA” to any librarian and ask, “What’s the first thing that comes to mind?” It’s a safe bet that the answer will be “International Bibliography” (except perhaps in Michigan, where there is a Michigan Library Association, or in Canada, where “MLA” means “Member of the Legislative Assembly”). Ask members of the Modern Language Association about the *MLA International Bibliography*, and my generation might point to our home bookshelves, where paper volumes of the bibliography still reside. We would also point our browsers to our university library electronic collections, where the bibliography can be found on a number of platforms (CSA, Ebsco, Gale, OCLC, and ProQuest).

If you haven’t taken an in-depth look at the overall structure of the *MLA International Bibliography* since 2000, you might be

surprised at the changes. It’s definitely not the print bibliography you might remember from your early days of scholarly investigation. For one thing, the electronic scholarly database has expanded in many ways. Perhaps the most important development on this front is the inclusion of retrospective content. You can now search the bibliography’s content from 1926 to 1962, an addition of over 160,000 records.

This project has taken over two years to complete, and the scholarly community has been eagerly anticipating the addition of the retrospective material. Staff members who work on the *MLA International Bibliography* had to do a great deal of work to make the retrospective data consistent with current practices and fully searchable. For example, journal and series abbreviations and acronyms for almost five thousand titles were ex-

panded, full journal names were standardized, and ISSNs were attached. Almost eleven thousand subject names and terms were also standardized.

Another important enhancement of the bibliography is the result of the MLA's collaboration with JSTOR. Funded in part by a grant from the Andrew W. Mellon Foundation, the *MLA International Bibliography* staff began to index the fifty-eight journals in JSTOR's language and literature collection in late 2001. Most of the material had either never been indexed before or had not used the rich contextual indexing and faceted taxonomic access system (CIFT) structure. This scheme gives users immediate understanding of the scope of each article by utilizing specific controlled names and terms as descriptors. To date, 75,000 records have been indexed and added to the online *MLA International Bibliography* database. JSTOR links have also been introduced for an additional fourteen thousand records that were not part of the language and literature collection, and the bibliography will continue to be strengthened as JSTOR links are added for the recently released retrospective content. Relevant scholarship from JSTOR's Asian Studies Collection will be indexed and linked by May 2007. What this means for users is a seamless interface between the bibliography and full-text articles available through JSTOR (for libraries that subscribe to both databases, as most do).

There are other ways the bibliography facilitates linking to electronic full text. Digital object identifiers (DOIs) connect records found in the bibliography to full text when it is available. Over sixteen thousand DOIs are now included in our file. Using DOIs to link to full text ensures that researchers can access persistent links, regardless of publication changes. If a library subscribes to the contents of journals through distributors such as Ingenta or Infotrac, a library user simply clicks on the link in the bibliography record and the article appears on the screen. So much for hours of hunting in the bound periodical section and taking notes (or feeding coins into photocopying machines)!

Scholarship comes in new forms as the electronic age continues to move us from leafing to scrolling, and the *MLA International Bibliography* has increased its coverage of electronic journals, electronic monographs, and online bibliographies. The bibliography has also expanded the way it covers monographs. When users view records for books published from 2003 forward, they can now choose to see or search the tables of contents. We know from feedback we receive that this feature has greatly enhanced the bibliography's usefulness.

More changes in the *MLA International Bibliography* are increased coverage of Turkish, Persian, Hebrew, and Arabic materials, as well as inclusion of materials relating to the teaching of language, the teaching of literature, and rhetoric and composition. Accent and diacritical marks now display online. Subject-author names include birth and death dates, and work titles include publication dates. Peer-review status can be used as a search limiter for journal articles.

Under the leadership of Barbara Chen, staff members of Bibliographic Information Services have accomplished all these enhancements, which together make the bibliography a modern research tool of unsurpassed quality and breadth. What lies ahead for this resource? We are in the process of expanding coverage of East Asian language and literature materials as the final component of the Mellon Foundation grant. In the near future, you will start to see links in the bibliography to Project Muse journal titles, too. Chen is investigating new ways of de-

living full-text content, exploring alternative methods of gaining access to the bibliography, and contemplating the creation of specialized versions for particular communities.

I hope this quick tour of the enhanced *MLA International Bibliography* has intrigued you. The MLA Web site contains information to guide you should you wish to learn more (<http://www.mla.org/bibliography>). The Frequently Asked Questions section outlines the basics, and the new resource "How to Use the *MLA International Bibliography*" gives a step-by-step tutorial on searching and viewing results and includes links to platform-specific information that the distributors have provided. The Web site also lists the guidelines for selecting online publications for inclusion in the bibliography, describes the scope of the database and the sources used, and compares the capabilities of the different distributors' platforms.

How do you make sure that your publications get indexed? You will find details at the MLA Web site; here is a summary. Although the staff and contributors to the bibliography try to cover all pertinent publications, omissions sometimes happen. To make certain that publications are listed in the bibliography, authors should send—or ask their publishers to send—offprints of articles and copies of books for citation in subsequent volumes. The MLA receives most of the periodicals on the Master List of Periodicals (found at the front of each issue of the bibliography and online through our distributors). Authors of journal articles can assume that their material will be indexed if the MLA receives the journal, though it doesn't hurt to remind the journal editor to send a copy of the issue to Bibliographic Information Services.

Each year, more than one hundred MLA members assist the staff in compiling the bibliography. The Advisory Committee on the *MLA International Bibliography* has articulated the primary reasons that the experience is significant for the bibliographers and for the profession they serve (see "Field Bibliographers Invited" on p. 13). Volunteer bibliographers are grouped together in sections according to their areas of scholarly expertise, and their work is coordinated either by a section head (a senior bibliographer in the field) or by an index editor from the MLA staff. Bibliographers describe scholarly publications so that bibliography users interested in a given topic will be led to relevant source documents. Describing particular documents will involve both identifying the facts of their publication (providing bibliographical citations) and defining their subject content and form. Barbara Chen is always glad to hear from members interested in participating in this vital scholarly enterprise, and the Executive Council has provided funds for competitive three-year bibliography fellowships (see <http://www.mla.org/bibliography> for more information).

Of all the ways the MLA carries out its scholarly mission, producing the *MLA International Bibliography* ranks among the top. What started out in the early twentieth century as a section printed in the regular pages of *PMLA* has evolved into an electronic database with almost two million records, available in thousands of libraries in over fifty countries. I am proud that our professional association curates this scholarly resource for the world. There is not a search engine anywhere that can come close to approximating the integrity of the *MLA International Bibliography*. Librarians and scholars know this, and we should make sure that the current generation of college students knows it, too.

Rosemary G. Feal

GOVERNANCE

Executive Council Meeting Highlights

The Executive Council held its fall meeting on 28–29 October 2005 at the MLA office in New York. A complete report of this meeting appears in the May 2006 issue of *PMLA*; the following actions may be of special interest to members.

Administration and Finance. The council received a report from the staff Finance Committee on the fiscal year just ended (2004–05) and on the final budget for the current fiscal year (2005–06). The council reviewed and approved the final budget for the fiscal year 2005–06, which projected a deficit of \$188,100 in the unrestricted fund. Though increases in revenue were expected, they would not fully offset anticipated increases in expenses.

In addition, the council approved a budget covering the development over a three-year period of an electronic complement to the *MLA Handbook*. The proposed electronic complement would be included with the seventh edition of the *Handbook*, which is scheduled for release in 2008. The development plan called for the print component of the *Handbook* to be smaller and easier to use and for the electronic component to provide more examples of the use of MLA style, perhaps through the inclusion of a set of annotated sample papers that could be keyed to the structure of the print volume and set up in a matrix to allow different paths of navigation. The plan also called for the development of a set of frequently asked questions about MLA style and an enhanced index for online searching. Because of the importance of this development project, the council also authorized the use of monies from the MLA Endowment Fund to cover development costs in the first year of the project, which were projected to be \$99,200. This money will be withdrawn from the endowment only if the unrestricted fund cannot absorb the development expenses. This decision was in keeping with the investment policy that the council approved in February 2005. The council's investment policy calls for a more aggressive approach to investing the MLA endowment so that the endowment might be used to support new association projects in addition to serving as a traditional reserve fund to be tapped in a fiscal emergency.

Domna Stanton announced that all council members had made contributions to the MLA endowment, and she thanked the council for participating in the campaign to increase members' contributions to the association that the council had asked the staff to undertake.

Rosemary Feal formally accepted the council's offer to extend through June 2012 her term as executive director after the council reviewed and agreed on the terms of her reappointment.

Council Subcommittee on Long-Range Planning. The council approved the following charge for the council's new subcommittee on long-range planning:

The Executive Council Subcommittee on Long-Range Planning is charged with discussing issues of broad concern to the future of the association that the full council, with its heavy agendas, cannot consider in depth. The subcommittee should develop long-range goals to meet the changing needs and priorities of the association and the changing professional and intellectual concerns of the membership; it will take up long-range-planning issues raised by the staff; it will consider how to enhance the long-term financial well-being of the association; and it will bring these and other matters, sometimes in the form of recommendations, to the full council for deliberation. The subcommittee should not be construed as operating separately from the council. A crucial component of board governance for

many not-for-profit organizations, a long-range planning committee is a new feature for the association; as such, its usefulness and effectiveness should be reviewed by the full council at the end of three years.

The subcommittee will meet twice each year, on the day preceding the February and May council meetings. The subcommittee will be composed of the president; the first vice president, who will serve as chair; two members of the Executive Council, one who was elected by the membership and one who was elected by the Delegate Assembly; a past president of the association; the executive director; and the director of publishing operations. Subcommittee members will serve two-year terms. The council determined that past presidents whose presidential year was too recent (i.e., within the last five years) or too far in the past (i.e., more than fifteen years before) could not serve on the subcommittee. In addition, because a past president is no longer a fiduciary, the council decided that the past president would serve on the subcommittee as a consultant without vote. This category of subcommittee membership would be available for other non-council members whom the council might appoint to the subcommittee from time to time. The initial appointees to the subcommittee were Michael Holquist, chair; Linda Hutcherson, past president; Yolanda Martínez-San Miguel; Nicolas Shumway; and Marjorie Perloff.

Appointments to the Ad Hoc Committee on the Structure of the Annual Convention. At the May council meeting, the council charged the Ad Hoc Committee on the Structure of the Annual Convention with reconsidering the status, structure, and function of the annual convention and with making recommendations for changes. The ad hoc committee was asked to consider whether the current types of meetings (e.g., forums, regular sessions, special sessions, special events) and the groups that organize them (i.e., divisions, discussion groups, allied and affiliate organizations, individual MLA members) adequately represent the intellectual and professional interests of the MLA membership; to explore the demographics of the convention and the factors that influence attendance (or nonattendance) at the convention; and to consider how activities connected with the Job Information Center affect the tenor of the convention, including participation in the intellectual and professional dimensions of the convention.

