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The Committee on Information Technology met 26–27 March 2007. Standing (left to right): Irene Thompson, Robert J. Blake, and Thomas C. Spear. Seated (left to right): Maureen Jameson (chair), Raymond G. Siemens, and Geoffrey Rockwell. Susan Schreibman is not pictured.

### BIBLIOGRAPHY

## MLA *International Bibliography* to Index Scholarly Web Sites

At its October 2006 annual meeting, the Advisory Committee on the *MLA International Bibliography* discussed the possibility of including scholarly Web sites in the index. This was not the first conversation on the topic; with the urging of the Committee on Information Technology (CIT), the advisory committee had been vigorously considering the prospect for at least five years and had already approved the inclusion of electronic journals, electronic bibliographies, and e-books. In spring 2006, the CIT had provided the advisory committee a list of 105 Web sites to review, including thematic research collections, electronic archives, portals, language maps, research tools, teaching tools, blogs, discussion list archives, and video presentations. Faced with such variant material, the advisory committee asked the bibliography staff to initiate a pilot project, beginning with electronic archives. The staff gave some initial guidelines for inclusion: Each site must be examined by an indexer; relate to language and literature; identify the editor and editorial board; have a stated editorial policy; identify the publisher, sponsoring organization, or both; and provide for archiving. Not all the 105 sites meet these criteria, and therefore some will not be included.

With the April 2007 file updates, the first group of sites will be available for searching in the electronic version of the bibliography. Approximately 100 sites will be introduced and searchable on a “Web site” record type. The file will be updated in October and then again in April, following the same schedule as the retrospective files. They will not be cited in the print volumes.

At the next advisory committee meeting, with more staff experience to draw on, additional criteria will be determined.

To bring Web sites to our attention for consideration in the bibliography, please send an e-mail message that includes the URL to [bibliography@mla.org](mailto:bibliography@mla.org). □

## 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. □

## 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 2006 (Directory) issue of *PMLA* (pp. 997-98). For details on nomination procedures, please consult page 992 of the Directory or contact Annie Reiser (646 576-5141; awards@mla.org). The deadline to submit nominations is 31 January 2008. □

## Comments Sought on the Directory Issue of *PMLA*

Members are invited to comment on the possibility of moving the list of members from the September (Directory) issue of *PMLA* to the MLA Web site. A searchable list of current members has been available at the MLA Web site (www.mla.org) for the past couple of years. Eliminating the list of members from the print Directory would reduce printing costs and provide members with more up-to-date information. (The print Directory updates the members' listings annually, but the online listing is updated daily and thus provides a more current source for addresses, including hyperlinked e-mail addresses, and member information.)

If you have comments or recommendations, please send them to newsletter@mla.org. □

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### WEB SITE NEWS

## 2007 Convention Registration

Starting 1 September 2007, MLA members will be able to register online for the MLA Annual Convention at www.mla.org. MLA members receive priority registration as well as reduced rates. A searchable list of all convention sessions will be available to everyone in November. □

The *MLA Newsletter* (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, New York 10004-1789. The *MLA Newsletter* is edited by the executive director of the association, Rosemary G. Feal. The managing editor is Judy Goulding. The cost of an annual subscription is \$8. The subscription price is included in the dues of all members of the association. Periodicals postage paid at New York, NY, and at additional mailing offices. All news items and letters should be sent to the *MLA Newsletter* at the above address.

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

## Between Jephthah and Berlitz

Nancy Jervis is a Chinese-speaking Caucasian. She has an Australian friend who is Chinese but who is not a speaker of Chinese. Once, while traveling together on a train in western Gansu province, Nancy several times translated for her Australian friend, to the amazement of the other passengers. As she remembers one such moment, the Han and Hui travelers “were as startled to see a Chinese face without the language that usually accompanies it, as they were to see my Caucasian face speaking Chinese. . . . The assumption was that one’s ability to speak a particular language (like an individual’s physical characteristics) is genetically and not culturally transmitted.”

The idea that our identities are bound up with the language we speak is at least as old as the use of the word *Shibboleth* by the Gileadites to separate themselves from the Ephraimites in the Hebrew Bible (Judg. 12.6). The Israelite judge, Jephthah, forced suspected enemies to utter this word, whose first syllable was pronounced by their foes, the Ephraimites, as a sibilant instead of a schwa. This was one situation where correct pronunciation was literally a matter of life or death—“Forty-two thousand of the Ephraimites fell at that time,” as the Bible tells us. In 1312, Wladislaw Lokietek, one in a long series of Polish unifiers, reconquered Krakow from the Silesian Germans. He then made every inhabitant of the city over the age of seven pronounce four Polish words. If they could not muster sounds that were Polish enough, they were executed or exiled.

In the centuries since, we have overcome many destructive ideas from the past. We no longer think that demons cause disease or that our planet is the center of the universe. Some of us even believe in evolution. As the lugubrious history of nationalism makes clear, however, the ancient idea that we are identical with our language—what might be called the Jephthahtic principle—is still very much with us.

One reason for the persistence of this belief is that it contains a grain of truth. It is the basis of the claim, ascribed to many but probably best known in Buffon’s version, “Le style est l’homme même.” We are all sensitive to nuances of accent and differing degrees of eloquence, and all of us make character judgments based on our assessments. Thrust into a culture whose language we do not speak, in our helplessness we very quickly feel the power of our own language in defining who we are. Parsing the complex interaction between language and personal idiosyncrasy is theoretically complex, as meditations on rhetoric from Protagoras to Paul de Man make clear. Yet, in the give-and-take of daily life, the most thoughtless among us nevertheless make the connection with unconscious ease every time we open our mouths to speak.

The potentially insidious ease with which we express ourselves in our native tongue can, in moments of historical crisis, be used as a basis for the argument that, as Johann Gottlieb Fichte put it, people “do not form language; it is language that forms them” ‘und so bilden nicht sie die Sprache, sondern die Sprache bildet sie’ (67). This extreme position that says language defines us totally is not only absurd, it is dangerous, as in the life-or-death judgment of what we might call shibboleth moments.

At the opposite extreme from Romantics such as Fichte there is another view about how language relates to identity. It is best characterized in the legacy of that quintessential American entrepreneur Maximilien Berlitz of Württemberg and Rhode

Island. Berlitz created a business empire by assuming that language is not existential but merely instrumental. Language is not who we are but simply what we make it do. Anyone can learn Japanese to trade in autos, anyone can learn Arabic to interrogate prisoners, or anyone can learn Chinese to open a joint venture. In each of these cases and many more, the idea is that identity and language are separable: anyone can speak anything, and therefore language is just a tool. As in its opposite at the shibboleth extreme, there is a grain of truth in this take on language as well. The very possibility of translation rests on the same assumption.

These two extremes continue to be powerful in their effects because they caricature two ultimate truths about the nature of language. The Berlitz extreme grows out of the fundamental truth that language is universal. The shibboleth extreme derives from the no less fundamental truth that language is diverse.

Language professionals, such as members of the MLA, know that the truth lies somewhere between the two extremes. The relation between who we are and how we speak is infinitely more nuanced than either Fichte or Berlitz would have it. Have not history and our own experience made this point clearly enough? So the question will arise, why am I making such heavy weather of what is, after all, a truism?

I do so to sound a warning. The ongoing struggle between the two extremes has recently taken a turn that has enormous and direct consequences for all members of the MLA. The Berlitz pole of the opposition has just won a major victory in American academe. On 9 February 2007, the Council of Independent Colleges (CIC) announced it was awarded \$360,000 from the Keck Foundation to initiate a Network for Effective Language Teaching (NELL). NELL, in turn, is based on a program (DULAP) pioneered at one of its member institutions, Drake University in Des Moines, Iowa. What this means is that a particular foreign language program—one that has gone further than any other in adopting Berlitz’s extreme instrumentality—has just been selected as a model for over five hundred colleges represented by the CIC.<sup>1</sup>

Some readers may remember an earlier appearance of Drake’s revolution in language teaching. In 2001, the university fired all members of its language department—eight tenured or tenure-track professors and seven part-timers, fifteen people in all. Although there were rumors suggesting economic or political factors may have played a role in the mass firing, the administration denied these, arguing that its motivation was rather to institute a more effective program of language learning that would emphasize immersion abroad. As the *Chronicle of Higher Education* noted at the time, “By the end of 2002, formal classroom language instruction and faculty members trained to provide it will be as dead at Drake as Latin” (Schneider).

And it was. The new program is based on principles and procedures that are already in place or being considered at a number of other schools. DULAP emphasizes frequent encounters with native speakers, a greater role for electronic resources such as e-portfolios, and so forth. These initiatives are now found in many schools, not just those in the CIC. On the basis of its public announcements, however, two things make the DULAP

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model stand out from the rest. The first is its single-minded emphasis on oral competence, with a concomitant neglect of history, art, and literature. The second is its dependence on “secondary language specialists” rather than experts trained in the deep culture of the language they are teaching.

The firings that initiated the Drake program suggest there might be a necessary connection between getting rid of formally trained scholars and introducing innovative reforms. This is, of course, absurd. There are several programs in existence at other colleges, such as Saint Olaf College’s language-across-the-curriculum program, in which students can earn additional credit if they read and discuss in, say, French the texts for an English-speaking existential-philosophy course; the on-campus immersion programs at the University of Minnesota, Twin Cities, and Middlebury College; and Georgetown University’s revamped German curriculum, which includes substantive content in history, politics, and cultural studies from the first day of German I. Many more examples could be cited, all of which successfully integrate oral competence with cultural sophistication.

In looking at the course listings, I failed to see evidence of literature, film, or history taught in the languages offered in Drake’s program. That it should serve, then, as an exemplar for the CIC is somewhat puzzling. The CIC is a major national service organization, representing all small and mid-sized independent liberal arts colleges and universities in the United States. It counts among its 570 members such well-known schools as Williams College, Antioch University, Bennington College, Allegheny College, Scripps College, and Mount Holyoke College. These are precisely the institutions that have kept the dream of liberal arts education alive. Maintaining the ancient tradition of teaching the arts suitable to free men (and, of course, women)—as opposed to the practical skills needed by bonded craftsmen—they have continued to place the trivium at the heart of their enterprise. It is also a fact that parents send their children to these colleges confident they will be taught by full-time professors instead of by the teaching assistants often found at larger schools. Given its membership and distinguished history, then, the CIC is an unexpected source of support for a program that plays down the role of professors and that unabashedly focuses on practical training at the expense of cultural depth. Nothing in the description of the CIC project leads me to believe that it endorses the Drake precedent of doing away with language departments in the pursuit of better language teaching. Many of the CIC institutions are already leaders in transforming traditional language programs to meet the twenty-first-century needs of students in a global society.

The missing piece, then, is for the CIC grant program to call on the immense talents of language faculty members (that is, scholar-teachers with advanced training in the disciplines) to be at the center of the initiative. The DULAP program can only succeed with the involvement of language faculty members who are responsible for the advanced courses in the field.

The MLA begins its work in the conviction that language programs must evolve to survive. We are equally convinced that such evolution cannot have a Berlitz-type trade school as its end. Languages are not mere taxonomies and lexicons, nor are they exclusively an oral form of communication. When students begin to study a language, they must memorize strange new sounds. To make those sounds meaningful in a deeper sense, students need supervision from professors who have spent their entire lives learning the linguistic and rhetorical peculiarities, the cultural references, and the literature of that language.

As I’ve suggested, there are several existing programs—many in the CIC—that have pioneered new paths in language instruction. What all the attempts now being made to improve language learning have in common is the primordial nature of our subject. As we argue about this or that approach, it is all too easy to forget that behind this technique or that, behind this particular language or that, there is the fundamental reality of language itself. The stakes are so high in all our debates because language is the means by which we think. It is well to study Chinese for business purposes or Arabic for political purposes; but, beyond making money or gaining intelligence, the real importance of language consists in its ineluctability in all our endeavors. It is possible to teach languages across curricula, because every subject—including the sciences—eventually will render the slice of the world it studies, no matter what it is, in words. Our job is to address that truth by negotiating the complex space between shibboleth and DULAP.

Michael Holquist

#### NOTE

1. The scope of the Drake model’s appeal is not limited to the small private schools represented by the CIC. On 21 February 2007, *IHE* reported that Portland State University is also adopting Drake-inspired changes.

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## Survival Spanish

“**H**ola. Es Rosemary. Estoy aquí.” Those were my first words of survival Spanish, spoken into a pay phone in the airport in Guatemala City over thirty years ago. I distinctly remember choosing the third-person singular of the verb *ser* to identify myself, figuring if it was good enough for French (“C’est moi”), it would probably work in another Romance language. I had also learned that Spanish has a different “to be” verb for location and condition, and for that, I used the first-person singular. And I was just that: alone, at age sixteen, in an international airport with no one there to meet me, a piece of paper with my host family name and telephone number as my only guide.

The year I spent as an exchange student made me bilingual and gave me my future profession, and I must say that it was the foundational experience for my adult life. Yet I have never fully assimilated that extreme immersion phase, what amounted to an episode in “running abroad” (the respectable version of running away from home). It was only in talking with a colleague at a professional meeting in January, comparing notes on the foreign exchange student adventures we each had lived, that I decided to look back at that year. This is the first installment, and it’s not your usual editor’s column. I imagine, though, that all of you who studied abroad at a young age will know why these stories are worth remembering.

In the cold war days, being a foreign exchange student still retained the aura of serving as a kind of junior Peace Corps volunteer. The organization that sponsored my year abroad, the American Field Service (AFS), traces its origins to the battlefields of World War I (its mission was to transport wounded French soldiers), and between the wars it founded an exchange program that connected American and French university students. After World War II, AFS furthered its tradition of world understanding and service through new cross-cultural educational exchanges. With encouragement from the State Department, AFS started a program that involved students from former “enemy nations” such as Japan and Germany. AFS currently promotes values that reflect and update cold war rhetoric: the organization purports to enable “people to act as responsible global citizens working for peace and understanding in a diverse world,” and it “seeks to affirm faith in the dignity and worth of every human being and of all nations and cultures” along with “respect for differences, harmony, sensitivity and tolerance” ([http://www.afs.org/afs\\_or/view/what\\_we\\_do](http://www.afs.org/afs_or/view/what_we_do)).

How I longed to be that kind of cultural ambassador for my country . . . in France. I was all set to respect the diversity of the French people, whose language I had learned quite well in my secondary school. I dreamed about perfecting my understanding of all things French (I had already spent a summer in Europe that included a month of study in Montpellier). Had I been a teenager in the 1980s, I might have had that choice. The mentality that dominated in the cold war period, however, allowed for no such free election. This wasn’t about personal enrichment, after all: you were off to represent your nation. Once you were selected to be an exchange student, you were assigned to a country for your American field service much as if you had been in the reserve army corps.

And so the envelope arrived in late fall that year, announcing that I would depart in early January to spend a calendar year in Guatemala (why couldn’t it be French Guiana, at least?). My family and I consulted an atlas. Let’s see; it’s in Central Amer-

ica, right near Mexico. Language: Spanish (well, in reality, about half the population speaks Indigenous languages such as Kaqchikel, Mam, and Poqomchi, something I was to learn firsthand when I spent time in the upper Quiché region). There was much more to discover about the distant and more recent history of Guatemala. When I received news of my student exchange assignment, I ignored the existence of the *Popol Vuh*, I had never heard of the United Fruit Company, and I had no clue that the ambassadors of the United States and of Germany had been assassinated in the preceding two years and that civil liberties in Guatemala had been suspended.

“¡Es Rosemary, la estudiante de los Estados Unidos!” I don’t remember exactly what happened next. Someone on the other end of the phone must have spoken to me in English, told me to stay put at the airport, and come to gather up the unexpected *gringa*, the first exchange student to Guatemala for a school year, and the only one. I had faith that people were expecting me, that I would be taken care of in my foreign journey, even though I was also prepared to fend for myself to the degree that a sixteen-year-old can. What little orientation I had been given took place during a two-night stay in New York on my way to Guatemala, in a place near the United Nations building where I mixed with kids going to and coming back from all over the world. We heard phrases like “culture shock” and “period of adjustment,” and we were told to be flexible, adaptable, and to act like good Americans who could sacrifice the comforts of a typical teenage existence for the greater goals of international harmony and the like. Instructions on what to do if no one meets you at the airport would have been useful.

My impetuous entry into my host family’s home accomplished, I began an intense course in acculturation as I observed my new surroundings. I was surprised to see that there were servants in the household and that they wore Indigenous clothing, which I would later learn to call by name (the *corte*, the *huipil*). No one talked to the servants except to bark orders. They lived in a tiny room on the roof, the *cuarto de azotea*. The parents in the host family ran a small shop in the front of the house, and the son was a dentist whose office was in the family residence. The daughter had spent a year in California as an exchange student and was fluent in English and well versed in American ways. She was a high school graduate who worked for the Guatemala tourist office. She was my interpreter in all senses, assigned to help the *gringa* fit in. It turned out to be a task that was too big for both of us.

Strange, this *gringa*. She doesn’t have pierced ears (the mother in the family promptly pierced them for me herself, with needle and thread). She’s skinny (*pero si no come nada*). She laughs too loud; she’s so direct (*¡qué bruta es!*). Yes, and strange, these Guatemalans. They claim they are *españoles*, but their Indigenous (or *mestizo*) heritage is as clear as can be. They are critical of the United States while at the same time they envy the level of material wealth they think all Americans enjoy. I couldn’t understand them, linguistically or culturally, yet I knew it was my job to adjust, to be adaptable.

I didn’t know what the father in the family was asking me when he said “¿Tienes naipes?” “¿Cómo?” (My usual reply.) “¿Tienes barajas?” he asked, using a synonym. He pantomimed dealing a hand, but still I didn’t get it. “Cards,” said my Malintzin.

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Dumb *gringa*. Each morning someone asks me, “¿Qué tal amaneciste?” I figured out I was supposed to say *bien*, but I really wished I knew what that word was. I looked up *manesiste* and *amaneciste* and *a mano ciste*: no help. When I finally discovered that I was dealing with the preterit tense of *amanecer* in the second-person singular (familiar), I felt a great sense of relief. Ah, it means “how did you dawn!” *How did I dawn?* How did I wake up? What a strange way of asking “How are you this morning?”

Things got a lot better when I finally started school a few weeks later at the single-sex Catholic high school, the Instituto Belga Guatemalteco. The nuns gave me the next lessons in my cultural education. “Your skirt is too short,” the *Madres* told me. (That pantomime was executed clearly.) You have to get a uniform. “Tienes que tienes que tienes que.” Their English was limited; my Spanish was still under construction, so we did the best we could. I was never sure I had understood the latest “tienes que,” but when I got to French class, I had no trouble with “ouvrez vos livres à la page quinze.” What a relief. I bombarded the *Mère* of the moment with my uncertainties (“Que veut dire ‘tienes que je ne sais quoi zapatos planos?’”), and I got the answers I needed. “Ah,” she said. “Pourquoi n’avez-vous pas dit que vous connaissiez le français?” I’d finally found my survival Spanish, and it had come from France after all.

Rosemary G. Feal

GOVERNANCE

## Open Discussion during 2007 Delegate Assembly Meeting

The Delegate Assembly Organizing Committee (DAOC) set aside a limited amount of time during each of the last four 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 2007 Delegate Assembly meeting in Chicago 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 2007 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](mailto:governance@mla.org)). The deadline for submission of suggestions is 1 October. □



The Committee on the Status of Graduate Students in the Profession met 26–27 February 2007. Standing (left to right): Tena L. Helton, Steven W. Thomas, and Seth Jameson. Seated (left to right): Roland Végső, Markus Zisselsberger, and Megan E. Moore (cochair). William Orchard (cochair) and Jennifer Marie Powers are not pictured.

## GOVERNANCE

## Executive Council Meeting Highlights

The Executive Council held its fall meeting on 27–28 October 2006 at the MLA office in New York. A complete report of this meeting appears in the May 2007 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 (2005–06) and on the final budget for the current fiscal year (2006–07). The council reviewed and approved the final budget for the fiscal year 2006–07, which projected a deficit of \$236,030 in the unrestricted fund. Though increases in revenue were projected, they were not expected to fully offset anticipated increases in expenses.

Rosemary Feal announced that all council members had once again made contributions to the MLA endowment, and she thanked the council for participating in the campaign to increase members' contributions to the association. She said that leading donors' names will be listed at the MLA Web site.

*Appointment of a Delegate to the American Council of Learned Societies (ACLS).* The council appointed Nicolas Shumway to a four-year term (2007–10) as the association's representative in the Delegate Assembly of the ACLS.

*Request to the National Research Council.* The council confirmed its decision, made after the May council meeting using the council's two-step procedure for making decisions between council meetings, to request that the National Research Council (NRC) revise the taxonomy that will be used for the assessment of research-doctorate programs that the NRC is conducting. The council requested that the NRC change the category "Rhetoric, Composition, and Technical Writing" to "Rhetoric and Composition" and drafted a letter to the NRC for this purpose. The NRC agreed to make the requested change.

*Teagle Foundation Grant Proposal.* The staff reported to the council that a proposal had been submitted to the Teagle Foundation in response to the foundation's request for proposals "for grants to enable disciplinary associations concerned with the liberal arts and sciences to reassess the relationship between the goals and objectives of undergraduate concentrations in their discipline and those of liberal education." The foundation is seeking to encourage innovations in curricula and teaching that will produce graduates across all disciplines with a readiness to extend critical thinking and problem-solving skills

beyond their specialized academic experience. The foundation is also interested in graduates' civic engagement, ethical awareness, and readiness for cross-cultural exchange in a global society. The council reviewed the status of the MLA's proposal and made plans to appoint the members of the working group that would carry out the grant project if the foundation funded the association's proposal.