At the current meeting, the council developed an extensive list of possible appointees and referred it to the officers, who were asked to propose a short list of appointees and alternates for the council to review on its electronic discussion list after the council meeting. This review initiated the council's procedure for making decisions between meetings on time-sensitive matters. When the procedure was completed, the following members were appointed to the ad hoc committee: Robert Barsky, Vanderbilt Univ.; Patrick M. Bray, Univ. of Illinois, Urbana; David Damrosch, Columbia Univ.; Roland Greene, Stanford Univ.; Linda Gregerson, Univ. of Michigan, Ann Arbor; Bette G. Hirsch, Cabrillo Coll., CA; Meta DuEwa Jones, Univ. of Texas, Austin; Lucille Kerr, Northwestern Univ.; Mary N. Layoun, Univ. of Wisconsin, Madison; and Katherine A. Rowe, Bryn Mawr Coll. [Note: The ad hoc committee held its first meeting in March 2006.] □

GOVERNANCE

Open Discussion during 2006 Delegate Assembly Meeting

The Delegate Assembly Organizing Committee (DAOC) set aside a limited amount of time during each of the last three 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 2006 Delegate Assembly meeting in Philadelphia 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 2006 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 2006 MLA Elections

Second Vice President

The 2006 Nominating Committee has selected three nominees for second vice president of the MLA. The person elected will take office in 2007 and will automatically become first vice president in 2008 and president of the MLA in 2009. The 2007 second vice president must be from a field other than English (including American). A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

Françoise Lionnet. Prof. French, francophone studies, and comparative lit., Univ. of California, Los Angeles (UCLA). PhD, Univ. of Michigan. Ch., Dept. of French and Francophone Studies, UCLA, 1999–2005; codir., Multi-Campus Research Group on Transnational and Transcolonial Studies, Univ. of California, 1999–2005; interim assoc. dean, Intl. Inst., UCLA, 2005–06; dir., Global Fellows Prog., UCLA, 2005–06; codir., Cultures in Transnational Perspective (Mellon postdoctoral prog.), UCLA, 2005–10. Previous appointments: Northwestern Univ., 1984–98;

Ryerson Polytechnical Inst. (Toronto), 1975–78. Visiting appointments: Fulbright Prof., Univ. of Mauritius, Jan.–June 1997; Duke Univ., spring 1996. Fellow, Soc. for the Humanities, Cornell Univ., 1987–88; Amer. Philosophical Soc. travel grant, 1988; ACLS travel grant, 1989; Rockefeller Humanist-in-Residence, Center for Advanced Feminist Studies, Univ. of Minnesota, 1991–92; fellow, Univ. of California Humanities Research Inst., Feb. 1992; AT&T Faculty Research Fellowship in the Arts and Sciences (Northwestern Univ.), 1992–93; Social Science Research Council and Fulbright grants, Univ. of Mauritius, 1996–97; United Nations Population Fund grant, 1997; Rockefeller Foundation residency (Bellagio, Italy), June 2003. Honorable mention, Florence Howe Award for Feminist Scholarship, Women's Caucus for the Modern Langs., 1987; faculty recognition award, Organization of Women Faculty and Coll. of Arts and Sciences, Northwestern Univ., 1996; Outstanding Mentor Award, Women in French, 2002; special prof., French dept., Univ. of Nottingham, 2003–06; Chevalier dans l'Ordre des Palmes Académiques, French govt., 2004. Dir., NEH summer inst., 1995. Board of Governors, Univ. of California Humanities Research Inst., 2004–09. Advisory board, Amer. Comparative Lit. Assn., 2003–07; African Lit. Assn.; AATF; Soc. for the Study of Narrative Lit. MLA activities:

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The Delegate Assembly Organizing Committee met 26–28 October 2005. Standing (left to right): Luca Somigli, Marjorie Perloff, Yolanda Martínez–San Miguel, Martha S. Grise (parliamentarian), and Michelle A. Massé. Seated (left to right): Suzanne R. Pucci, Lavina D. Shankar, A. LaVonne Brown Ruoff, and Michael Bérubé.

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exec. comm., Div. on Francophone Lits. and Cultures, 1990–94; Comm. on the Status of Women in the Profession, 1991–94; Exec. Council, 1999–2002; ACLS delegate, 2003–06; Nominating Comm., 2004–05. Assoc. ed., *Signs: Journal of Women in Culture and Society*, 2001–05; asst. ed. for francophonie, *French Review*, 1991–93. Ed. or advisory boards: *A/B: Auto/Biography Studies*; *College Literature*; *Espaces Métissés*, Duke Univ. Press; *Culture, Theory, and Critique* (United Kingdom); *Atlantic Studies* (United Kingdom); *Revi Kiltir Kreol* (Mauritius); *After the Empire: The Francophone World and Postcolonial France*, Lexington Books; *Nottingham French Studies* (United Kingdom). Publications include: *Autobiographical Voices: Race, Gender, Self-Portraiture* (1989), *Postcolonial Representations: Women, Literature, Identity* (1995); coed., *Minor Transnationalism* (2005); guest ed., *L'Esprit Créateur* (2001); guest coed., *Yale French Studies* (1993), *Signs* (1995), *Comparative Literary Studies* (2003), *MLN* (2003), *Signs* (2004); contrib., *Displacements: Women, Tradition, Literatures in French* (1990), *Reading Black, Reading Feminist* (1990), *Autobiographie et récits de vie dans les littératures africaines* (1991), *De/colonizing the Subject: Gender and the Politics of Women's Autobiography* (1992), *Borderwork: Feminist Engagements with Comparative Literature* (1994), *The Function of Criticism at the Present Time: Comparative Literature in the Age of Multiculturalism* (1994), *Caribbean Women Writers* (1997), *The Oxford Companion to African American Literature* (1997), *The Cambridge Companion to the Modern French Novel* (1997), *Routledge Encyclopedia of Philosophy* (1998), *Terror and Consensus: The Cultural Singularity of French Thought* (1998), *Women, Autobiography, Theory: A Reader* (1998), *Postcolonialisme et autobiographie* (1999), *The Literary Channel* (2001), *Women, Culture, Development Practices* (2001), *Mixing Race, Mixing Culture: Inter-American Literary Dialogues* (2002), *Ecrire en langues étrangères: Interférences de langues et de cultures dans le monde francophone* (2002), *Postcolonial Theory and Francophone Literary Studies* (2005), *The Columbia History of Twentieth-Century French Thought* (2005); articles in *Romanic Review*, *MLN*, *PMLA*, *African Arts*, *American Literary History*, *Emergences: Journal for the Study of Media and Composite Cultures*, *Diacritics*, *SubStance*, *Notre librairie*, *Etudes romanesques*, *L'Esprit Créateur*, *Yale French Studies*, *Callaloo*, *French Review*, *Contemporary French Civilization*, *L'Express: Culture and Research*, *Canadian Review of Comparative Literature*.

Catherine Porter. Prof. emerita French, State Univ. Coll. of New York, Cortland. PhD, Yale Univ. Previous appointments: asst. prof., assoc. prof., and prof. French, State Univ. Coll. of New York, Cortland, 1969–2001; Cornell Univ., 1968–69; Univ. of Hartford, 1965–66; Wilson Coll., 1963–65. Visiting appointment: Soc. for the Humanities, Cornell Univ., 2001–; Dept. of Romance Studies, Cornell Univ., fall 2002, fall 2004, fall 2005. Yale Univ. fellowship, 1962–63, 1966–68; fellow, Soc. for the

Humanities, Cornell Univ., spring 2005. Natl. Merit Scholarship, 1958–62; Chevalier dans l'Ordre des Palmes Académiques, French govt., 1996; Northeast Scholar Award, Phi Kappa Phi, 1997. Originator and developer of progs. for student exchanges with teacher-training institutions in France, 1982–84 (Caen), 1988–90 (Versailles); participant, disciplinary assessment project, State Univ. of New York (funded by FIPSE), 1987–90. Judge, 2nd Annual Culture Day (Mexico HS, Mexico, NY), Foreign Lang. Assn. of Central New York and New York State Assn. of Foreign Lang. Teachers, 1983; oral performance jury, French Chamber of Commerce commercial French certificate examination, 1984, 1988; certified oral proficiency evaluator (French), 1985–91; translation grant reviewer, NEH, 1987, 1988. Pres., Cortland chapter, Phi Kappa Phi, 1995–96; AATF; Amer. Translators Assn.; Amer. Literary Translators Assn. MLA activities: Delegate Assembly, 1991–93; Comm. on Academic Freedom and Professional Rights and Responsibilities, 1991–94 (ch., 1992–94); Delegate Assembly Organizing Comm., 1994–95, 1996–97, 1998–99; Ad Hoc Comm. on Governance, 1996; Exec. Council, 1996–99. Ed. board, *Diacritics*, 1975. Publications include: trans., Oswald Ducrot and Tzvetan Todorov, *Encyclopedic Dictionary of the Sciences of Language* (1979), Tzvetan Todorov, *Theories of the Symbol* (1982), Tzvetan Todorov, *Symbolism and Interpretation* (1982), Shoshana Felman, *The Literary Speech Act* (1983), Luce Irigaray, *This Sex Which Is Not One* (1985), Sarah Kofman, *The Enigma of Woman* (1985), Tzvetan Todorov, *Literature and Its Theorists* (1987), Mikkel Borch-Jacobsen, *The Freudian Subject* (1987), Monique David-Ménard, *The Hysteric between Freud and Lacan* (1989), Tzvetan Todorov, *Genres in Discourse* (1990), Régine Robin, *Socialist Realism* (1992), Tzvetan Todorov, *On Human Diversity: A Study in the History of French Thought* (1993), Jean-Joseph Goux, *Oedipus, Philosopher* (1993), Gérard Genette, *Fiction and Diction* (1993), Bruno Latour, *We Have Never Been Modern* (1993), Gilles Lipovetsky, *The Empire of Fashion* (1994), Bruno Latour, *Aramis* (1996), Denis Hollier, *Absent without Leave: French Literature under the Threat of War* (1997), Sarah Kofman, *Socrates: Fictions of a Philosopher* (1998), Louis Marin, *Sublime Poussin* (1999), Marcel Gauchet and Gladys Swain, *Madness and Democracy: The Modern Psychiatric Universe* (1999), Louis Marin, *On Representation* (2001), Michael Löwy and Robert Sayre, *Romanticism against the Tide of Modernity* (2001), Jean-Didier Urbain, *At the Beach* (2003), Bruno Latour, *Politics of Nature* (2004), Maurice Sartre, *The Middle East under Rome* (2005); dir. of group translation, Jacques Brunschwig and Geoffrey Lloyd (eds.), *Greek Thought* (2000); contrib. of translations, *A Foucault Reader* (1984), *The Making of the Soviet System* (1985), *Reading De Man Reading* (1989), *The Cambridge Companion to Foucault* (1994), *Foucault and His Interlocutors* (1997); articles in *Romanic Review*, *Translation Perspectives*, *ADFL Bulletin*; translations in *Yale French Studies*, *Diacritics*, *Critical Inquiry*, *New Literary History*.