*Final Report of the Task Force on Evaluating Scholarship for Tenure and Promotion.* The council accepted the final report of the Task Force on Evaluating Scholarship for Tenure and Promotion; identified a number of revisions that it wished to make, including the addition of an executive summary; and authorized the release of the report to the public once the revision process was complete. (Note: The report is available at the MLA Web site [www.mla.org]).

*Final Report of the Ad Hoc Committee on Foreign Languages.* The council received the final report of the Ad Hoc Committee on Foreign Languages, which presented an overview of the association's past efforts with respect to both the public policy issues surrounding and the university structures serving foreign language education and an analysis of the current need to transform foreign language programs so that they meet the demand for speakers of other languages with translingual and transcultural competence. The report included an extensive set of recommendations for MLA initiatives aimed at transforming curriculum and governance in college and university language and literature departments and making connections across different levels of schools and among the public and private organizations that serve the language community. Council members discussed the report at length and agreed that more time was needed for a full consideration of the report and its recommendations. The council therefore charged a subcommittee with working through the report and with making recommendations to the full council in February on the implementation of the ad hoc committee's recommendations.

*Informed Meetings Exchange (INMEX).* Pursuant to a request first discussed at the February council meeting, the council decided to subscribe to INMEX, an organization that researches, analyzes, and disseminates information about the global hotel industry to its subscribers. □

## GOVERNANCE

## Nominations for 2007 MLA Elections

### Second Vice President

The 2007 Nominating Committee has selected three nominees for second vice president of the MLA. The person elected will take office in 2008 and will automatically become first vice president in 2009 and president of the MLA in 2010. The 2008 second vice president must be from the field of English (including American). A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

**Frances Smith Foster.** Charles Howard Candler Prof. of English and Women's Studies, Emory Univ. Ch., Dept. of English, Emory Univ. PhD, Univ. of California, San Diego. Previous appointments: Univ. of California, San Diego, 1988–94; San Diego State Univ., 1976–88. Visiting appointments: Univ. of Tulsa, 1989; Harvard Divinity School, 1991–92; Interdenominational Theological Center, 2004–05. NEH fellowship, 1980–81; administrative fellow, California State Univ., 1983–84; United States Information Agency visiting lecturer (South Korea), 1994; Fulbright senior fellowship (Walt Whitman Ch. in Amer. Lit., Univ. of Leiden, Netherlands), 1997. Honorary fellow, Inst. for Research in the Humanities, Univ. of Wisconsin, Madison, 1998; senior fellow, Center for the Study of Law and Religion, Emory Univ., 2001–; senior fellow, W. E. B. Du Bois Inst., Harvard Univ., 2002–04; fellow, Feminist Sexual Ethics Project, Brandeis Univ., 2003–. Danforth teaching associate, San Diego State Univ., 1979–85; outstanding faculty award, Coll. of Arts and Letters, San Diego State Univ., 1984; Outstanding Contributions to Women's Studies Award, San Diego State Univ., 1988; outstanding faculty award, African Amer. Student Union, Univ. of California, San Diego, 1989; Scholarly Discovery of the Year Award, Coll. Lang. Assn., 1995; Distinguished Alumni Lecturer, Coll. of Arts and Science, Miami Univ., Oxford, 2002; Scholar/Teacher of the Year, Emory Univ., 2006. Fulbright senior specialist advisory panel, 1998–2000; selection comm., Georgia Women of Distinction, 2004–06. California State Univ. English Placement Test Comm., Educational Testing Service, 1980–88; accreditation comm., Western Assn. of Schools and Colls., 1986–90; advisory board, Women in Religion, Harvard Divinity School, 1992–2000; consultant, curriculum and faculty training, San Diego City School, 1994–95. Exec. dir. (1981–84) and exec. comm. (1986–89), Philological Assn. of the Pacific Coast; program comm. (1999–2000) and advisory board (1999–2001, 2002–04), Soc. for the Study of American Women Writers; Advisory Council, Amer. Lit. Section, 1994–96, 2005–07; nominating comm., Intl. Federation for Modern

Langs. and Lits., 1999–2002; Collegium of African Amer. Research; Natl. Women's Studies Assn.; Amer. Lit. Assn.; Amer. Studies Assn.; Coll. Lang. Assn. MLA activities: exec. comm., Discussion Group on Afro-Amer. Lit., 1978–82; Delegate Assembly, 1981–83, 1987–89, 1990–91; exec. comm., Div. on Ethnic Studies in Lang. and Lit., 1983–87; Comm. on Academic Freedom and Professional Rights and Responsibilities, 1988–91; Delegate Assembly Organizing Comm., 1990–91, 1997–98; consultant, MLA-FIPSE Curriculum Review Project, 1991–94; Exec. Council, 1995–98; exec. dir. search comm., 2001–02. Ed. or advisory boards: *African American Review*, 1990–; *Tulsa Studies in Women's Literature*, 1990–2006; Harriet Beecher Stowe Center, Rutgers Univ. Press, 1996–98; *American Quarterly*, 1997–99; *Legacy*, 1997–2000; *American Literature*, 1997–2000; Harriet Jacobs Papers Project, Pace Univ., 1998–; *Legacies of Nineteenth-Century American Women Writers*, Univ. of Nebraska Press, 2000–. Publications include: *Witnessing Slavery: The Development of Ante-Bellum Slave Narratives* (1979; 2nd ed., 1994), *Written by Herself: Literary Production by African American Women, 1746–1892* (1993); coau., *Teaching with The Norton Anthology of African American Literature* (1997); ed., *A Brighter Coming Day: A Frances Ellen Watkins Harper Reader* (1990), *Minnie's Sacrifice, Sowing and Reaping, Trial and Triumph: Three Rediscovered Novels by Frances E. W. Harper* (1994), Elizabeth Keckley, *Behind the Scenes* (1998); coed., *The Oxford Companion to African American Literature* (1997), *The Norton Anthology of African American Literature* (1997; 2nd rev. ed., 2004), Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Norton, 2001), *The Concise Oxford Companion to African American Literature* (2001); contrib., *The (Other) American Traditions: Nineteenth-Century Women Writers* (1993), *Harriet Jacobs and Incidents in the Life of a Slave Girl: New Critical Essays* (1996), *Recovered Writers / Recovered Texts: Race, Class, and Gender in Black Women's Literature* (1997), *Rethinking American Literature* (1997), *Reciprocal Influences: Literary Production, Distribution, and Consumption in America* (1999), *Holding Their Own: Perspectives on the Multi-Ethnic Literatures of the United States* (2000), *The History of Southern Women's Literature* (2002), *Post-Bellum, Pre-Harlem: African American Literature and Culture, 1877–1919* (2006), *Kindred Hands: Letters on Writing by British and American Women Authors, 1865–1935* (2006); articles in *African American Review*, *PMLA*, *English Language Notes*, *American Literary History*, *American Literature*, *Profession*, *Journal of the Interdenominational Theological Center*, *Callaloo*, *CLA Journal*, *Religion and Literature*, *MELUS*, *Fiction International*, *Journal of American History*, *Nineteenth-Century Studies*, *Journal of African Children's and Youth Literature*, *Children's Literature Association Quarterly*, *New York Times Book Review*, *Washington Post Book Review*.

**Sidonie Smith.** Martha Guernsey Colby Collegiate Prof. of English and Women's Studies, Univ. of Michigan, Ann Arbor. Ch., Dept. of English, Univ. of Michigan, Ann Arbor. PhD,

## 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. 2006 *PMLA*, 957–64). Petitions must reach the executive director before 1 July.

Case Western Reserve Univ. Previous appointments: Binghamton Univ., State Univ. of New York, 1983–96; Univ. of Arizona, 1973–83. Canterbury Fellow, Univ. of Canterbury (New Zealand), July–Aug. 1993; senior Fulbright scholar, Murdoch Univ. (Perth) and Univ. of Adelaide, Jan.–July 1994; Bellagio residency, Rockefeller Foundation, Aug. 2000; visiting fellow, Humanities Research Centre, Australian Natl. Univ., Feb.–Mar. 2003; Haydn Williams Fellowship, Curtin Univ. of Tech. (Perth), Apr.–June 2003; Northrop Frye Fellowship, Univ. of Toronto, fall 2003. Soc. for the Study of Narrative Lit. MLA activities: exec. comm., Div. on Autobiography, Biography, and Life Writing, 1989–93; exec. comm., Div. on Women's Studies in Lang. and Lit., 1994–98; Exec. Council, 2000–03; Comm. on Amendments to the Constitution, 2005–08 (ch., 2006–08). Ed. or advisory boards: *A/B: Auto/Biography Studies*, 1991–; *Signs: Journal of Women in Culture and Society*, 1992–95; *Modern Fiction Studies*, 1995–; New England Women's Diaries (series), Northeastern Univ. Press, 1999–; *Life Writing* (Australia), 2003–; *Auto/Biography* (England), 2003–; *Women's Studies Quarterly*, 2005–; *Contemporary Women's Writing*, 2006–. Publications include: *Where I'm Bound: Patterns of Slavery and Freedom in Black American Autobiography* (1974), *A Poetics of Women's Autobiography: Marginality and the Fictions of Self-Representation* (1987), *Subjectivity, Identity, and the Body: Women's Autobiographical Practices in the Twentieth Century* (1993), *Moving Lives: Twentieth-Century Women's Travel Writing* (2001); coau., *Reading Autobiography: A Guide for Interpreting Life Narratives* (2001), *Human Rights and Narrated Lives: The Ethics of Recognition* (2004); coed., *De/Colonizing the Subject: The Politics of Gender in Women's Autobiography* (1992), *Getting a Life: Everyday Uses of Autobiography* (1996), *Writing New Identities: Gender, Nation, and Immigration in Contemporary Europe* (1997), *Indigenous Australian Voices: A Reader* (1998), *Women, Autobiography, Theory: A Reader* (1998), *The Olympics at the Millennium: Power, Politics, and the Games* (2000), *Interfaces: Women, Autobiography, Image, Performance* (2002), *Before They Could Vote: American Women's Autobiographical Writing, 1819–1919* (2006); contrib., *American Women's Autobiography: Feats of Memory* (1992), *Autobiography and Postmodernism* (1994), *The Oxford Companion to Women's Writing in the United States* (1994), *Encountering the Other(s): Studies in Literature, History, and*

*Culture* (1995), *Postcolonialism and Autobiography: Michelle Cliff, David Dabydeen, Opal Palmer Adisa* (1998), *Narrative and Consciousness: Literature, Psychology, and the Brain* (2003), *A Companion to Narrative Theory* (2005); articles in *PMLA*, *Women's Studies Quarterly*, *Literature and Medicine*, *Biography*, *Comparative American Studies*, *Modern Fiction Studies*, *A/B: Auto/Biography Studies*, *Prose Studies*, *Signs*, *Studies in the Literary Imagination*.

**Ruth Bernard Yeazell.** Chace Family Prof. of English, Yale Univ. Dir., Lewis Walpole Library, Yale Univ., 1996–; ch., Dept. of English, Yale Univ., 2000–05. PhD, Yale Univ. Previous appointments: Univ. of California, Los Angeles, 1975–91; Boston Univ., 1971–75. Woodrow Wilson fellowship, 1967–68; Guggenheim fellowship, 1979–80; NEH senior fellowship, 1988–89; President's Research Fellowship, Univ. of California, 1988–89; fellow (1992–95) and senior fellow (2006–08), Whitney Humanities Center, Yale Univ.; Getty Scholar research grant, 2003–04 (declined); Bellagio residency, Rockefeller Foundation, 2005. Harvey L. Eby Award for the Art of Teaching, Univ. of California, Los Angeles, 1990. Fellowship selection comm.: Woodrow Wilson Center, 1992–93, 1998–99; Natl. Humanities Center, 1996–97; ACLS, 2000; Mellon Foundation, 2003–. Task Force on the Preservation of the Cultural Heritage, New York Public Library, 1993; George Jean Nathan Prize Selection Comm., 2000–02, 2004. Board of directors, Henry James Soc., 1982–85; supervising comm., English Inst., 1983–86; board of trustees, Dickens Soc., 1986–89. MLA activities: *PMLA* Advisory Comm., 1980–84; Exec. Council, 1985–88; Comm. on Amendments to the Constitution, 1986–89; Nominating Comm., 1991–92. Advisory board (1976–86) and assoc. ed. (1977–81), *Nineteenth-Century Fiction*; selection comm., Library of America, 1986–90; advisory board, *The Complete Letters of Henry James* (Univ. of Nebraska Press), 1995–; advisory board, *Studies in the Novel*, 1998–; ed. board, *Yale Review*, 2002–. Publications include: *Language and Knowledge in the Late Novels of Henry James* (1976), *Fictions of Modesty: Women and Courtship in the English Novel* (1991), *Harems of the Mind: Passages of Western Art and Literature* (2000); ed., *The Death and Letters of Alice James: Selected Correspondence* (1981; rpt., 1997), *Sex, Politics, and Science in the Nineteenth-Century Novel: Selected Papers from the English Institute, 1983–1984* (1986), *Henry James: A Collection of Critical Essays* (1994); contrib., *The Columbia Literary History of the United States* (1988), *Thomas Hardy Reappraised* (2006); articles in *Criticism*, *Nineteenth-Century Fiction*, *Novel*, *PMLA*, *Psychohistory Review*, *Critical Inquiry*, *Representations*, *Yale Journal of Criticism*, *ELH*, *Henry James Review*, *Raritan*, *Social Research*, *Review*, *London Review of Books*, *New York Times Book Review*, *American Literary History*, *Yale Review*.

## Executive Council

The Nominating Committee has selected seven nominees for the MLA Executive

Council. The three candidates elected will serve from 2008 through 2011. 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 field of German will continue on the council in 2008, at least one of the candidates from that field must be elected.

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 seven of the continuing council members are regular members, one regular member must be elected this year. The two other candidates who are elected must be either student members or life members. (Note: Student members are marked with an \*; life members are marked with a §.)

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

**\*Sara Scott Armengot.** Grad. student comparative lit., Penn State Univ., University Park. MA, Penn State Univ. Current institutional service: treasurer, Friends of Brazil, 2003–06; pres., Americanist Focus Group, 2005–06. Sparks Fellowship, Dept. of Comparative Lit., Penn State Univ., 2001–02. Teaching excellence award, Dept. of Spanish, Italian, and Portuguese, Penn State Univ., 2004; Samuel P. Bayard Award for Excellence in Grad. Studies, Dept. of Comparative Lit., Penn State Univ., 2005; Erasmus Professional Development Award, Dept. of Comparative Lit., Penn State Univ., 2006. Grad. student representative, Amer. Comparative Lit. Assn. (ACLA), 2005–07; Intl. Comparative Lit. Assn.; Intl. Amer. Studies Assn.; Latin Amer. Studies Assn. Ed. assistant, *CLCWeb: Comparative Literature and Culture*, 2006. Conference presentations: ACLA, 2002, 2005, 2006, 2007. Publications include: contrib., *Encyclopedia Latina: History,*

*Culture, and Society in the United States* (2005), *The Greenwood Encyclopedia of Multiethnic American Literature* (2005), *Hispanic American Biographies* (2006).

**\*Lison Baselis-Bitoun.** Grad. student French and francophone lit., Harvard Univ. MA, Harvard Univ. Current institutional service: grad. student representative, French section, Dept. of Romance Langs. and Lits., 2005–06, 2006–07. Grant (for study in Senegal), French govt., 1995; E. Thatcher Stowe Grant (for research), Buckingham Browne and Nichols School, 2000; Harvard Univ. grant (for study at École Normale Supérieure, Paris), 2003–04; Westergard Fellowship and dissertation completion grant, Harvard Univ., 2006–07. Chevalier dans l'Ordre des Palmes Académiques, French govt., Jan. 1995; outstanding educator award, Cornell Univ., May 1995; outstanding educator award, Tufts Univ., Oct. 1998; Certificate of Distinction in Teaching, Derek Bok Center for Teaching and Learning, Harvard Univ., 2004–05. Consultant, French lit. AP exam, Coll. Board, winter 2000. Advisory Council, Northeast Conference on the Teaching of Foreign Langs. (NECTFL), 1988–2002; pres., eastern Massachusetts chapter, Amer. Assn. of Teachers of French (AATF), 1997–2000; regional conference co-ch., AATF, 1999; Renaissance Soc. of America. Asst. ed. for pedagogy, *French Review*, 1999–2004. Conference presentations: French Library and Cultural Center of Boston, Nov. 1994, Mar. 1996; Massachusetts Foreign Lang. Assn., 1996, 1998, 1999; NECTFL, 1997, 1998, 1999, 2000, 2001, 2002; Amer. Council on the Teaching of Foreign Langs., 1997, 1998, 1999, 2000; AATF, 1998, 1999, 2000; Sixteenth-Century Seminar, Barker Center for the Humanities, Harvard Univ., Dec. 2006; "Un/Common Experience: The Dross and the Glory of Everyday Life," Dept. of French, New York Univ., Feb. 2007. Publications include study guides for the French lit. AP exam on *La guerre de Troie n'aura pas lieu* (1999), *Le mariage de Figaro* (1999), *Une si longue lettre* (2000), and on French poetry (2001; 2nd ed., 2004).

**§Elizabeth Klosty Beaujour.** Prof. Russian and comparative lit., Hunter Coll. and Graduate Center, City Univ. of New York (CUNY). Ch., Thomas Hunter Honors Prog., Hunter Coll., CUNY; exec. comm., Doctoral Prog. in Comparative Lit., Graduate Center, CUNY, 2006–. PhD, Columbia Univ. Previous appointments: acting provost, Hunter Coll., CUNY, June–Aug. 2002, 1988–89; acting provost, Brooklyn Coll., CUNY, 2000–01. Visiting appointments: Columbia Univ., spring 1977, fall 1987. Woodrow Wilson fellowship, 1959–60; Columbia Russian Inst. fellowship, 1960; NDEA fellowship, summer 1962, summer 1963; ACLS grant, 1971. President's Medal, Hunter Coll., CUNY, 1989. Exec. comm., Middle Atlantic Slavic Conference, Amer. Assn. for the Advancement of Slavic Studies, 1997–2000; ch., Columbia Univ. Faculty Seminar on Slavic Lit. and Culture; Amer. Assn. of Teachers of Slavic and East European Langs.; (continued on next page)

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American PEN; Tolstoy Soc. Ed. or advisory boards: *Slavic and East European Journal*, 1976–; *Studies in Twentieth Century Literature*, 1976–95. Publications include: *The Invisible Land: A Study of the Artistic Imagination of Iurii Olesha* (1971), *Alien Tongues: Bilingual Russian Writers of the "First" Emigration* (1989); introd., Iliia Zdanevich, *Voskhishchenie* (1983); contrib., *Autobiographical Statements in Twentieth-Century Russian Literature* (1989), *Dictionnaire universel des littératures* (1993), *Dictionary of Russian Women Writers* (1994), *The Garland Companion to Vladimir Nabokov* (1995), *A Plot of Her Own: The Female Protagonist in Russian Literature* (1995), *Russian Women Writers*, vol. 2 (1999); articles in *Russian Review*, *Magazine littéraire*, *Novyi zhurnal*, *Journal of the History of Ideas*, *Ullbandus Review*, *Slavic and East European Journal*.

**§Roberta Johnson.** Prof. emerita Spanish, Univ. of Kansas. Dir., Hall Center for the Humanities, Univ. of Kansas, 1997–2000. PhD, Univ. of California, Los Angeles. Previous appointments: Scripps Coll., 1980–90; Kansas State Univ., 1978–80; Wartburg Coll., 1974–78; Claremont Men's Coll., 1969–74; Pomona Coll., 1968–69. Visiting appointments: Claremont McKenna Coll., 2000–02; Univ. of California, Irvine, 2003; Univ. of California, Los Angeles, 2004, 2006; California State Univ., Long Beach, 2005. Univ. of California Regents Fellowship, 1963–65; Fulbright lectureship (Spain),

1971–72; NEH seminar in residence (Duke Univ.), 1977–78; Graves Foundation research grant, 1985; grant, Comité Conjunto Hispano-americano para la Cooperación Cultural y Educativa, 1986, 1987; fellow, Hall Center for the Humanities, Univ. of Kansas, 1991; John Simon Guggenheim Memorial Foundation fellowship, 1996–97; Spanish Ministry of Culture translation grant, 1998; Rockefeller Foundation travel grant, 1999. Cramer Teaching Award, Univ. of Kansas, 2000; Distinguished Alumna Award, Univ. of California, Los Angeles, 2005; Order of Don Quixote, Sigma Delta Pi, 2005. Panelist: Mellon Fellowships in the Humanities, 1986–90; NEH summer stipends, 1989, 1990; Comm. for Cultural Cooperation between Spain's Ministry of Culture and United States Univ., 1994–; Guggenheim Foundation, 2006, 2007. Vice pres., Twentieth-Century Spanish Soc. of America, 2002–04; MMLA; Amer. Assn. of Teachers of Spanish and Portuguese; Asociación de Letras Femeninas; Feministas Unidas. MLA activities: exec. comm., Div. on 20th-Century Spanish Lit., 1986–90; PMLA Advisory Comm., 1989–93; Delegate Assembly, 1990–92, 1995–97; PMLA Ed. Board, 1996–98; Exec. Comm., ADFL, 1996–99. Ed. or advisory boards: *Letras femininas*, 1978–; *Studies in Twentieth and Twenty-First Century Literature*, 1979–82, 2005–; *Siglo XX / Twentieth Century*, 1985–2000; *Hispania*, 1992–2000; *Journal of Interdisciplinary Studies*, 1993–98; *Anales de la literatura española contemporánea*, 1998–; *Siglo veintiuno*, 2004–; *Decimonónica*,