Tey Diana Rebolledo. Regents' Prof. and prof. Spanish, Univ. of New Mexico, Albuquerque. PhD, Univ. of Arizona. Previous appointments: Univ. of Nevada, Reno, 1978–84; Univ. of North Carolina, Chapel Hill, 1977–78. Ford Foundation fellowship, 1976–77; NEH summer seminar fellowship, 1981; Danforth Foundation associate, 1981–86; Rockefeller Foundation grant, Southwest Inst. for Research on Women, 1983–85; NEH research grant, 1984–87; fellow, Exec. Seminar, Aspen Inst., 1987; Fulbright award (India), 1988; New Mexico Quincentennial Commission grant, 1992; Rockefeller resident humanities fellowship, Univ. of New Mexico (UNM), 1992–94; New Mexico Endowment for the Humanities grant, 1994–95; Recovering the U.S. Hispanic Literary Heritage grant, 1998; fellow, Liguria Study Center for the Arts and Humanities, Bogliasco Foundation, 1998. New Mexico Eminent Scholar, New Mexico Commission on Higher Educ., 1989–90; One Hundred Influential Hispanics in the United States, *Hispanic Business Magazine*, Oct. 1993; distinguished alumni award, Dept. of Spanish and Portuguese, Univ. of Arizona, 1995; excellence in teaching award, Alumni and Supporters of the Univ. of New Mexico, 1995; Natl. Assn. of Chicana/Chicano Studies Scholar, 1997; faculty acknowledgment award, Coll. of Arts and Sciences, General Libraries, UNM, 1998; Crítica Nueva Award for Chicano/a Lit., 2004; Alumni Teaching Award, UNM Alumni Assn., 2005; Lifetime Achievement Award for Scholarship in Chicana Lit., MELUS, 2005. Advisory boards: Gale Research, Pleasant Company, Southwest Hispanic Research Inst. Ch., exec. comm., Natl. Assn. for Chicana/o Studies, 1990–91; Latin Amer. Studies Assn.; Amer. Studies Assn.; MELUS. MLA activities: Commission on the Status of Women in the Profession, 1983–86; exec. comm., Discussion Group on Chicano Lit., 1990–94; Elections Comm., 2000–01; Exec. Council, 2001–04; site coordinator, ADFL Summer Seminar, 2004. Assoc. ed., *Chicana Latina Review*, 1996–. Ed. or advisory boards: *Academia/El Norte Publications*, 1988–; *Americas Review*, 1989–; *Chicana Latina Review*, 1989–93, 1995–96; *New Mexico Historical Review*, 1998–; *Latino Studies*, 2002–. Publications include: *Women Singing in the Snow: A Cultural Analysis of Chicana Literature* (1995), *The Chronicles of Panchita Villa and Other Guerrilleras: Essays on Chicana/Latina Literature and Criticism* (2005); ed., *Nuestras Mujeres: Hispanas in New Mexico, Their Images and Their Lives, 1582–1992*; coed., *Las Mujeres Hablan: An Anthology of Nuevo Mexicana Writers* (1988), *Infinite Divisions: An Anthology of Chicana Literature* (1993), *Women's Tales from the New Mexico WPA: La Diabla a Pie* (2000); contrib., *Beyond Stereotypes: The Critical Analysis of Chicana Literature* (1985), *The Desert Is No Lady: Southwestern Landscapes in Women's Writing and Art* (1987), *Old Southwest, New Southwest* (1987), *Curriculum Resources in Chicano Studies* (1989), *Pasó por aquí* (1989), *This Is about Vision* (1990), *Making Face, Making Soul: Haciendo Caras* (1990), *To Speak or Be Silent* (1993), *Reconstructing a Chi-*

cano/a Literary Heritage: Hispanic Colonial Literature of the Southwest (1993), *Notable Hispanic American Women* (1993), *Speaking the Other Self: New Essays on American Women Writers* (1997), *Nuevomexicano Cultural Legacy: Forms, Agencies, and Discourse* (2002), *Latino and Latina Writers* (2004), and others; introd., *We Fed Them Cactus* (1994), *Puppet* (2000), *Romance of a Little Village Girl* (2000), *Palabras de Mediodía / Noon Words* (2001), *Sanctuaries of the Heart* (2005); articles in *PMLA*, *Latino Studies*, *Legacy*, *Genre*, *Journal of Narrative Technique*, *Americas Review*, *Revista Chicano-Riqueña*, *Third Woman*, *Frontiers*, *Revista interamericana de bibliografía*.

Executive Council

The Nominating Committee has selected seven nominees for the MLA Executive Council. The three candidates elected will serve from 2007 through 2010. The MLA constitution (art. 8.A.5) states that the at-large representation on the council must include at least one representative and no more than six from each of the following fields: English, French, German, Spanish, and other (e.g., other languages and literatures, comparative literature, folklore, linguistics). Since no one representing the fields of French and Spanish will continue on the council in 2007, at least one candidate from each of these fields must be elected. The third person elected may come from any field.

The same section of the MLA constitution contains one other provision pertaining 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 2006 and determined that regular members are constitutionally entitled to 8.0 of the 12 at-large council seats. Since only five of the continuing council members are regular members, all three persons elected this year must be regular members.

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

Mahmoud Al-Batal. Arthur Blank/NEH Distinguished Teaching Prof., Emory Univ. PhD, Univ. of Michigan, Ann Arbor. Visiting appointment: Distinguished Visiting Prof., Amer. Univ. in Cairo, Mar. 1999. NEH grant,

1991–94; grant, U.S. Dept. of Educ., 2000–02, 2001–03. Crystal Apple Award for Excellence in Teaching, Student Government Assn., Emory Univ., 2000; Award for Distinguished Service to the Profession, ADFL, 2004. Dir., School of Arabic, Middlebury Coll., 1991–98; dir., Center for Arabic Study Abroad, Amer. Univ. in Cairo, 2000–; board member for Arabic, Lang Net Project, Natl. Foreign Lang. Center, Univ. of Maryland, 2001–02; assoc. dir. and ch., Arabic Lang. Board, Natl. Middle East Lang. Resource Center, 2002–; steering comm., Natl. Flagship Arabic Prog., Univ. of Washington, Seattle, 2002–. Consultancies: Center for Applied Linguistics, 1985, 2002; Dept. of Educ., State of Georgia, 1992; Natl. Inst. for Technology and Liberal Educ., 2002. Chief Arabic examiner, Intl. Baccalaureate Org. (United Kingdom), 1989–93; Arabic team member, ACTFL Proficiency Guidelines Validation Project, 1992; dir. of numerous workshops for teachers and students of Arabic. Exec. board. (1987–90) and pres. (1991–92), Amer. Assn. of Teachers of Arabic; prog. comm., Middle East Studies Assn., 1993; annual symposium convener, Arabic Linguistics Soc., 1997; Assn. of Applied Linguistics; ACTFL; Southeast Region Middle Eastern and Islamic Studies Seminar. MLA activities: Teaching Langs., Lits., and Cultures Series Ed. Board, 2004–06. Ed. board (1993–95) and book review ed. (1995–2000), *Al-'Arabiyya*. Publications include: coau., *Al-kitaab Al-Asaasii fii Ta'liimm Al-'Arabiyya li-Ghayr Al-NaaTiqiin bi-haa* [The Basic Book for Teaching Arabic to Non-Native Speakers, Part II] (1987), *Alif Baa: Introduction to Arabic Sounds and Letters* (1995; 2nd ed., with DVDs, 2004), *Al-Kitaab fii ta'allum al-'Arabiyya* [A Textbook for Beginning Arabic] (1995–96; 2nd ed., with DVDs, 2004), *Al-Kitaab fii ta'allum al-'Arabiyya* [A Textbook for Arabic, Part Two] (1997; 2nd ed., with DVDs, 2006), *Al-Kitaab fii ta'allum al-'Arabiyya* [A Textbook for Arabic, Part Three] (2001); ed. and contrib., *The Teaching of Arabic as a Foreign Language: Issues and Directions* (1995); Web site, www.Aswaatarabiyya.emory.edu (listening materials for learners of Arabic); contrib., *Perspectives on Arabic Linguistics* (vol. 2, 1990; vol. 6, 1994), *The Arabic Language in America* (1992), *Investigating Arabic* (1993), *Speech Acts across Cultures* (1995), *Language Contact and Language Conflict: Variations on a Sociolinguistic Theme* (2002), *A Handbook for Arabic Language Teaching Professionals in the 21st Century* (2006); articles in *Applied Linguistics*, *International Journal of Intercultural Relations*, *Foreign Language Annals*, *Al-'Arabiyya*, *Alif*.

Carlos J. Alonso. Morris A. and Alma Shapiro Prof. in the Humanities, Columbia Univ. PhD, Yale Univ. Ch., Dept. of Spanish and Portuguese, Columbia Univ., 2005–. Previous appointments: Edwin B. and Leonore R. Williams Prof. of Romance Langs., Univ. of Pennsylvania, 2000–05; Emory Univ., 1991–2000; Wesleyan Univ., 1981–91; Johns Hopkins Univ., 1980–81. Visiting appointment: Colegio de España (Salamanca), July 1996. NEH summer fellowship, 1985. Mary Cady Tew Prize for Scholastic Excellence,

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. 2005 *PMLA*, 1014–21). Petitions must reach the executive director before 1 July.

Yale Univ., 1976; essay prize, Intl. Colloquium on Julio Cortázar, 1986; Lindback University-Wide Award for Distinguished Teaching, Univ. of Pennsylvania, 2003. AATSP, Amer. Comparative Lit. Assn., Asociación Internacional de Hispanistas, Latin Amer. Studies Assn., Modernist Studies Assn., Soc. for Philosophy and Literature. MLA activities: exec. comm., Discussion Group on Puerto Rican Lit. and Culture, 1988–92; exec. comm., Div. on Latin Amer. Lit. from Independence to 1900, 1993–94; *PMLA* Ed. Board, 1994–96; Radio Comm., 1998–2000; Katherine Singer Kovacs Prize Selection Comm., 2000–02; ed., *PMLA*, 2000–03; exec. comm., Div. on 20th-Century Latin Amer. Lit., 2000–04. Ed., *Hispanic Review*, 2003–08; senior consulting ed., *Latin American Literary Review*, 1989–2000. Ed. boards: *Diacritics*, 1977–79; *Hispania*, 1989–92; Cambridge Studies in Latin American and Iberian Lit., 1995–; *Revista iberoamericana*, 2000–03; *Comparative Literature*. Publications include: *Modernity and Autochthony: The Spanish American Regional Novel* (1990), *The Burden of Modernity: The Rhetoric of Cultural Discourse in Spanish America* (1998); ed., *Julio Cortázar: New Readings* (1998); guest ed., *Latin American Literary Review* (1992); contrib., *Gabriel García Márquez: New Readings* (1989), *History of Caribbean Literatures* (1993), *The Cambridge History of Latin American Literature* (1996); articles in *Cuadernos americanos*, *MLN*, *Berkshire Review*, *Symposium*, *Revista de estudios hispánicos*, *Hispania*, *Insula*, *PMLA*, *La Torre*, *Hispanic Review*, *Modern Language Quarterly*, *Siglo XX/20th Century*, *Latin American Literary Review*.