2004–. Publications include: *Carmen Laforet* (1981), *El ser y la palabra en Gabriel Miró* (1985), *Crossfire: Philosophy and the Novel in Spain 1900–1934* (1993; Spanish trans., 1997), *Las bibliotecas de Azorín* (1996), *Gender and Nation in the Spanish Modernist Novel* (2003); ed., *The Poetry of Discovery: Essays in Honor of Andrew P. Debicki* (2003), Gabriel Miró, *El angel, el molino, el caracol del faro* (2005); coed., *Essays in Honor of José Rubia Barcia* (1982); guest ed., *Studies in Twentieth and Twenty-First Century Literature* (2006); contrib., *Singularidad y trascendencia: Unamuno, Valle-Inclán, García Lorca* (1990), *Divergencias y unidad: Perspectivas sobre Antonio Machado y otros escritores del '98* (1990), *The Sea of Becoming: Approaches to the Fiction of Esther Tusquets* (1991), *Valle-Inclán hoy: Estudios críticos y bibliográficos* (1993), *Ramón María del Valle-Inclán: Questions of Gender* (1994), *Intertextuality in Modern Spanish Literature* (1998), *Cultural Interaction in the Romantic Age* (1998), *The Cambridge Companion to Modern Spanish Culture* (1998), *Azorín en el primer milenio de la lengua castellana* (1998), *Building Cross-University Alliances that Enhance Research* (1999), *Nuevas perspectivas sobre el '98* (1999), *Women's Narrative and Film in Twentieth-Century Spain* (2002), *The Cambridge Companion to the Spanish Novel* (2003), and others; articles in *Revista canadiense de estudios hispánicos*, *Revista hispánica moderna*, *Hispania*, *Anales de la literatura española contemporánea*, *Romance Quarterly*, *Bucknell Review*, *South Central Review*, *Revista de estudios hispánicos*, *Siglo XX / Twentieth Century*, *Letras*



DAN ROOT

The Committee on the Literatures of People of Color in the United States and Canada met 1–2 March 2007. Standing (left to right): Mary Pat Brady, Debra K. S. Barker, Juana María Rodríguez (cochair), Dorothy J. Wang, and Ngwarsungu Chiwengo (cochair). Seated (left to right): Dana A. Williams, José A. Quiroga, and Shu-mei Shih. Ana María Dopico and Daniel Heath Justice are not pictured.

*peninsulares, Letras femeninas, España contemporánea, Insula, Anales azorinianos, Anales de la literatura española, Ensayistas, Bazar, Alaluz, ADFL Bulletin.*

**Anton Kaes.** Prof. German and film studies, Univ. of California, Berkeley. Dir., Film Studies Prog., Univ. of California, Berkeley, 1990–98; ch., Dept. of German, Univ. of California, Berkeley, 2001–06. PhD, Stanford Univ. Previous appointment: Univ. of California, Irvine, 1973–81. Visiting appointments: Australian Natl. Univ., 1995; Harvard Univ., fall 1999. Rockefeller Foundation humanities research grant, 1978–79; Alexander von Humboldt research fellowship, 1984–85; fellow in residence, Getty Center for the History of Art and the Humanities, 1989–90; Guggenheim fellowship, 1989–90; NEH research fellowship, 1994; Univ. of California President's Research Fellowship in the Humanities, 1994; fellow, Humanities Research Inst., Univ. of California, Irvine 1996; Bellagio residency, Rockefeller Foundation, 1998; fellow, Intl. Research Center for Cultural Studies (Vienna), 1999; fellow, Zentrum für Literaturwissenschaft (Berlin), 2000; Sackler Fellowship, Tel Aviv Univ., 2002 (deferred). Alexander von Humboldt Foundation Research Prize, 2004. German Studies Assn., Amer. Assn. of Teachers of German, Soc. for Cinema and Media Studies, Amer. Comparative Lit. Assn. MLA activities: Comm. on Honors and Awards, 1991–94 (ch., 1992–94); Nominating Comm., 1996–97; PMLA Ed. Board, 1997–99; exec. comm., Div. on 20th-Century German Lit., 2004–08. Founding series coed., *Weimar and Now: German Cultural Criticism*, Univ. of California Press, 1989–. Ed. boards: *German Quarterly*, 1983–88, 2007–; *Jahrbuch für internationale Germanistik*, 1986–; *Disclosure: A Journal of Social Theory*, 1992–; *Medienwissenschaft—ein Rezensionorgan*, 1994–; *New German Critique*, 2003–. Publications include: *Expressionismus in Amerika. Rezeption und Innovation* (1975), *Deutschlandbilder. Die Wiederkehr der Geschichte als Film* (1987), *From 'Hitler' to 'Heimat': The Return of History as Film* (1989), M (2000); ed., *Kino-Debatte. Texte zum Verhältnis von Literatur und Film 1909–1929* (1978), *Weimarer Republik. Texte und Dokumente zur Deutschen Literatur 1918–1933* (1983); coed., *Probleme der Moderne: Studien zur deutschen Literatur von Nietzsche bis Brecht* (1983), *Geschichte des deutschen Films* (1993; 2nd ed., 2005), *The Weimar Republic Sourcebook* (1995), *A New History of German Literature* (2004), *Germany in Transit: Nation and Migration, 1955–2005* (2007); contrib., *Geschichte als Literatur* (1990), *Filmkultur zur Zeit der Weimarer Republik* (1992), *Expressionist Utopias* (1993), *High and Low Cultures: German Attempts at Mediation* (1994), *A History of the Cinema, 1895–1995* (1996), *The Yale Handbook of Jewish Writing in Germany* (1997), *Cultural Dialogue and Misreading* (1997), *Literaturforschung heute* (1999), *Modernität und Trauma* (2000), *The German Cinema Book* (2002), *The United States and Germany in the Era of the Cold War* (2004), *The Many Faces of German: Transformation in the Study of*

*German History and Culture* (2004), *European Cinema* (2004), *Crowds* (2006), and others; articles in *Modern Language Journal*, *Sprache im technischen Zeitalter*, *Jahrbuch für internationale Germanistik*, *German Quarterly*, *Text + Kritik*, *Quarterly Review of Film Studies*, *New German Critique*, *History and Memory*, *Monatshefte*, *Qui parle*, *Kolnoa: Studies in Cinema and Television*, *German Politics and Society*.

**George Levine.** Prof. emeritus English, Rutgers Univ., New Brunswick. Kenneth Burke Prof. of English, Rutgers Univ., New Brunswick, 1985–2006; dir., Center for Cultural Analysis (formerly Center for the Critical Analysis of Contemporary Culture), Rutgers Univ., New Brunswick, 1986–2005. PhD, Univ. of Minnesota. Previous appointment: Indiana Univ., 1959–68. Visiting appointments: London Univ. Summer School, 1966; Univ. of California, Berkeley, summer 1968; Leicester Univ., fall 1971; Stanford Univ., 1974–75; Columbia Univ., spring 1980; Univ. of Utah, fall 1992; Northwestern Univ., fall 1998. Guggenheim fellowship, 1971–72; NEH fellowship, 1978–79; Rockefeller Foundation humanities fellowship, 1983; Helen Cam Research Fellow, Girton Coll., Cambridge Univ., 1983; Bellagio residency, Rockefeller Foundation, 1997; Liguria Center residency, Bogliasco Foundation, 1999, 2004. Lindback Award for Outstanding Teaching, Rutgers Univ., 1984; Board of Trustees Award for Excellence in Research, Rutgers Univ., 1990; Gorenstein Award for Research and Service, Rutgers Univ., 1995. Steering comm., Consortium for Interdisciplinary Humanities Centers, 1992–95, 1998–2006. Curriculum comm., Coll. English Assn., 1972–75; exec. comm., Northeast Victorian Studies Assn., 1977–79, 2002–05; Amer. Assn. of Univ. Professors. MLA activities: exec. comm., Div. on Nonfictional Prose, 1976–78; PMLA Advisory Comm., 1981–85; exec. comm., Div. on the Victorian Period, 1984–88; PMLA Ed. Board, 1989–91; Delegate Assembly, 1991–93; exec. comm., Div. on Lit. and Science, 1992–96; Comm. on Professional Employment, 1996–97; Nominating Comm., 2003–04. Ed., *Graduate Student of English*, 1957–60; ed., *Victorian Studies*, 1960–68; advisory ed., *Nineteenth-Century Contexts*, 1994–; series ed., *Science and Literature*, Univ. of Wisconsin Press. Ed. or advisory boards: *Victorian Studies*, 1968–78, 1982–; *Nineteenth-Century Fiction*, 1975–; *Prose Studies*, 1978–; *Raritan Quarterly*, 1980–; *Configurations: A Journal of Literature, Science, and Technology*, 1992–; *Victorian Literature and Culture*, 1992–; *Nineteenth-Century Studies*, 1995–; *Pedagogy*, 2000–; *Carlyle Newsletter*. Publications include: *The Boundaries of Fiction: Carlyle, Macaulay, Newman* (1968), *The Realistic Imagination: English Fiction from Frankenstein to Lady Chatterly* (1981), *An Annotated Critical Bibliography of George Eliot* (1988), *Darwin and the Novelists* (1988), *Lifebirds* (1995), *Dying to Know: Narrative and Scientific Epistemology in Victorian England* (2002), *Darwin Loves You: Natural Selection and the Re-Enchantment of the World* (2006); coau., *Speaking for the Humanities* (1989);

ed., *The Emergence of Victorian Consciousness* (1967), *One Culture: Essays in Science and Literature* (1987), *Constructions of the Self* (1992), *Realism and Representation: Essays on the Problem of Realism in Relation to Science, Literature, and Culture* (1993), *Aesthetics and Ideology* (1994), *The Cambridge Companion to George Eliot* (2001); coed., *The Scientist vs. the Humanist* (1963), *The Art of Victorian Prose* (1968), *Mindful Pleasures: Essays on Thomas Pynchon* (1976), *The Endurance of Frankenstein: Essays on Mary Shelley's Novel* (1979), *The Politics of Research* (1997); contrib., *Nature and the Victorian Imagination* (1977), *Victorian Faith in Crisis* (1990), *Redrawing the Boundaries* (1992), *The Columbia History of the Novel* (1994), *Rethinking Objectivity* (1996), *Knowing the Past* (2001), *Thomas Hardy Reappraised* (2006), and others; articles in *PMLA*, *College English*, *Partisan Review*, *Raritan*, *South Atlantic Quarterly*, *Nineteenth Century Literature*, *Novel*, *ELH*, *Victorian Studies*, *Victorian Poetry*, *Nineteenth Century Studies*, *Victorian Literature and Culture*, *New Literary History*, *Profession*, *Pedagogy*, *Victorian Newsletter*, *Twentieth Century Literature*, *Style*, *Texas Studies in Literature and Language*, *Critical Inquiry*.

**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; Women in German; North Amer. Heine Soc.; 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

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Lit., 2005–09. Ed. boards: *German Quarterly*, 1988–94, 2006–; *New Directions in German-American Studies*, Peter Lang Publishing, 2006–. Publications include: *Willibald Alexis' "Zeitroman" Das Haus Dürsterweg* (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. Literaturgeschichtliche 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 Grimmelshausen* (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 2007 Elections Committee has nominated the following candidates to replace the eighteen special-interest delegates whose terms in the assembly will expire on 31 December 2007. Each pairing represents a contest. The term of office of those elected will be from 1 January 2008 through 31 December 2010. 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)**  
Sheryl I. Fontaine, California State Univ.,

Fullerton / Carol Peterson Haviland, California State Univ., San Bernardino

**Continuing and Distance Education (1)**  
Kathryn Good, Brown Univ. / Bryon Lee Grigsby, Centenary Coll.

**Creative Writing (1)**  
Rob Davidson, California State Univ., Chico / Brian Leung, Univ. of Louisville

**Disability Issues (1)**  
Kristina Chew, Saint Peter's Coll. / Martha Stoddard Holmes, California State Univ., San Marcos

**Ethnic Studies (3)**  
Suzanne Bost, Southern Methodist Univ. / Nina Warnke, Vanderbilt Univ. ♦ Gwen Bergner, West Virginia Univ., Morgantown / Mona Lisa Saloy, Univ. of Washington, Seattle ♦ Roderick A. Ferguson, Univ. of Minnesota, Twin Cities / Ricardo L. Ortiz, Georgetown Univ.

**Foreign Language Teaching (1)**  
Robert J. Blake, Univ. of California, Davis / candidate unconfirmed at press time; please consult the MLA Web site

**Gays and Lesbians in the Profession (1)**  
Steven Bruhm, Mount Saint Vincent Univ. / Israel Reyes, Dartmouth Coll.

**Independent Scholars and Alternative Careers (2)**  
John Domini, Des Moines, IA / Vincent A. Lankewish, Hicksville, NY ♦ Marcia F. Muth, Centennial, CO / Kamala Platt, Meadowlark Center

**Less-Taught Languages (1)**  
Nancy Condee, Univ. of Pittsburgh / Kyoko Omori, Hamilton Coll.

**Politics and the Profession (2)**  
Kathleen Fitzpatrick, Pomona Coll. / Barbara Foley, Rutgers Univ., Newark ♦ Jonathan Arac, Univ. of Pittsburgh, Pittsburgh / Richard Terdman, Univ. of California, Santa Cruz

**Two-Year Colleges (2)**  
Stacey Lee Donohue, Central Oregon Community Coll. / candidate unconfirmed at press time; please consult the MLA Web site ♦ Donna Kessler-Eng, Bronx Community Coll., City Univ. of New York / candidate unconfirmed at press time; please consult the MLA Web site

**Women in the Profession (2)**  
Jillana B. Enteen, Northwestern Univ. / Nancy Gray, Coll. of William and Mary ♦ Emily M. Hinnov, Firelands Coll. of Bowling Green State Univ. / Amelia A. Zurcher, Marquette Univ.

## Regional Delegates

The Elections Committee also nominated the following candidates to replace the thirty-nine regional delegates whose terms will expire on 31 December 2007. Each pairing represents a contest. The term of office of those elected will be from 1 January 2008 through 31 De-

ember 2010. Members may vote in all contests in any one region. Ballots will be mailed to members in the fall; candidate information (biographical summaries and statements on matters of professional concern) will be posted in the members-only area of the MLA Web site in the fall.

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

Lisa Botshon, Univ. of Maine, Augusta / Allison M. Cummings, Southern New Hampshire Univ. ♦ Janice Best, Acadia Univ. / Barbara Havercroft, Univ. of Toronto ♦ Wes Davis, Yale Univ. / Donald P. Gagnon, Western Connecticut State Univ. ♦ Jason Haslam, Dalhousie Univ. / Sean D. C. Kennedy, Saint Mary's Univ., NS ♦ Jonathan Gosnell, Smith Coll. / James Petterson, Wellesley Coll. ♦ Catherine Grech, McGill Univ. / Shana McGuire, Dalhousie Univ.

### Region 2: New York State (6)

John Bryant, Hofstra Univ. / Frank Shuffelton, Univ. of Rochester ♦ Edward Cahill, Fordham Univ., Bronx / Pedro Ponce, Saint Lawrence Univ. ♦ Marilyn Desmond, Binghamton Univ., State Univ. of New York / Margaret Maurer, Colgate Univ. ♦ Amy C. Graves, Univ. at Buffalo, State Univ. of New York / Cary Howie, Cornell Univ. ♦ Anke Birkenmaier, Columbia Univ. / Vicente Lledó-Guillem, Hofstra Univ. ♦ Phillip Penix-Tadsen, Columbia Univ. / Ashley Puig Herz, Cornell Univ.

### Region 3: Middle Atlantic (5)

Thomas Cousineau, Washington Coll. / Jonathan Gil Harris, George Washington Univ. ♦ Marion E. Hines, Howard Univ. / Valérie K. Orlando, Univ. of Maryland, College Park ♦ Barbara J. Cook, Mount Aloysius Coll. / Mimi Yiu, Georgetown Univ. ♦ Rebecca Skidmore Biggio, West Virginia Univ., Morgantown / Heather M. Steffen, Carnegie Mellon Univ. ♦ Gary Ferguson, Univ. of Delaware, Newark / Nicholas Rennie, Rutgers Univ., New Brunswick

### Region 4: Great Lakes (6)

Meryl Altman, DePauw Univ. / Maria Damon, Univ. of Minnesota, Twin Cities ♦ Liz Hutter, Univ. of Minnesota, Twin Cities / Mary Unger, Univ. of Illinois, Urbana ♦ Susana Cavallo, Loyola Univ., Chicago / Juli Highfill, Univ. of Michigan, Ann Arbor ♦ John (Jack) D. Kerkering, Loyola Univ., Chicago / Christopher Lukasik, Purdue Univ., West Lafayette ♦ Zachary Lamm, Loyola Univ., Chicago / Gayle Rogers, Northwestern Univ. ♦ James Dawes, Macalester Coll. / Ryan Schneider, Purdue Univ., West Lafayette

### Region 5: South (6)

Gwendolyn Jones, Clayton State Univ. / Lisa M. Logan, Univ. of Central Florida ♦ David R. Ellison, Univ. of Miami / Paolo Giordano, Univ. of Central Florida ♦ Jeannine Blackwell, Univ. of Kentucky / Elaine Martin, Univ. of Alabama, Tuscaloosa ♦ Gary R.

Ettari, Univ. of North Carolina, Asheville / Brian W. Gastle, Western Carolina Univ. ❖ Stephen Knadler, Spelman Coll. / candidate unconfirmed at press time; please consult the MLA Web site ❖ Mollie Barnes, Univ. of Georgia / Cheryl R. Hopson, Univ. of Kentucky

**Region 6: Central and Rocky Mountain (4)**

Alex Garganigo, Austin Coll. / Price McMurray, Texas Wesleyan Univ. ❖ Jason

Arthur, Univ. of Missouri, Columbia / Dustin R. Iler, Washington Univ. ❖ Ana-María Medina, Univ. of Houston, University Park / Lola Orellano Norris, Texas A&M Univ., College Station ❖ Jane E. Evans, Univ. of Texas, El Paso / Elizabeth Landers, Univ. of Missouri, Saint Louis

**Region 7: Western US and Western Canada (6)**

Francisco Jiménez, Santa Clara Univ. / candidate unconfirmed at press time; please

consult the MLA Web site ❖ Brianne Bilsky, Stanford Univ. / Tristan Siple, Univ. of Oregon ❖ Juan R. Buriel, Univ. of California, Irvine / Anna Rodas, Univ. of California, Davis ❖ Ian Barnard, California State Univ., Northridge / Neil William Browne, Oregon State Univ., Cascades Campus ❖ Kathleen Boardman, Univ. of Nevada, Reno / Phyllis Rugg Brown, Santa Clara Univ. ❖ Marshall Brown, Univ. of Washington, Seattle / Hans Ostrom, Univ. of Puget Sound □

CHICAGO CONVENTION AND TOURISM BUREAU



*The Art Institute of Chicago*

CONVENTION

## 2007 Convention Invitations

Invitations to the 2007 MLA Annual Convention in Chicago will be available online in early September. The invitation includes complete information about convention hotels, travel arrangements, and preregistering at member rates. Members will be able to register for the convention, reserve hotel rooms (with the exception of suites), and make travel plans quickly and efficiently through the MLA Web site ([www.mla.org](http://www.mla.org)). Members will be notified by postcard and e-mail when online registration opens. Printed invitations will be mailed to members during the second week of September. □

CONVENTION

## 2007 Convention Interview-Suite Arrangements

The mailing about reserving hotel suites for the convention in Chicago will be sent the last week of August to whoever is listed as the department chair for 2006–07 on the ADE or ADFL membership record as of 23 June 2007. Departments must be members of ADE or ADFL by 23 June 2007 to receive the early mailing. Suites cannot be reserved through the MLA Web site. This early notification is a privilege of membership in these associations, but it is not a guarantee that a suite will be available. If you will be away from your office at the end of August, please alert a staff member to look for this mailing. ADE- and ADFL-member department chairs who want suites for interviews are urged to make reservations immediately because the number of suites is limited. Chairs should also make certain that all suite or room occupants involved in a field related to the study of language and literature are preregistered for the convention; otherwise, the housing request will not be processed. Once the mailing has gone to the entire membership (two weeks after the mailing to ADE and ADFL members), suites will be assigned on a first-come, first-served basis. □

GRANTS AND PRIZES

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

The MLA is offering \$200 travel grants to part-time and contingent non-tenure-track faculty members and those without employment to attend the 2007 convention in Chicago. To qualify for a grant, applicants must have been members of the MLA in 2006 and must be nonstudent members of the MLA by 30 June 2007. 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 (available for downloading from the MLA Web site). 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 2007. Applications should be addressed to Travel Grant Program, 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 Annie Reiser (646 576-5141; [areiser@mla.org](mailto:areiser@mla.org)). □



Chicago's John Hancock Center and Lake Shore Drive

## 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 2007 convention in Chicago. To qualify for the grant, students must be members of the MLA by 30 June 2007 and must have met all the requirements for the PhD except the dissertation. Letters of application must reach the MLA by 1 November 2007, addressed to Travel Grant Program, MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789, or faxed 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](http://www.mla.org/resources/awards/award_finasst/conv_travel_assist)) or contact Annie Reiser (646 576-5141; [areiser@mla.org](mailto:areiser@mla.org)). □

## GOVERNANCE

## New Division Executive Committee Members

Listed below are the newly elected committee members of the eighty-six MLA divisions. All terms are 2007-11 unless otherwise indicated. A complete list of the executive committees is available at the MLA Web site and will appear in the September 2007 (Directory) issue of *PMLA*.

### *American Literature*

#### AMERICAN LITERATURE TO 1800

Susan Scott Parrish, Univ. of Michigan, Ann Arbor

#### NINETEENTH-CENTURY AMERICAN LITERATURE

Anna Brickhouse, Univ. of Virginia

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

Donald Pease, Dartmouth Coll.

#### TWENTIETH-CENTURY AMERICAN LITERATURE

Rachel Adams, Columbia Univ.