Arturo Arias. Prof. Latin Amer. studies, Univ. of Redlands. Doctorate, Ecole des Hautes Etudes en Sciences Sociales (Paris). Dir., Prog. in Latin Amer. Studies, Univ. of Redlands. Previous appointments: San Francisco State Univ., 1991–2000; Univ. of Texas, Austin, 1989–90. Visiting appointments: Federal Univ. of Rio de Janeiro, 1990–91; Univ. of California, Berkeley, 1992–93, 1999–2000; Stanford Univ., 1994–95; resident dir., California State Univ. Intl. Programs, Universidad Complutense de Madrid, 1995–96. Fellowship for creative writing, Mexican Natl. Inst. for Fine Arts, Mexican Natl. Endowment for the Arts, 1980; Mellon research fellowship, 1990; Anna Seghers Scholarship (for fiction writing in Spanish), Acad. of Arts, Berlin, 1990; McDermid Fellowship (for research), San
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Francisco State Univ., spring 1992; Martha Sutton Weeks Fellowship, Stanford Humanities Center, 1994–95. Casa de las Américas Award for Best Latin Amer. Essay, Casa de las Américas Interamerican Cultural Center (Havana), 1979; Casa de las Américas Award for Best Latin Amer. Novel, Casa de las Américas Interamerican Cultural Center (Havana), 1981; conominee for best original script (for *El norte*), Acad. of Motion Picture Arts and Sciences, 1986; Anna Seghers Award for Best Latin Amer. Novel, Acad. of Arts, Berlin, 1990; named Distinguished Citizen and offered keys to the city (for accomplishments in the field of lit. and letters), Quezaltenango, Guatemala, 1997. Panelist (lit., langs., and humanities), Natl. Research Council, 1994–95; panelist (1995, 1997, 1998) and ch. (1999–2001), Postdoctoral Fellowships for Minorities Prog., Ford Foundation, 1995, 1997, 1998; referee, Title VI Prog. in Latin Amer. Studies, Ohio State Univ., 2003–06; referee, Latin Amer. lit. and studies fellowships, NEH, 2005–06. Board member, Network of Educators on Central America (Washington, DC), 1991–; board member, Forum for a Changing America, 1994–95; board member, Center for Regional Mesoamer. Research (Antigua, Guatemala), 2005–. Prog. comm. (1989–91), Media Award Comm. (1992–94), Exec. Council (1995–98), vice pres. (2000–01), and pres. (2001–03), Latin Amer. Studies Assn. (LASA); exec. comm., Pacific Coast Conf. on Latin Amer. Studies, 1991. Assoc. ed., *LASA Forum*, 2004–06. Publications include: *En la ciudad y en las montañas* (1975), *Después de las bombas* (1979); English trans. [*After the Bombs*], 1990), *Ideología, literatura y sociedad durante la Revolución Guatemalteca 1944–1954* (1979), *Itzam Na* (1982), *Jaguar en llamas* (1989), *Los caminos de Paxil* (1991), *La identidad de la palabra: Narrativa guatemalteca a la luz del siglo veinte* (1998), *Cascabel* (1998); English trans. [*Rattlesnake*], 2003), *Gestos ceremoniales: Narrativa centroamericana 1960–1990* (1998), *Sopa de caracol* (2002); ed., *Antología del cuento guatemalteco* (1999), *The Rigoberta Menchú Controversy* (2001); critical edition, Miguel Angel Asturias, *Mulata de tal* (2001); contrib., *Guatemalan Indians and the State, 1521–1988* (1990), *Cultura y política en América Latina* (1990), *Claribel Alegría and Central American Literature: Critical Essays* (1994), *The Encyclopedia of Latin American History and Culture* (1995), *Teaching and Testimony: Rigoberta Menchú and the North American Classroom* (1996), *The Postmodern in Latin and Latino American Cultural Narratives* (1996), *Speaking of the Short Story: Interviews with Contemporary Writers* (1997), *La literatura centroamericana como arma cultural* (1999), *Otros Roques: La poética múltiple de Roque Dalton* (1999), *Cánones literarios masculinos y relecturas transculturales. Lo trans-femenino/masculino/queer* (2001), *Iberoamérica 2002: Diagnóstico y propuestas para el desarrollo cultural* (2002), *El cuento hispanoamericano actual: Antología* (2002), *The Companion to Latin American Studies* (2003), A

Study of Liberation Discourse: The Semantics of Opposition in Freire and Gutierrez (2004), and others.; articles in *Sekai, Iberoamericana, Radical History Review, Latino Studies, Nuevo texto crítico, MLN, Casa de las Américas, PMLA, Explotación de textos literarios, Revista de crítica literaria latinoamericana, Barataria, Mesoamerica, Current Anthropology, Centroamericana: Studie di letteratura ispanoamericana, Latin American Perspectives, Film Criticism, Latin American Studies, Hispamérica, Utne Reader, San Francisco Review of Books, American Book Review, International Political Science Review, Plural, Texto crítico, Araucaria.*

Jane Harper. Ch., Div. of Humanities, Tarrant County Coll., Northeast Campus, TX. PhD, Texas A&M Univ., Commerce. Previous appointments: asst. prof., assoc. prof., and prof. French (1968–86) and ch., Dept. of Foreign Langs. (1969–86), Tarrant County Junior Coll., Northeast Campus, TX (TCJC-NE); adjunct asst. prof., School of Educ., East Texas State Univ., Commerce, 1973–77; visiting asst. prof., Coll. of Educ., Texas Tech Univ., summer 1973; Univ. of Texas, Arlington, 1966–68. Title II grant (to support workshops for teachers), Educ. for Economic Security Act, summer 1987, summer 1988, 1989; NEH grant (to support curriculum development project sponsored by Amer. Assn. of Community Colls. and Community Coll. Humanities Assn.), 1996. Texas French Teacher of the Year, Texas Foreign Lang. Assn., 1982; Outstanding Teacher Award, TCJC-NE Faculty Assn., 1985; President's Branding Iron Award (for outstanding contributions to improve the quality of education), TCJC-NE, 1990. Charter member, Academic Assembly, College Board, 1994–96; Foreign Langs. Academic Advisory Comm., College Board, 2002–. Pres. elect (1979–81) and pres. (1981–83), Texas Assn. of Depts. of Foreign Langs.; Political Task Force (1982–83), Council Comm. on Oral Proficiency Testing (1984), and vice pres. (1989–90), Texas Foreign Lang. Assn.; board of directors, Southwest Conf. on Lang. Teaching, 1987–90; comm. on reorganization, SCMLA, 2000–01; advisory council, Central States Conf. on the Teaching of Foreign Langs.; Texas Junior Coll. Teachers' Assn.; Fort Worth Foreign Lang. Educators; Amer. Council on the Teaching of Foreign Langs.; Community Coll. Humanities Assn.; Amer. Assn. for Higher Educ.; AATF; Texas Council of the Arts in Educ.; Texas TESOL; Texas Assn. of Supervision and Curriculum Development; Assn. of Supervision and Curriculum Development; AAUP; Amer. Educational Sciences Assn. MLA activities: exec. comm., ADFL, 1992–95; Comm. on Professional Employment, 1996–97; Task Force against Campus Bigotry, 1997–99; Delegate Assembly, 2000–02; Comm. on Community Colls., 2000–03. Publications include: *Tools of the Trade: Communication, Collaboration, Computerization* (2001), *The Yellow Pages: Language Laboratory Internet Projects for Students of French, Spanish, and ESOL* (2003); coau., *HOT-Stuff for Teachers of Foreign Languages: A Manual of Units of Instruction Incorporating Higher Order Thinking Skills* (1989); also specific vols.

for teachers of French, Spanish, and German), *Liens: En parole* (textbook, 1994), *It Takes Two: Performance-Based Cooperative Learning Activities for Foreign Language Classrooms and Laboratories* (1994), *The Coming of Age of the Profession: Issues and Emerging Ideas for the Teaching of Foreign Languages* (1998), *Thèmes* (textbook, 2000); au. or coau. of numerous ERIC documents; contrib., *Bridging the Gap* (1993); articles in *ADFL Bulletin, Foreign Language Annals, Community College Times, Texas Foreign Language Association Bulletin, Educational Leadership, College Student Journal, Audiovisual Instruction, Texas Technical Society Journal.*

Bette G. Hirsch. Emerita and adjunct instructor French, Cabrillo Coll., CA. PhD, Case Western Reserve Univ. Previous appointments: Dean of Instruction, Transfer and Distance Educ., Cabrillo Coll., 1996–2003; interim dir. of student development, Cabrillo Coll., 1995–96; ch., Foreign Langs. and Communications Div., Cabrillo Coll., 1990–95; instructor French and head of French dept., Cabrillo Coll., 1973–90. Visiting appointments: Mills Coll., fall 1983; San Jose State Univ., summer 1984, summer 1985. NEH curriculum development grant, 1980–81; regional project dir., NEH grant, 1983–84; USIA academic specialist grant, 1992; French govt. grant (for teacher training seminar), July 2003. Grant reviewer, Div. of Educ. Progs., NEH, 1990–93. Award for contributions to the Academic Alliance movement, Amer. Assn. for Higher Educ., 1992. Board of directors, Cabrillo Music Festival, 1996–2003 (secretary, 1998; vice pres., 2000–01); board of directors, Community Television of Santa Cruz County, 1997–99 (vice ch., 1997–98). Certified oral proficiency tester in French and ESL; speaker or trainer at numerous teacher-training workshops, oral proficiency training workshops, and proficiency teaching and testing workshops, 1982–96. Reader, Advanced Placement Examination in French, Educational Testing Service, 1988, 1989. Member (1982–84), secretary (1983–84), and ch. (1984–85), Liaison Comm. on Foreign Langs., Articulation Council of California; Foreign Lang. Model Curriculum Standards Advisory Comm., State of California, 1984; Foreign Lang. Advisory Comm., Coll. Board, 1986–91 (ch., 1990–91). Exec. council, Northern California chapter, AATF, 1980–85; steering comm., Santa Cruz County Foreign Lang. Educators Assn., 1981–86; Assn. of California Community Coll. Administrators; Natl. Council of Instructional Administrators. MLA activities: Delegate Assembly, 1983–85; exec. comm. (1985–88) and pres. (1988), ADFL; Advisory Comm. on Foreign Langs. and Lits., 1995–2000 (ch., 1999–2000); Comm. on Information Technology, 2001–04 (ch., 2003–04); Comm. on Community Colls., 2004–07; Ad Hoc Comm. on the Structure of the Annual Convention, 2006–08. Publications include: *The Maxims in the Novels of Duclos* (1973), *Communicative Activities for the French Classroom* (1985), *RSVP* (software, 1985 [French], 1986 [Spanish]), *Teaching in a Proficiency-Oriented Classroom with Rendez-vous* (1986), *Teaching in a Proficiency-Oriented Classroom with Bon-*

jour, ça va? (1986), *Teaching in a Proficiency-Oriented Classroom with Quoi de neuf?* (1986), *Languages of Thought: Thinking, Reading, and Foreign Languages* (1989); coau., *Ensuite* (textbook with workbook, 1989; 2nd ed., 1993; 3rd ed., 1998; 4th ed., 2003), *Moments Littéraires* (1992, 2006), *Mais Oui!* (workbook, 1996; 2000; 2003); contrib., *Strategies for Development of Foreign Language and Literature Programs* (1984), *The Future of Foreign Language Education at Community, Technical, and Junior Colleges* (1992); articles in *Vox*, *ADFL Bulletin*, *French Review*, *AATF National Bulletin*, *Journal français d'Amérique*, *Ram's Horn*.

Francis Abiola Irele. Prof. African and African Amer. studies and Romance langs. and lits., Harvard Univ. Doctorat d'université, Univ. of Paris (Sorbonne). Previous appointments: Ohio State Univ., Columbus, 1989–2003; Univ. of Ibadan (Nigeria), 1972–89, Univ. of Ife (Nigeria), 1970–72; Univ. of Ghana, 1967–70. Visiting appointments: Université d'Abidjan, Mar. 1983; Univ. of Dakar, 1979–80; Ohio State Univ., Columbus, 1987–89; Louisiana State Univ., Baton Rouge, Feb. 1998; Churchill Coll., Univ. of Cambridge, spring and summer 1999; Andrew Mellon Visiting Prof., Tulane Univ., fall 2001; Harvard Univ., fall 2002. Ford Foundation visiting lecturer, Univ. of East Africa, June–Oct. 1963; Rockefeller humanities fellowship (for visiting professorship), Univ. of Dakar, 1979–80; Rockefeller residency (Bellagio), Aug.–Sept. 1989; NEH research fellowship, 1999. Chevalier dans l'Ordre des Palmes Académiques, French govt., 1980–; fellow, Nigerian Acad. of Letters, 2003–. Dir., NEH summer inst., 1993. Management Comm. (jury), Noma Award for Publishing in Africa, 1980–82, 1989–94 (ch., 1990–94); intl. panelist, Commonwealth Prize for Lit., 1987, 1988; board of trustees, Opra Columbus, 1989–91; UNESCO consultant, 1992, 1997. Secretary general, Intl. Congress of African Studies, 1981–85; founding member, Association pour l'Etude de la Littérature Africaine (France), 1985; vice pres. (1989–90) and pres. (1991–92), African Lit. Assn.; founding member, Soc. for African Philosophy in North America, 1992; Herskovits Comm., African Studies Assn., 2001; Société Africaine de Culture (Paris); Académie Royale des Sciences d'Outre-mer (Belgium). MLA activities: William Riley Parker Prize Selection Comm., 1990–93; exec. comm., Div. on Francophone Lits. and Cultures, 1998–2002; Nominating Comm., 2002–03. Ed., *Research in African Literatures*, 1992–2003; general ed., *Cambridge Studies in African and Caribbean Lit.*, Cambridge Univ. Press; ed. board, *Transition*. Publications include: *The African Experience in Literature and Ideology* (1981; rpt., 1990), *The African Imagination: Literature in Africa and the Black Diaspora* (2001); ed., *Lectures Africaines: An Anthology of French African Prose* (1967), *Léopold Sédar Senghor: Selected Poems* (1977), *African Education and Identity* (1992), Aimé Césaire, *Cahier d'un retour au pays natal* (1994; pbk., 1999); coed., *Drama in Africa* (1978), *The Cambridge History of African and Caribbean Literature*, 2 vols. (2004); contributing ed., *The*

Norton Anthology of World Masterpieces (expanded ed., 1995); introd., Amadou Hampaté Bâ, *The Fortunes of Wangrin* (rev. ed., 2000); contrib., *African Writers* (1996), *The Encyclopedia of Africa South of the Sahara* (1998), *Routledge Encyclopedia of Philosophy* (1998), *Afro-Optimism* (2003); articles in *Transition*, *Yale Journal of Criticism*, *Dissent*, *Narrative*, *World Literature Today*, *Anglophonia: French Journal of English Studies*, *Ethiopiennes*, *Soyinka Journal*, *Research in African Literatures*, and others.

Lynne Tatlock. Hortense and Tobias Lewin Distinguished Prof. in the Humanities, Washington Univ. PhD, Indiana Univ. Visiting appointment: Charlotte M. Craig Distinguished Visiting Prof., Rutgers Univ., spring 2006. DAAD research grant, 1980, 1984; NEH travel grant, 1986; ACLS grant, summer 1986; Amer. Philosophical Soc. grant, summer 1986; NEH fellowship, 1990–91; articulation project grant (for Maintaining the Momentum), Ständige Arbeitsgruppe Deutsch als Fremdsprache (German govt.), 1998–99, 1999–2000, 2000–01; William T. Kemper Foundation Faculty Award to Improve Learning, 2000; NEH Collaborative Project in Translation grant, 2002–03. Distinguished Faculty Award, Washington Univ., 1999; Provost's Distinguished Women's Lecturer Series, Univ. of Notre Dame, 2001–02; Certificate of Special Recognition for Excellence in Mentoring, Grad. Student Senate of Arts and Sciences, Washington Univ., 2000, 2002; Outstanding Faculty Mentor Award, Grad. Student Senate of Arts and Sciences, Washington Univ., 2003; Outstanding Univ. Educator Award, AATG, 2003. Vice pres. (1988) and pres. (1989), Soc. for German Renaissance and Baroque Lit.; exec. council (1991–93), vice pres. (1996–97), and pres (1998–99), AATG; exec. comm., German Studies Assn., 1995–97; founding member (1996), exec. board (1996–), and treasurer (2002–), Amer. Friends of the Herzog-August-Bibliothek; pres., Frühe Neuzeit Interdisziplinär, 2006–08; MMLA; Grimmshausen Gesellschaft, Schnabel Gesellschaft, Forum Vormärz Forschung. MLA activities: exec. comm., Div. on German Lit. to 1700, 1995–99; Delegate Assembly, 1997–99; PMLA Advisory Comm., 1998–2001; Ad Hoc Comm. on the Future of Scholarly Publishing, 2000–02; exec. comm., Div. on 19th- and Early-20th-Century German Lit., 2005–09. Ed. board, *German Quarterly*, 1988–94. Publications include: *Willibald Alexis' "Zeitroman" Das Haus Düsterweg* (1984); ed., Paul Winckler, *Der Edelmann* (1988), *Seventeenth-Century German Prose* (1993); ed. and trans., Marie von Ebner-Eschenbach, *Their Pavel* (1996), Gabriele Reuter, *From a Good Family* (1999), Justine Siegemund, *The Court Midwife* (2005); guest ed., *Daphnis* (1990, 1991); coed., *Literatur und Kosmos. Innen- und Außenwelten in der deutschen Literatur des 15. bis 17. Jahrhunderts* (1986), *The Graph of Sex and the German Text: Gendered Culture in Early Modern Germany 1500–1700* (1994), *German Culture in Nineteenth-Century America: Reception, Adaptation, and Transformation* (2005); contrib.,

Autoren damals und heute. Literaturgeschichte-liche Beispiele veränderter Wirkungshorizonte (1991), *Weißenfels als Ort literarischer und künstlerischer Kultur im Barockzeitalter* (1994), *Knowledge, Science, and Literature* (1996), *Geschlechterperspektiven. Forschungen zur Frühen Neuzeit* (1998), *Willibald Alexis (1798–1887). Ein Autor des Vor- und Nachmärz* (2000), *Searching for Common Ground: Diskurse zur deutschen Identität 1750–1871* (2000), *Deutsche Frauen der frühen Neuzeit* (2000), *The Construction of Textual Authority in German Literature of the Medieval and Early Modern Periods* (2001), *Kleists Erzählungen und Dramen. Neue Studien* (2001), *A Companion to German Realism (1848–1900)* (2002), *A Companion to Grimmshausen* (2003), *German Studies in the United States* (2003), *Johann Beer: Schriftsteller, Komponist und Hofbeamter 1655–1700* (2003); articles in *Unterrichtspraxis*, *German Quarterly*, *German Studies Review*, *Monatshefte*, *German History*, *Women in German Yearbook*, *Colloquia Germanica*, *Seminar*, *Via Regia. Internationale Zeitschrift für kulturelle Kommunikation*, *Daphnis*, *Signs: Journal of Women in Culture and Society*, *Michigan Germanic Studies*, *German Life and Letters*, *Neophilologus*.

Special-Interest Delegates

The 2006 Elections Committee has nominated the following candidates to replace the sixteen special-interest delegates whose terms in the assembly will expire on 31 December 2006. Each pairing represents a contest. The term of office of those elected will be from 1 January 2007 through 31 December 2009. 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.

Composition, Rhetoric, and Writing (1)

Donna LeCourt, Univ. of Massachusetts, Amherst / candidate unconfirmed at press time; please consult the MLA Web site

Creative Writing (1)

Tenaya Darlington, Saint Joseph's Univ. / Kelly A. Ritter, Southern Connecticut State Univ.

Ethnic Studies (2)

Jerome C. Branche, Univ. of Pittsburgh / Eugenio Matibag, Iowa State Univ. ♦ Barry Jean Ancelet, Univ. of Louisiana, Lafayette / Fred Gardaphe, State Univ. of New York, Stony Brook

Foreign Language Teaching (1)

Giuseppe Cavatorta, Dartmouth Coll. / Helene Zimmer-Loew, Amer. Assn. of Teachers of German

Gays and Lesbians in the Profession (1)

Claudia Breger, Indiana Univ., Bloomington / Elisabeth Ladenson, Columbia Univ.

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Independent Scholars and Alternative Careers (1)

Samantha E. Cantrell, Middle Tennessee State Univ. / Marianne Di Pierro, Western Michigan Univ.

Lecturers, Adjuncts, and Instructors (2)

Cathy Birkenstein-Graff, Univ. of Illinois, Chicago / Kandace Brill Lombart, Canisius Coll. ♦ Lynn A. Searfoss, Appalachian State Univ. / candidate unconfirmed at press time; please consult the MLA Web site

Less-Taught Languages (1)

Faye Yuan Kleeman, Univ. of Colorado, Boulder / candidate unconfirmed at press time; please consult the MLA Web site

Politics and the Profession (1)

Betsy Klimasmith, Univ. of Massachusetts, Boston / Rebecca Weaver-Hightower, Univ. of North Dakota

Two-Year Colleges (2)

Patricia R. Campbell, Lake Sumter Community Coll., FL / Pamela S. Hardman, Cuyahoga Community Coll., Western Campus, OH ♦ Thatcher C. Carter, Riverside Community Coll., CA / Frederick L. De Naples, Bronx Community Coll., City Univ. of New York

Women in the Profession (3)

Katie Hogan, Carlow Univ. / Gayle Zachmann, Univ. of Florida ♦ Xiomara Santamarina, Univ. of Michigan, Ann Arbor / Miléna Santoro, Georgetown Univ. ♦ Anita Obermeier, Univ. of New Mexico, Albuquerque / candidate unconfirmed at press time; please consult the MLA Web site

Regional Delegates

The Elections Committee also nominated the following candidates to replace the thirty-four regional delegates whose terms will expire on 31 December 2006. The committee's nominations reflect decisions the committee made in response to its constitutional mandate to examine the "apportionment of delegates among the seven regions" and the "apportionment between student and regular members within each region" (art. 10.D.1). To match shifts in the association's membership, the committee took one seat each away from Regions 4 and 7 and gave those seats to Region 3. So that the number of graduate student delegates in each region will be "as nearly as possible in proportion to

the student membership in the region" (art. 10.3), the number of seats reserved for graduate students was increased by one in Region 3 and reduced by one in Region 7.