#### BLACK AMERICAN LITERATURE AND CULTURE

Daylanne K. English, Macalester Coll.

#### AMERICAN INDIAN LITERATURES

Stephanie Fitzgerald, Univ. of Kansas

#### ASIAN AMERICAN LITERATURE

Kandice Chuh, Univ. of Maryland, College Park

#### CHICANA AND CHICANO LITERATURE

John M. González, Univ. of Texas, Austin

### *Comparative Studies*

#### COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

Sylvia Tomasch, Hunter Coll., City Univ. of New York

#### COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

Lisa Voigt, Univ. of Chicago

#### COMPARATIVE STUDIES IN EIGHTEENTH-CENTURY LITERATURE

Nandini Bhattacharya, Texas A&M Univ., College Station

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

Ellen S. Burt, Univ. of California, Irvine

#### COMPARATIVE STUDIES IN TWENTIETH-CENTURY LITERATURE

Françoise Lionnet, Univ. of California, Los Angeles

#### EUROPEAN LITERARY RELATIONS

Steven Ungar, Univ. of Iowa

### *English Literature*

#### OLD ENGLISH LANGUAGE AND LITERATURE

Shari Horner, Shippensburg Univ.

#### MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

Frank Grady, Univ. of Missouri, Saint Louis

#### CHAUCER

Michael Calabrese, California State Univ., Los Angeles

#### LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE

Jonathan Gil Harris, George Washington Univ.

#### SHAKESPEARE

Laurie Shannon, Duke Univ.

#### SEVENTEENTH-CENTURY ENGLISH LITERATURE

Stephen B. Dobranski, Georgia State Univ.

#### RESTORATION AND EARLY-EIGHTEENTH-CENTURY ENGLISH LITERATURE

Toni Bowers, Univ. of Pennsylvania

#### LATE-EIGHTEENTH-CENTURY ENGLISH LITERATURE

Rajani Sudan, Southern Methodist Univ.

#### THE ENGLISH ROMANTIC PERIOD

Jeffrey N. Cox, Univ. of Colorado, Boulder

#### THE VICTORIAN PERIOD

Joseph Bristow, Univ. of California, Los Angeles

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

Janet Lyon, Penn State Univ., University Park

#### TWENTIETH-CENTURY ENGLISH LITERATURE

Joseph A. Boone, Univ. of Southern California

#### ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

Gaurav Desai, Tulane Univ.

### *French Literature*

#### FRENCH MEDIEVAL LANGUAGE AND LITERATURE

Mark Cruse, Arizona State Univ., Tempe

#### SIXTEENTH-CENTURY FRENCH LITERATURE

George Hoffmann, Univ. of Michigan, Ann Arbor

#### SEVENTEENTH-CENTURY FRENCH LITERATURE

Lewis C. Seifert, Brown Univ.

#### EIGHTEENTH-CENTURY FRENCH LITERATURE

Susan Maslan, Univ. of California, Berkeley

#### NINETEENTH-CENTURY FRENCH LITERATURE

Daniel Desormeaux, Univ. of Kentucky

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**TWENTIETH-CENTURY FRENCH LITERATURE**  
Katharine Conley, Dartmouth Coll.

**FRANCOPHONE LITERATURES AND CULTURES**  
Joëlle Vitiello, Macalester Coll.

### *Genre Studies*

**DRAMA**  
Ann Pellegrini, New York Univ.

**FILM**  
Nora M. Alter, Univ. of Florida

**NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY**  
M. Claire Pamplin, Borough of Manhattan Community Coll., City Univ. of New York

**POETRY**  
Michael Davidson, Univ. of California, San Diego

**PROSE FICTION**  
Amy J. Elias, Univ. of Tennessee, Knoxville

**LITERARY CRITICISM**  
Simon During, Johns Hopkins Univ.

**METHODS OF LITERARY RESEARCH**  
Margaret J. M. Ezell, Texas A&M Univ., College Station

**AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING**  
G. Thomas Couser, Hofstra Univ.

### *German Literature*

**GERMAN LITERATURE TO 1700**  
Elio C. Brancaforte, Tulane Univ.

**EIGHTEENTH- AND EARLY-NINETEENTH-CENTURY GERMAN LITERATURE**  
Matt Erlin, Washington Univ.

**NINETEENTH- AND EARLY-TWENTIETH-CENTURY GERMAN LITERATURE**  
Eric Downing, Univ. of North Carolina, Chapel Hill

**TWENTIETH-CENTURY GERMAN LITERATURE**  
Claudia Breger, Indiana Univ., Bloomington

### *Hispanic Literatures*

**COLONIAL LATIN AMERICAN LITERATURES**  
Eyda M. Merediz, Univ. of Maryland, College Park

**LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900**  
Gwen Kirkpatrick, Georgetown Univ.

**TWENTIETH-CENTURY LATIN AMERICAN LITERATURE**  
Bruno Bosteels, Cornell Univ.

**SPANISH MEDIEVAL LANGUAGE AND LITERATURE**  
Oscar Martín, Yale Univ.

**SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH POETRY AND PROSE**  
Elizabeth B. Davis, Ohio State Univ., Columbus

**SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH DRAMA**  
Laura R. Bass, Tulane Univ.

**EIGHTEENTH- AND NINETEENTH-CENTURY SPANISH LITERATURE**  
Miriam Balboa Echeverría, Texas State Univ., San Marcos

**TWENTIETH-CENTURY SPANISH LITERATURE**  
Maite Zubiaurre, Univ. of California, Los Angeles

**LUSO-BRAZILIAN LANGUAGE AND LITERATURE**  
Sonia Roncador, Univ. of Texas, Austin

### *Interdisciplinary Approaches*

**WOMEN'S STUDIES IN LANGUAGE AND LITERATURE**  
Lynne Huffer, Emory Univ.

**ETHNIC STUDIES IN LANGUAGE AND LITERATURE**  
Susan Tomlinson, Univ. of Massachusetts, Boston

Frederick Luis Aldama, Ohio State Univ., Columbus, 2007–09

**POPULAR CULTURE**  
Eve Oishi, Claremont Graduate Univ.

**ANTHROPOLOGICAL APPROACHES TO LITERATURE**  
Nancy Bentley, Univ. of Pennsylvania

**LINGUISTIC APPROACHES TO LITERATURE**  
Chantelle Warner, Univ. of California, Berkeley

**PHILOSOPHICAL APPROACHES TO LITERATURE**  
Eleanor Kaufman, Univ. of California, Los Angeles

**PSYCHOLOGICAL APPROACHES TO LITERATURE**  
Lawrence D. Kritzman, Dartmouth Coll.

**LITERATURE AND RELIGION**  
Achsah Guibbory, Barnard Coll.

**SOCIOLOGICAL APPROACHES TO LITERATURE**  
Neferti Xina M. Tadiar, Univ. of California, Santa Cruz

**LITERATURE AND OTHER ARTS**  
Marc Weiner, Indiana Univ., Bloomington

**LITERATURE AND SCIENCE**  
Joseph Tabbi, Univ. of Illinois, Chicago

**CHILDREN'S LITERATURE**  
U. C. Knoepfelmacher, Princeton Univ.

**GAY STUDIES IN LANGUAGE AND LITERATURE**  
Sharon P. Holland, Northwestern Univ.

**DISABILITY STUDIES**  
Ann M. Fox, Davidson Coll.

**POSTCOLONIAL STUDIES IN LITERATURE AND CULTURE**  
Susan Z. Andrade, Univ. of Pittsburgh, Pittsburgh

### *Italian Literature*

**MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE**  
Maria Galli Stampino, Univ. of Miami

**SEVENTEENTH-, EIGHTEENTH-, AND NINETEENTH-CENTURY ITALIAN LITERATURE**  
Paola Gambarota, Univ. of Connecticut, Storrs

**TWENTIETH-CENTURY ITALIAN LITERATURE**  
Ernesto Livorni, Univ. of Wisconsin, Madison

### *Language Studies*

**LANGUAGE AND SOCIETY**  
Jennifer Leeman, George Mason Univ.

**LANGUAGE THEORY**  
José Elías-Ulloa, Stony Brook Univ., State Univ. of New York

**APPLIED LINGUISTICS**  
Mahmoud Al-Batal, Univ. of Texas, Austin

**LANGUAGE CHANGE**  
Michael Adams, Indiana Univ., Bloomington

**HISTORY AND THEORY OF RHETORIC AND COMPOSITION**  
Jessica Enoch, Univ. of Pittsburgh, Pittsburgh

### *Other Languages and Literatures*

**AFRICAN LITERATURES**  
Janice Spleth, West Virginia Univ., Morgantown  
Mohamed Kamara, Washington and Lee Univ., 2007–09

**EAST ASIAN LANGUAGES AND LITERATURES TO 1900**  
Yuming He, Univ. of Chicago

**EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900**  
Ming-Bao Yue, Univ. of Hawai'i, Mānoa

**SLAVIC AND EAST EUROPEAN LITERATURES**  
Michael Wachtel, Princeton Univ.

### *Teaching*

**THE TEACHING OF LANGUAGE**  
Charlotte A. Melin, Univ. of Minnesota, Twin Cities

**THE TEACHING OF LITERATURE**  
Jennifer L. Holberg, Calvin Coll.

**THE TEACHING OF WRITING**  
Dale A. Larson, Grays Harbor Coll., WA

**TEACHING AS A PROFESSION**  
Vincent B. Leitch, Univ. of Oklahoma □

## BOOK NEWS

**Two New MLA Titles Released**

Due for release in May, the third edition of the MLA's widely used *Introduction to Scholarship in Modern Languages and Literatures*, edited by David G. Nicholls, features sixteen completely new essays by leading scholars. Designed to highlight relations among languages and forms of discourse, the volume is organized into three sections. "Understanding Language" provides a broad overview of the field of linguistics, with special attention to language acquisition and the social life of languages. "Forming Texts" offers tools for understanding how speakers and writers shape language; it examines scholarship in the distinct but interrelated fields of rhetoric, composition, and poetics. "Reading Literature and Culture" continues the work of the first two sections by introducing major areas of critical study. The nine essays in this section cover textual and historical scholarship; interpretation; comparative, cultural, and translation studies; and the interdisciplinary topics of gender, sexuality, race, and migrations (among others). As in previous volumes, an epilogue examines the role of the scholar in contemporary society.

Each essay discusses the significance, underlying assumptions, and limits of an important field of inquiry; traces the historical development of its subject; introduces key terms; outlines modes of research now being pursued; postulates future developments; and lists suggestions for further reading. This book will interest any member of the scholarly community seeking a review of recent scholarship; it is an indispensable resource for undergraduate and graduate students of modern languages and literatures. The volume costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

*Teaching Representations of the Spanish Civil War*, edited by Noël Valis, was released in April. The Spanish Civil War (1936–39), a national conflict with international significance, inspired strong responses from artists and writers on both sides of the Atlantic. The bombing of the Basque town Guernica, the assassination of the poet Federico García Lorca, and the defense of Madrid are just some of the events represented in painting, film, fiction, memoir, and history produced during the war years and since.