Each pairing represents a contest. The term of office of those elected will be from 1 January 2007 through 31 December 2009. 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 (2)

Carlos Martinez, Brandeis Univ. / Anthony Ratcliff, Univ. of Massachusetts, Amherst ♦ Maria L. Figueredo, Wilfrid Laurier Univ. (York Univ. after 1 July) / Amanda Holmes, McGill Univ.

Region 2: New York State (3)

Tim Dean, State Univ. of New York, Buffalo / Frank Shuffelton, Univ. of Rochester ♦ Cheryl A. Morgan, Hamilton Coll. / Eric Trudel, Bard Coll. ♦ Asad Raza, New York Univ. / Carrie D. Shanafelt, Graduate Center, City Univ. of New York

Region 3: Middle Atlantic (5)

Göran Blix, Princeton Univ. / Kenya C. Dworkin y Méndez, Carnegie Mellon Univ. ♦ John D. Kalb, Salisbury Univ. / Robert S. Levine, Univ. of Maryland, College Park ♦ Janet Badia, Marshall Univ. / Laura Brady, West Virginia Univ., Morgantown ♦ Hannah R. Johnson, Princeton Univ. / Theresa Varney Kennedy, Univ. of Maryland, College Park ♦ David M. Ball, Princeton Univ. / Vance L. Byrd, Univ. of Pennsylvania

Region 4: Great Lakes (6)

Nancy C. Erickson, Bemidji State Univ. / Valérie K. Orlando, Illinois Wesleyan Univ. ♦ Elizabeth Black, Univ. of Illinois, Urbana / Corina L. Petrescu, Univ. of Wisconsin, Madison ♦ Michael Bernard-Donals, Univ. of Wisconsin, Madison / David Herman, Ohio State Univ., Columbus ♦ Erik Bond, Univ. of Michigan, Dearborn / Shane Vogel, Indiana Univ., Bloomington ♦ Shirley Nelson Garner, Univ. of Minnesota, Twin Cities / Caroline Levine, Univ. of Wisconsin, Madison ♦ Timothy Andres Brennan, Univ. of Minnesota, Twin Cities / candidate unconfirmed at press time; please consult the MLA Web site

Region 5: South (7)

Stacey Dolgin Casado, Univ. of Georgia / Sherry Velasco, Univ. of Kentucky ♦ Steven Marsh, Univ. of South Carolina, Columbia /

Zane U. Segle, The Citadel ♦ Carmen Mayer-Robin, Univ. of Alabama, Tuscaloosa / Elvira Vilches, North Carolina State Univ. ♦ Adelaide M. Russo, Louisiana State Univ., Baton Rouge / Karyna Szmurlo, Clemson Univ. ♦ Mark Bauerlein, Emory Univ. / Michael Kreyling, Vanderbilt Univ. ♦ Christopher Soufas, Tulane Univ. / Thomas Spaccarelli, Univ. of the South ♦ Brian Croxall, Emory Univ. / Ben Graydon, Vanderbilt Univ.

Region 6: Central and Rocky Mountain (5)

Mark William Brown, Jamestown Coll. / Joe Lenz, Drake Univ. ♦ Robert E. Bjork, Arizona State Univ., Tempe / Bruce E. Brandt, South Dakota State Univ. ♦ Jill S. Kuhnheim, Univ. of Kansas / Sara M. Saz, Colorado State Univ. ♦ Jonathan Wilcox, Univ. of Iowa / candidate unconfirmed at press time; please consult the MLA Web site ♦ Jennifer J. Cooley, Univ. of Northern Iowa / María T. Ramos-Garcia, South Dakota State Univ.

Region 7: Western US and Western Canada (6)

Elitsa Pojarska, Stanford Univ. / Gabriel Trop, Univ. of California, Berkeley ♦ Jon Beasley-Murray, Univ. of British Columbia / Nina Chordas, Univ. of Alaska Southeast ♦ Sima N. Godfrey, Univ. of British Columbia / candidate unconfirmed at press time; please consult the MLA Web site ♦ Kenneth S. Calhoon, Univ. of Oregon / Brenda Deen Schildgen, Univ. of California, Davis ♦ Paul Matthew St. Pierre, Simon Fraser Univ. / Andrea L. Williams, Univ. of Calgary ♦ Karen Gross, Lewis and Clark Coll. / Linda B. Tredennick, Gonzaga Univ. □



ROBIN MILLER/POVA

CONVENTION**2006 Convention
Invitations**

Invitations to the 2006 MLA Annual Convention in Philadelphia 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). 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. □

CONVENTION**2006 Convention
Interview-Suite
Arrangements**

The mailing about reserving hotel suites for the convention in Philadelphia will be sent the last week of August to whoever is listed as the department chair for 2005–06 on the ADE or ADFL membership record as of 23 June 2006. Departments must be members of ADE or ADFL by 23 June 2006 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. □

BIBLIOGRAPHY**Field Bibliographers Invited**

The Advisory Committee on the *MLA International Bibliography* invites scholars and other professionals to serve as field bibliographers and graduate students to serve as assistant bibliographers. Both examine scholarly materials and send citations and indexing information to the MLA office. Service to the bibliography is performed under the supervision of MLA staff members, who provide training in indexing practices.

Some field bibliography fellowships are also available. Address inquiries to Bibliographic Information Services at the MLA headquarters office (bibliography@mla.org; 646 576-5053).

At its annual meeting on 20 and 21 October 2005, the Advisory Committee discussed the essential value of work done by field indexers and the prevalent misunderstandings and confusion regarding indexing work. Those present at the meeting resolved to summarize the many reasons for becoming an indexer:

- Indexers provide an important service to the profession in general and to students, scholars, teachers, and researchers in particular. Indexing for the *MLA Bibliography* allows one to contribute to literary scholarship by ensuring that important texts are made accessible to their key audience. The indexer has a sense of satisfaction knowing that his or her work is helping to preserve and disseminate current scholarship for future scholars by making it easily accessible in an enduring format. Bibliographies and bibliographers serve as a valuable source of information for others.
- Bibliographers find indexing personally enriching. Committing oneself to read publications in a field on a regular basis provides an excellent opportunity to keep up with the current scholarship in the discipline, particularly within one's specialty. It keeps one aware of current interests, trends, and scholarship in a given field and allows one to keep on the cutting edge of research.
- One becomes acquainted with aspects of a discipline that one might never experience. Indexing forces the bibliographer to broaden the scope of his or her knowledge. It educates one on topics that later become part of one's teaching and shapes curriculum decisions. Indexing articles outside one's field of expertise gives a broader perspective and appreciation of what is being done in all fields of the diverse study of modern languages. Even articles not exactly in one's field can provide helpful examples for use in teaching.
- The processes of notation and classification sharpen one's intellect. Experience as a field bibliographer gives one invaluable knowledge of the bibliography, insights never gained before becoming an indexer. One gets to know libraries and librarians and online resources. This knowledge about bibliographical practices assists in research and enables one to provide the best help possible to students and faculty members when they are researching a particular area of literary scholarship.
- The work done as a field bibliographer is seen as valuable by an institution and counts toward the annual review process. A yearly letter from the bibliography to an administrator at the indexer's university underlines the value of the work being performed and the scholarly skills necessary to carry out the job. This may prove useful for promotion and tenure considerations. □

GOVERNANCE

New Division Executive Committee Members

Listed below are the newly elected committee members of the eighty-five MLA divisions. All terms are 2006–10 unless otherwise indicated. A complete list of the executive committees will appear in the September 2006 (Directory) issue of *PMLA*.

American Literature

AMERICAN LITERATURE TO 1800

Martin Brückner, Univ. of Delaware, Newark

NINETEENTH-CENTURY AMERICAN LITERATURE

Rafia Zafar, Washington Univ.

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

Jennifer Fleissner, Univ. of California, Los Angeles

TWENTIETH-CENTURY AMERICAN LITERATURE

Shari Huhndorf, Univ. of Oregon

BLACK AMERICAN LITERATURE AND CULTURE

Joycelyn K. Moody, Saint Louis Univ.

AMERICAN INDIAN LITERATURES

Chris Teuton, Univ. of Denver

ASIAN AMERICAN LITERATURE

Tina Y. Chen, Vanderbilt Univ.

CHICANA AND CHICANO LITERATURE

Sheila Marie Contreras, Michigan State Univ.

Comparative Studies

COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

Suzanne Conklin Akbari, Univ. of Toronto

COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

Gordon Teskey, Harvard Univ.

COMPARATIVE STUDIES IN EIGHTEENTH-CENTURY LITERATURE

Lisa L. Moore, Univ. of Texas, Austin

COMPARATIVE STUDIES IN ROMANTICISM AND THE NINETEENTH CENTURY

Emily Apter, New York Univ.

COMPARATIVE STUDIES IN TWENTIETH-CENTURY LITERATURE

Chantal Zabus, Univ. of Paris 13

EUROPEAN LITERARY RELATIONS

Gerald Prince, Univ. of Pennsylvania

English Literature

OLD ENGLISH LANGUAGE AND LITERATURE

John M. Hill, United States Naval Acad.

MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

Robert S. Sturges, Univ. of New Orleans

CHAUCER

Patricia Clare Ingham, Indiana Univ., Bloomington

LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE

Margaret P. Hannay, Siena Coll.

SHAKESPEARE

Mary Thomas Crane, Boston Coll.

SEVENTEENTH-CENTURY ENGLISH LITERATURE

Rachel Trubowitz, Univ. of New Hampshire, Durham

RESTORATION AND EARLY-EIGHTEENTH-CENTURY ENGLISH LITERATURE

Cynthia Wall, Univ. of Virginia

LATE-EIGHTEENTH-CENTURY ENGLISH LITERATURE

Janet Sorensen, Indiana Univ., Bloomington

THE ENGLISH ROMANTIC PERIOD

Saree Makdisi, Univ. of California, Los Angeles

THE VICTORIAN PERIOD

Ann C. Colley, Buffalo State Coll., State Univ. of New York

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

Talia Schaffer, Queens Coll., City Univ. of New York

TWENTIETH-CENTURY ENGLISH LITERATURE

Jennifer Wicke, Univ. of Virginia

ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

Wail S. Hassan, Univ. of Illinois, Urbana
Ifeoma C. K. Nwankwo, Univ. of Michigan, Ann Arbor, 2006–09

French Literature

FRENCH MEDIEVAL LANGUAGE AND LITERATURE

Deborah McGrady, Tulane Univ.

SIXTEENTH-CENTURY FRENCH LITERATURE

Kathleen Perry Long, Cornell Univ.

SEVENTEENTH-CENTURY FRENCH LITERATURE

Barbara R. Woshinsky, Univ. of Miami

EIGHTEENTH-CENTURY FRENCH LITERATURE

Tili Boon Cuillé, Washington Univ.