Courses dealing with the Spanish Civil War are given regularly in literature, foreign language, and history departments, in English and in Spanish. This volume in the MLA series *Options for Teaching* helps instructors plan courses that exploit the interdisciplinary, multigeneric opportunities present in the period's aesthetic output.

In thirty-five essays, contributors negotiate the complex relation between art and history in depictions of the war and its aftermath, exploring how memory is shaped. Key representations of the war, including Picasso's *Guernica*, Hemingway's *For Whom the Bell Tolls*, Orwell's *Homage to Catalonia*, Rodoreda's *La plaça del Diamant*, Sender's *Réquiem por un campesino español*, and Capa's *Falling Militiaman*, find a place in this wide-ranging volume. Coverage extends to less frequently taught works by Catalan, German, Irish, and Latin American novelists, poets, and visual artists. The volume concludes with a section of resources for further study and classroom use, including films, music, photography, Web sites, and course syllabi and commentaries. The volume costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

To purchase these or other MLA publications, please call customer services (646 576-5161), fax your order (646 576-5160), or place your order through the MLA Web site at [www.mla.org](http://www.mla.org). The MLA accepts Visa, MasterCard, and American Express. □

## MEETINGS

**2007 ADE Summer Seminars**

The ADE Summer Seminars offer chairs, directors of graduate and undergraduate studies, and other departmental administrators opportunities for professional development, consultation with peers from across the country, and the gathering of valuable information about developments affecting departments and the field. Participants contribute to national discussions such as, for example, the work of the MLA Task Force on the Evaluation of Scholarship for Tenure and Promotion, whose report and recommendations will be featured at the 2007 seminars. Each seminar includes a full-day Workshop for New Chairs designed especially for those about to begin or just completing a first year as department chair.

ADE Seminar East will be held 4–7 June 2007 in Kiawah Island, South Carolina, and will be hosted by Steven Lynn, chair of the English department at the University of South Carolina, Columbia. At Seminar East, the Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 4 June.

Montréal will be the site for the 2007 joint ADE and ADFL Seminar, which will take place 21–24 June 2007. Cohosting are chairs of the language and literature departments of the Université de Montréal, Concordia University, and McGill University. There will be two new-chair workshops at the joint seminar in Montréal, one for ADE and one for ADFL. The ADE Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 21 June.

Information about programs, registration, and accommodations will be announced at the ADE Web site ([www.ade.org](http://www.ade.org)) and in a brochure that will be mailed to chairs of ADE member departments in April. For further information, please write or call David Laurence, Director, ADE, or Doug Steward, Associate Director, at the MLA office (646 576-5132; [ade@mla.org](mailto:ade@mla.org)), or consult the ADE Web site. □

## MEETINGS

**2007 ADFL Summer Seminars**

The ADFL summer seminars offer department chairs or their representatives three days of lively debate, problem solving, and exchange of information about pressing issues in the field. Plenary sessions and workshops address issues dealing with national trends and the nuts and bolts of departmental governance. Seminars also feature preseminar workshops for chairs newly appointed or just completing the first year of their appointment. Seminar West will be held 7–10 June at the University of Hawai'i, Mānoa, in conjunction with a summer institute on assessment practices in foreign language programs sponsored by the National Foreign Language Resource Center. Seminar East will be held jointly with ADE in Montréal from 21 to 24 June and will highlight teaching language, literature, and the humanities in multicultural contexts. Speakers and topics will be announced in the *ADFL Bulletin*; at the ADFL Web site ([www.adfl.org](http://www.adfl.org)); and in a brochure detailing housing, meals, and excursions that will be mailed to ADFL members in early spring. For further information, please write or call Nelly Furman, Director, ADFL, or David Goldberg, Associate Director, at the MLA office (646 576-5132; [adfl@mla.org](mailto:adfl@mla.org)), or consult the ADFL Web site. □

COMMITTEES

## MLA Committee Meetings, September 2007–May 2008

The following schedule of MLA committee meetings is current as of 3 April 2007. Members wishing to bring issues to the attention of a committee may write to the committee chair, listed in the September 2006 PMLA and on the MLA Web site, or address letters to the executive director's office.

### SEPTEMBER

- 20–21 Committee on the Status of Graduate Students in the Profession
- 21 Committee on Scholarly Editions
- 24–25 Committee on Academic Freedom and Professional Rights and Responsibilities
- 24–25 Committee on the Literatures of People of Color in the United States and Canada
- 27–28 Committee on Disability Issues in the Profession
- 27–28 Publications Committee

### OCTOBER

- 4–5 Committee on Community Colleges
- 4–5 PMLA Editorial Board
- 11–12 ADFL Executive Committee
- 15–16 Ad Hoc Committee on the Structure of the Annual Convention
- 18–19 Committee on Information Technology
- 18–19 Committee on the Status of Women in the Profession
- 24–25 Delegate Assembly Organizing Committee
- 26–27 Executive Council

### NOVEMBER

- 8–9 Advisory Committee on the *MLA International Bibliography*

### JANUARY

- 18 Radio Committee
- 25 Committee on the New Variorum Edition of Shakespeare
- 25 Elections Committee
- 31 PMLA Editorial Board

### FEBRUARY

- 1 PMLA Editorial Board
- 8 Nominating Committee
- 22–23 Executive Council
- 28–29 Committee on the Literatures of People of Color in the United States and Canada
- 29 Texts and Translations Series Editorial Board

### MARCH

- 6–7 ADE Executive Committee
- 6–7 ADFL Executive Committee
- 13–14 Committee on the Status of Women in the Profession
- 27–28 Committee on Information Technology
- 28 Committee on Honors and Awards

### APRIL

- 3–4 Ad Hoc Committee on the Structure of the Annual Convention
- 17–18 Publications Committee

### MAY

- 1–2 PMLA Editorial Board
- 1–2 Program Committee
- 20–21 Executive Council

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

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

To the editor:

Provoked by the recent Report of the Task Force on Evaluating Scholarship for Tenure and Promotion, we call on all our colleagues to join in reconsidering what constitutes the definition of “scholarship” in the humanities. In the name of equity and fairness, what “counts” for tenure and promotion needs to be redefined in the face of pressures associated with cuts in humanities lists by academic publishers, reduced library budgets, threats to the economic viability of university presses, and, more positively, the possibilities afforded by new technologies. The current gold standard of the single-authored monograph in many humanities disciplines may be a thing of the past very shortly. The Center for Studies in Higher Education at the University of California, Berkeley, has recently been awarded over \$400,000 from the Mellon Foundation to research the changing nature of scholarly communication and publication practices in our new “networked” age. But faculty members’ unwillingness to change, it is argued, stands in the way of new thinking about scholarship. The question is: why should we expect faculty members to adapt when institutions—in their requirements and reward systems—have not yet changed with the times?

The erosion of tenure-track positions and the casualization of the labor force have increased demands for research productivity—at every institutional level, from being competitive for a first job to getting tenure and then being promoted. At the same time, what is institutionally valued as “productivity” has been narrowing: before 1968, the single-authored monograph was not a requirement for tenure; today, 75.8% of all institutions surveyed demand it. Publishers—even academic ones—confronted with escalating costs and limited resources, increasingly do not want to publish the kinds of in-depth scholarly monographs our institutions are still demanding. It is clearly time for the peer-reviewed article, denigrated by the fetishization of the book, to be revalued; quality, not quantity, must be the criterion of judgment.

We also need to reconsider and judge fairly on the basis of quality a variety of other activities, currently devalued as professional work: the writing of either textbooks or trade books, the translating of scholarly or literary work, the editing of journals and essay collections, the gathering of bibliographic materials and the editing of critical editions. The monograph by one author has relegated these activities to the secondary, as it has any collaborative scholarly effort. Yet the new interdisciplinary focus of much research effectively demands collaboration; it is therefore up to us to develop a means of assessing contributions fairly. If the sciences can come up with a workable model, so can we.

The new electronic media are offering scholars new possibilities for both research and pedagogy; yet once again we lack the proper assessment tools to do justice to those who work in these fields. Whether these possibilities be in the form of archives and databases, new means of dissemination, or interactive teaching tools, they need to be judged as fairly and expertly as conventionally published materials are. Yet the report noted that most department chairs surveyed had little or no experience with the kind of evaluation needed for electronic media. It is all well and good to agree to apply the same criteria to assessing electronic publication as we apply to print publication. Peer review is es-

sential; publishing in the best journals is preferable. Many universities—though not all—accept these guiding principles. Few have found ways to implement them in the electronic sphere.

The scholarly monograph published by a prestigious university press has provided us with a reliable measure of success in research for over a generation. What we need is a comparable, alternative standard able to command the consensus currently achieved by the monograph. And we need it soon.

Brian Corman and Linda Hutcheon

## 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.*

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## 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 2006 PMLA, pages 1296–326. 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
- 15 American Council of Learned Societies

#### SEPTEMBER

- 1 Abe Fellowship Program
- 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

#### OCTOBER

- early New York Foundation for the Arts
- 1 American Philosophical Society
- 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
- 2 Columbia University Society of Fellows in the Humanities
- 2 Radcliffe Institute for Advanced Study at Harvard University
- 3 American Council of Learned Societies
- 3 Princeton University Society of Fellows in the Liberal Arts
- 6 Michigan Society of Fellows
- mid Spencer Foundation
- 13 American Academy of Arts and Sciences
- 15 American Philosophical Society
- 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
- 16 American Academy in Berlin
- 16 Fulbright Scholar Program
- 16 Stanford Humanities Center Fellowships
- 20 Frankel Institute for Advanced Jewish Studies
- 20 United States Department of State Fulbright Award (US Government) for Graduate Students
- 20 United States Department of State Fulbright Program Institute of International Education
- 31 Belgian American Educational Foundation
- 31 Memorial Foundation for Jewish Culture

#### NOVEMBER

- 1 American Association of University Women Educational Foundation
- 1 American Council on Education
- 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 Hemingway Research Grants
- 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

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

**MAY**

- 18 Deadline for receipt of departmental administrators' statements for the 2007 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 2007 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2007 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2007 (Directory) issue of *PMLA*
- 30 Deadline for departmental administrators to submit changes in their departmental listings in the September 2007 (Directory) issue of *PMLA*
- 30 Deadline for receipt of 2007 (calendar year) dues for listing in the September 2007 (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 Program-copy proofs and information on dates, times, and places of 2007 meetings sent by convention office to session organizers
- 26 Deadline for receipt of 2008 convention calls for papers for the *Fall Newsletter*
- 27 Deadline for receipt of corrections of Program-copy proofs for the November 2007 (Program) issue of *PMLA*

**AUGUST**

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

**SEPTEMBER**

- 7 Deadline for receipt of job listings for the October print editions of the *Job Information List*
- 17 Deadline for receipt of 2008 convention calls for papers for the *Winter Newsletter*

**OCTOBER**

- 1 Deadline for receipt of resolutions to be considered and voted on at the 2007 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 2007 Delegate Assembly meeting (see MLA constitution, article 9.C.11, and Delegate Assembly bylaw 7)

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