NINETEENTH-CENTURY FRENCH LITERATURE

Catherine Nesci, Univ. of California, Santa Barbara

TWENTIETH-CENTURY FRENCH LITERATURE

Bella Brodzki, Sarah Lawrence Coll.

FRANCOPHONE LITERATURES AND CULTURES

Aliko Songolo, Univ. of Wisconsin, Madison

Genre Studies

DRAMA

Elin Diamond, Rutgers Univ., New Brunswick

FILM

Anna Everett, Univ. of California, Santa Barbara

NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY

Daniel J. Martin, Rockhurst Univ.

POETRY

Susan J. Wolfson, Princeton Univ.

PROSE FICTION

Nicholas Dames, Columbia Univ.

LITERARY CRITICISM

Gayatri Chakravorty Spivak, Columbia Univ.

METHODS OF LITERARY RESEARCH

Robin G. Schulze, Penn State Univ., University Park

AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

Alison Booth, Univ. of Virginia

German Literature

GERMAN LITERATURE TO 1700

Rosmarie T. Morewedge, State Univ. of New York, Binghamton

EIGHTEENTH- AND EARLY-NINETEENTH-CENTURY GERMAN LITERATURE

Karin Schutjer, Univ. of Oklahoma

NINETEENTH- AND EARLY-TWENTIETH-CENTURY GERMAN LITERATURE

Irene Kacandes, Dartmouth Coll.

TWENTIETH-CENTURY GERMAN LITERATURE

Lutz Koepnick, Washington Univ.

Hispanic Literatures

COLONIAL LATIN AMERICAN LITERATURES

Cynthia L. Stone, Coll. of the Holy Cross

LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

Benigno Trigo, Vanderbilt Univ.

TWENTIETH-CENTURY LATIN AMERICAN LITERATURE

Roberto Ignacio Díaz, Univ. of Southern California

SPANISH MEDIEVAL LANGUAGE AND LITERATURE

Anthony J. Cárdenas-Rotunno, Univ. of New Mexico, Albuquerque

SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH POETRY AND PROSE

Lisa Vollendorf, California State Univ., Long Beach

SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH DRAMA

Donald R. Larson, Ohio State Univ., Columbus

EIGHTEENTH- AND NINETEENTH-CENTURY SPANISH LITERATURE

Ruth Hill, Univ. of Virginia

TWENTIETH-CENTURY SPANISH LITERATURE

Gema Pérez-Sánchez, Univ. of Miami

LUSO-BRAZILIAN LANGUAGE AND LITERATURE

Phillip Rothwell, Rutgers Univ., New Brunswick

Interdisciplinary Approaches

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Gayatri Gopinath, Univ. of California, Davis

ETHNIC STUDIES IN LANGUAGE AND LITERATURE

Jesse Alemán, Univ. of New Mexico, Albuquerque
Anupama Jain, Union Coll., NY, 2006–08

POPULAR CULTURE

M. Thomas Inge, Randolph-Macon Coll.

ANTHROPOLOGICAL APPROACHES TO LITERATURE

Peter Logan, Temple Univ.

LINGUISTIC APPROACHES TO LITERATURE

Craig Hamilton, Univ. of California, Irvine

PHILOSOPHICAL APPROACHES TO LITERATURE

David L. Clark, McMaster Univ.

PSYCHOLOGICAL APPROACHES TO LITERATURE

Graham Hammill, Univ. of Notre Dame

LITERATURE AND RELIGION

E. Dennis Taylor, Boston Coll.

SOCIOLOGICAL APPROACHES TO LITERATURE

Imre Szeman, McMaster Univ.

LITERATURE AND OTHER ARTS

Thomas Keenan, Bard Coll.

LITERATURE AND SCIENCE

Laura Dassow Walls, Univ. of South Carolina, Columbia

CHILDREN'S LITERATURE

Kelly Hager, Simmons Coll.

GAY STUDIES IN LANGUAGE AND LITERATURE

Jay Grossman, Northwestern Univ.

DISABILITY STUDIES

Anna Mollow, Univ. of California, Berkeley

Italian Literature

MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

Dennis Looney, Univ. of Pittsburgh, Pittsburgh

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

Maria Truglio, Penn State Univ., University Park

TWENTIETH-CENTURY ITALIAN LITERATURE

Daniela Bini, Univ. of Texas, Austin

Language Studies

LANGUAGE AND SOCIETY

James V. Catano, Louisiana State Univ., Baton Rouge

LANGUAGE THEORY

David Golumbia, Univ. of Virginia

APPLIED LINGUISTICS

Bryan Smith, Arizona State Univ.
Julia R. Herschensohn, Univ. of Washington, Seattle, 2006–09

LANGUAGE CHANGE

Felicia Jean Steele, Coll. of New Jersey

HISTORY AND THEORY OF RHETORIC AND COMPOSITION

Peter Mortensen, Univ. of Illinois, Urbana

Other Languages and Literatures

AFRICAN LITERATURES

Livinus N. Odozor, Univ. of Toronto

EAST ASIAN LANGUAGES AND LITERATURES TO 1900

Ding Xiang Warner, Cornell Univ.

EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900

Dennis Washburn, Dartmouth Coll.

SLAVIC AND EAST EUROPEAN LITERATURES

Edith W. Clowes, Univ. of Kansas

Teaching

THE TEACHING OF LANGUAGE

Dan E. Davidson, Bryn Mawr Coll. and Amer. Council of Teachers of Russian

THE TEACHING OF LITERATURE

Nancy J. Peterson, Purdue Univ., West Lafayette

THE TEACHING OF WRITING

Krista Ratcliffe, Marquette Univ.

TEACHING AS A PROFESSION

Laura L. Behling, Gustavus Adolphus Coll. □



The Committee on Honors and Awards met 10 March 2006. Standing (left to right): Marjorie C. Woods, Edna Aizenberg, Barbara Spackman, and David William Foster. Seated (left to right): Linda Hutcheon, Randolph D. Pope, Leslie L. Schrier, and Karen Newman (chair).

DANIEL ROOT

COMMITTEES

MLA Committee Meetings, September 2006–June 2007

The following schedule of MLA committee meetings is current as of 27 March 2006. Members wishing to bring issues to the attention of a committee may write to the committee chair, listed in the September 2005 PMLA and on the MLA Web site, or address letters to the executive director's office.

SEPTEMBER

- 14–15 Committee on the Literatures of People of Color in the United States and Canada
- 14–15 Publications Committee
- 18–19 Committee on Community Colleges
- 22 Committee on Scholarly Editions
- 28–29 Committee on Disability Issues in the Profession

OCTOBER

- 5–6 Advisory Committee on the *MLA International Bibliography*
- 5–6 PMLA Editorial Board
- 12–13 Committee on the Status of Women in the Profession
- 16–17 Ad Hoc Committee on the Structure of the Annual Convention
- 19–20 ADFL Executive Committee
- 25–27 Delegate Assembly Organizing Committee
- 27–28 Executive Council

NOVEMBER

- 9–10 Committee on Academic Freedom and Professional Rights and Responsibilities

JANUARY

- 12 Radio Committee
- 26 Elections Committee
- 26 Committee on the New Variorum Edition of Shakespeare

FEBRUARY

- 1–2 PMLA Editorial Board
- 9 Nominating Committee
- 23–24 Executive Council
- 26–27 Committee on the Status of Graduate Students in the Profession

MARCH

- 1–2 Committee on the Literatures of People of Color in the United States and Canada
- 2 Texts and Translations Series Editorial Board
- 8–9 Committee on the Status of Women in the Profession
- 9 Committee on Honors and Awards
- 15–16 ADE Executive Committee
- 15–16 Ad Hoc Committee on the Structure of the Annual Convention
- 19–20 ADFL Executive Committee
- 26–27 Committee on Information Technology

APRIL

- 19–20 Committee on Academic Freedom and Professional Rights and Responsibilities
- 26–27 Publications Committee

MAY

- 3–4 PMLA Editorial Board
- 3–4 Program Committee
- 18–19 Executive Council

JUNE

- 1 Radio Committee

BOOK NEWS

Three New MLA Titles Published

Edited by Tim Engles and John N. Duvall, *Approaches to Teaching DeLillo's White Noise* was released in spring 2006. Don DeLillo's satiric novel *White Noise*, prophetic in 1985 about American society's rampant consumerism, information overload, overreliance on the media, and environmental problems, may seem to today's students simply a description of their lived reality. The challenge for teachers, then, is to help them appreciate both the postmodern qualities of the novel and its social critique. This volume, like others in the MLA's *Approaches to Teaching World Literature* series, is divided into two parts. The first part, "Materials," suggests readings and resources for both instructors and students of *White Noise*. The second part, "Approaches," contains eighteen essays that establish cultural, technological, and theoretical contexts (e.g., whiteness studies); place the novel in different survey courses (e.g., one that explores the theme of American materialism); compare it with other novels by DeLillo (e.g., *Mao II*); and give examples of classroom techniques and strategies in teaching it (e.g., the use of disaster films). The

volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

Due for release in May 2006, *Approaches to Teaching Brontë's Wuthering Heights* is edited by Sue Lonoff and Terri A. Hasseler. Emily Brontë's *Wuthering Heights* has long held a high position in the academy and in popular culture. It is taught at levels from high school English to doctoral studies and has been adapted in enough film and television versions that many students who know nothing about the book know who Heathcliff is. Nevertheless it is not an easy novel to teach. Thus in addition to surveying experienced teachers of *Wuthering Heights*, the editors sought to learn directly from students what in the novel was difficult for them and what worked best in engaging their interest. As a result, the approaches suggested in this volume reflect practices that have proved successful for both students and teachers. Part 1 of this *Approaches* volume, "Materials," surveys and assesses the available editions of *Wuthering Heights*, identifies editions of other works by Emily Brontë,

reviews biographies and other background materials, notes the critical studies most frequently mentioned as useful by instructors, and provides an annotated list of resources on the Internet. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

Also set for a May 2006 release, *Academic Collective Bargaining* is copublished by the American Association of University Professors and edited by Ernst Benjamin and Michael Mauer. Collective representation has long been at the heart of academic governance. As an outgrowth of that tradition and in response to the profound changes in the academic labor market, many academic employees have turned to collective bargaining to enhance shared governance and to advocate for improvements in working conditions. Contributors to this volume aim to educate readers about the historical and practical contexts of collective bargaining. The essays collected here explore the perspectives, successes, failures, and approaches of those who have collectively bargained so that readers can assess the pros and cons of unionization. Part 1 explores the history of academic collective bargaining, from the legislation enabling the practice to the impact bargaining has had on higher education institutions. Parts 2 and 3 explain the procedures followed and address the concerns not only of the wide range of constituents in academic bargaining units but also of the administrators engaged in bargaining. The experiences of full-time, part-time, and contingent professors and graduate student employees in actual bargaining situations are presented in part 4. Part 5 reflects the diversity of opinion about the tactics and objectives of bargaining and speculates on the future of academic unionism. The volume is \$22.00 (MLA members \$17.60) and is available 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. The MLA accepts Visa, MasterCard, and American Express. □

MEETINGS

2006 ADE and ADFL Summer Seminars

ADE Summer Seminar East will take place 15–18 June at the University of Tennessee, Knoxville, and will be hosted by John Zomchick. ADE Summer Seminar West will take place 26–29 June in Blaine, Washington, and will be hosted by Richard Dunn and Gernot Wieland. For further information, consult the ADE Web site (www.ade.org) or contact David Laurence, Director, ADE, at the MLA office (646 576-5130; ade@mla.org).

ADFL Summer Seminar East will be held 8–10 June at Hunter College, City University of New York, and will be hosted by Annette Kym. Seminar West will be held 29 June–1 July at the University of Wisconsin, Madison, and will be hosted by Christopher Kleinhenz. 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) or by contacting Nelly Furman, Director, ADFL, at the MLA office (646 576-5140; adfl@mla.org). □

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:

In the Spring 2006 *MLA Newsletter*, Marjorie Perloff claims we are on the verge of “a boom” of a new breed of PhD programs in creative writing. In 2002, the Association of Writers and Writing Programs (AWP) counted 41 PhD programs in creative writing; in 2004, we counted 42; in 2006, we expect to find 43, perhaps. MFA programs, meanwhile, will have grown from 99 to 115. AWP also includes 154 MA programs at present. These are not the signs of a boom in PhD programs, especially not in the kind Perloff describes as her ideal, which may not allow much writing in workshops or in creative dissertations of fiction and poetry.

These new programs, as Perloff imagines them, will focus mainly on theory and “creative reading” (a.k.a. literary theory), not on the practice of writing. Programs with writing workshops and creative dissertations—the old MFA workshop model that Perloff disparages—have been very effective in educating new generations of writers. MFA programs may or may not give enough attention to the “radical” post-modernist poets whom Perloff champions, but these programs have certainly succeeded in expanding and improving our literary culture.

At Iowa, Kurt Vonnegut once taught a workshop in which John Casey, Andre Dubus, Gail Godwin, and John Irving were among the students. At other MFA and PhD programs, the workshops have included their own legendary alumni. The success of these graduate programs has given many English departments a connection with the general reading public that they did not have before; the success of these MFA programs, as well as the good work of our MA and PhD programs, has enabled North America to enjoy a diverse literature that better represents the continent’s peoples.

At George Mason University’s MFA program this semester, Alan Cheuse is teaching a seminar, “Writing—and Reading—in the Shadow of *Ulysses*: Experimental Fiction in the First Half of the Twentieth Century.” The MFA students are reading *The Sound and the Fury*, *To the Lighthouse*, *Nightwood*, *In Parenthesis*, *The Man without Qualities*, *The 42nd Parallel*, *The Sleepwalkers*, and *Under the Volcano*. Yet, referring to nameless academics who cast various aspersions, Perloff would have MLA members believe that creative writing classes are mainly facile exercises in narcissistic emoting.

Enrollments in creative writing classes and programs are among the few areas in the arts and humanities to enjoy strong enrollments. The percentage of English majors has declined from 7% of all majors in the 1970s to 4% today. Through the published works of its novelists and poets and through its allure with young and older students alike, creative writing provides departments with a means to connect with

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new generations of students as well as with the general reading public. Departments of English may, in the name of theory or radical postmodernist poetics, close off this bridge to the public realm; but they do so at their own peril.

A more complete response from AWP is available at www.awpwriter.org.

David Fenza

To the editor:

I am writing to express my appreciation for Marjorie Perloff's President's Column in the Spring 2006 *MLA Newsletter* (3–4).

Until 2004, I was director of creative writing at Cardiff University, where I directed BA, MA, and MPhil programs in creative writing, served as director of research in creative writing for this Russell Group university, and directed a PhD program in creative and critical writing. Sixty-five percent of the students in these programs were American, with the remainder representing a broad national spectrum. Since 2004, I have been a professor of creative writing at California State University, Los Angeles. I hold a BA in creative writing from Oberlin College, an MA in creative writing and English from the University of Chicago, and a PhD in English from the University of Chicago. My publications and research often focus on the intersection of creative and critical writing and on the benefits to both fields of integrating their practices and bodies of knowledge.

Perloff's column struck me as extremely perceptive in identifying some current dilemmas in English and critical theory and creative writing. Her queries should result in nonvested and productive inquiry about areas where the discourse could be usefully strengthened, the growth and direction of fields of study, and the role that creative writing could potentially play in the field of English. As she astutely suggests, the antipathy between these disciplines has been historically unproductive—if not to say peculiar—and we would benefit from looking closely at how this schism came about and at the current identities of both fields. With the growth of creative writing that Perloff cites (including in new genres such as creative nonfiction), it behooves us all to consider the implications of how students are being trained, what sort of careers we are preparing them for, and how the corollary fields of English and creative writing will be affected by these developments.

This column by our president presages for me an exciting era of constructive dialogue. I welcome the door that she has opened and hope that many colleagues and students will enter this discussion in a spirit of sincere interchange to recognize who we are, where we are going, and what we would like to be.

Lauri Ramey

To the editor:

Every year I teach two undergraduate workshops in what's commonly known as "creative nonfiction" at the University of Arizona. I prefer the term "literary nonfiction," because it suggests an intentionality toward language that the pallid "creative" does not. Additionally it helps to distinguish the genre from more utilitarian forms of nonfiction writing, such as technical writing, journalism, and the all-American "how-to."

I tell students that the genre of literary nonfiction spans a continuum running from highly personal works (diary, memoir) to essays that track encounters between self and world (personal essay, nature writing, travel writing, cultural commentary) to works that focus outward on the world (literary journalism, science writing, biography). Most of my assignments focus on the personal essay, and the text I most frequently use is Phillip Lopate's historical survey *The Art of the Personal Essay*. Far from Perloff's derogatory description of workshops as "touchy-feely affairs," my workshops focus on structural and stylistic elements of student works, using models from nonfiction writers of distinction. I frequently begin the semester by asking students to write an essay that takes its structure from either Joan Didion's little jewel "At the Dam" or Virginia Woolf's small masterpiece "Death of a Moth." By focusing on structure and style, I intend to guide students away from the notion that literary endeavor is simply an exercise in spilling one's guts and to lead them toward an appreciation of the made thing. My assignments frequently require students to attempt various structural and rhetorical strategies, including narrative, lyric, meditative, and persuasive essays. They are encouraged to complement their personal inquiries with researched material. Essays are discussed in workshop format to help clarify the work's intent and assess strategies employed toward realizing the intent and developing a narrative voice, as well as to make editorial suggestions for expanding, tightening, and improving the essay. The student then revises the essay and turns it in to me for grading. As for the authors assigned in my undergraduate nonfiction classes, the usual suspects include Ivan Turgenev, Natalia Ginzburg, Michel de Montaigne, Sei Shonagon, Jorge Luis Borges, Roland Barthes, George Orwell, Edward Hoagland, Richard Rodriguez, Scott Russell Sanders, Adrienne Rich, Annie Dillard, and James Baldwin—a touchy-feely list if I've ever seen one. As for the students, I am consistently impressed with how willing and able they are to deepen and enrich their writing and to frame their personal concerns within the larger context of social and political realities, given a semester or two to be taken seriously as writers.

Alison Hawthorne Deming

Reply:

Both David Fenza and Alison Hawthorne Deming eloquently defend creative writing programs from what they take to be my "aspersions" on them. It seems they have totally missed the irony of my account in the paragraph beginning with the sentence "Not everyone is pleased about this state of affairs"—the state of affairs being the popularity of creative writing. I go on to detail the charges of the "detractors of creative writing," only to shoot them down in the rest of the essay. Indeed, as my conclusions should make abundantly clear, I'm entirely on Fenza's and Deming's side! My quarrel was not with them but with the current emphasis on nonliterary studies in English departments. In making my case, I inevitably focused on PhD, not MFA, programs because the issue discussed in my column is the state of the current job market for English PhDs. If, as Fenza reminds us, there are now 42 PhD programs in creative writing, it is high time that their status vis-à-vis other English PhD tracks be seriously considered.

Marjorie Perloff

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 2005 PMLA, pages 1386–402. 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
 - 9 Cambridge University Library
 - 15 United States Institute of Peace
 - 30 American Council of Learned Societies
 - 30 Canadian Studies Grant Programs
 - 30 Friends of Longfellow House
 - 30 Michigan Society of Fellows
- OCTOBER**
- early New York Foundation for the Arts
 - 1 American Philosophical Society
 - 1 Columbia University Society of Fellows in the Humanities
 - 1 Cornell University Society for the Humanities
 - 1 John Simon Guggenheim Memorial Foundation Fellowships
 - 1 Huntington Library
 - 1 Andrew W. Mellon Fellowships in the Humanities at Cornell University
 - 1 Woodrow Wilson International Center for Scholars
 - 3 Princeton University Society of Fellows in the Liberal Arts
 - 3 Radcliffe Institute for Advanced Study at Harvard University
 - mid Spencer Foundation
 - 14 American Academy of Arts and Sciences
 - 15 Emily Dickinson International Society Scholar in Amherst Program
 - 15 Fulbright Teacher and Administrator Exchange Program
- OCTOBER (cont.)**
- 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 Villa I Tatti
 - 15 Virginia Center for the Humanities
 - 15 Women's Caucus for the Modern Languages
 - 17 American Academy in Berlin
 - 17 Stanford Humanities Center Fellowships
 - 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 Research Institute in Turkey
 - 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 Library Company of Philadelphia, Historical Society of Pennsylvania, and Balch Institute for Ethnic Studies
 - 1 Charlotte W. Newcombe Doctoral Dissertation Fellowships
 - 1 Omohundro Institute of Early American History and Culture

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 2005 (Directory) issue of *PMLA* (pp. 1051–52). For details on nomination procedures, please consult page 1047 of the Directory or contact Annie Reiser (646 576-5141; awards@mla.org). The deadline to submit nominations is 31 January 2007. □

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.

Villa For Rent in Provence (France) Sept. 1/06–June 1/07
Fully furn. 3 bdrms, large office, 1 acre, wooded, pool, tennis court. Near Aix-en-Provence. \$1,300US/mo + utilities Email: sbeckett@brocku.ca

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 2006 Summer Supplement of the *Job Information List* (no solicitations will be made)

JUNE

- 15 Notification of decisions on funding requests mailed to discussion leaders who have applied for funds for speakers at the 2006 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2006 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2006 (Directory) issue of *PMLA*
- 30 Deadline for departmental administrators to submit changes in their departmental listings in the September 2006 (Directory) issue of *PMLA*
- 30 Deadline for receipt of 2006 (calendar year) dues for listing in the September 2006 (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 to mid July Deadline for receipt of program-copy proofs and information on dates, times, and places of 2006 meetings sent by convention office to session organizers
- 25 Deadline for receipt of 2007 convention calls for papers for the *Fall Newsletter*
- 27 Deadline for receipt of corrections of Program-copy proofs for the November 2006 (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 2007 convention calls for papers for the *Winter Newsletter*

OCTOBER

- 1 Deadline for receipt of resolutions to be considered and voted on at the 2006 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 2006 Delegate Assembly meeting (see MLA constitution, article 9.C.11, and Delegate Assembly bylaw 7)

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