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DANIEL ROOT

*The Committee on the New Variorum Edition of Shakespeare met 25 January 2008. Standing (left to right): Jeffrey Masten, Michael J. C. Echeruo, A. R. Braunnmuller (chair), Richard A. J. Knowles, and Paul Werstine. Seated (left to right): Maurice Hunt, Lena Cowen Orlin, and James L. Harner. Suzanne Gossett is not pictured.*

## New ADE Report on Staffing

At its 6–7 March 2008 meeting the ADE Executive Committee approved the report of the ADE Ad Hoc Committee on Staffing. The report provides a profile of the staffing practices of postsecondary English departments at mid-decade in the United States. Early in 2007 the office surveyed ADE-member departments in colleges and universities, inviting them to provide counts of full- and part-time, tenure-line and non-tenure-line faculty members and graduate students who taught courses in their departments in fall 2006 and of the number of teachers in each category who taught courses at four levels of the curriculum: first-year writing, other lower-division undergraduate courses, upper-division undergraduate courses, and graduate courses.

Drawing on data from the United States Department of Education's fall staff surveys for 1995 and 2005, the ADE report documents how, across all fields of study and types of degree-granting institutions between 1995 and 2005, the population of tenured and tenure-track faculty members remained almost unchanged, while the student population grew substantially, by 23%, and the number of non-tenure-track faculty members grew dramatically—by 67% in the full-time non-tenure-track ranks and by 62% in the part-time ranks. As a result, full-time tenure-line faculty members became a diminished segment of the faculty as a whole, declining from 42.3% of the faculty in 1995 to 32.2% in 2005. In the context of what is essentially zero-population growth in the tenure-line faculty and a continually increasing student population, the tenure-line faculty becomes an intellectual and educational resource rationed out in ever scarcer portions to an ever larger student body.

The report also presents important information from the National Study of Postsecondary Faculty (NSOPF), a survey of a nationally representative sample of faculty members that the United States Department of Education has conducted at approximately five-year intervals since 1988. The NSOPFs provide a systematic basis for estimating the population of faculty members in different teaching fields, including English and foreign languages, and for gauging change through time.

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Appointed in 2006, the ad hoc committee was charged with reviewing the earlier ADE report on staffing, published in 1999, and providing an account of changes that may have occurred, whether in the mix of teachers in different tenure and employment statuses or in their distribution to different levels of the curriculum. Members of the ad hoc committee are David Bartholomae (Univ. of Pittsburgh, Pittsburgh), chair; Deborah Kaplan (George Mason Univ.); David Laurence (ADE); Paul Lauter (Trinity Coll., CT); Adalaide Morris (Univ. of Iowa); and Doug Steward (ADE). We anticipate that the ADE report will be available on the MLA Web site in September. There will be a session on the report at this year's MLA convention in San Francisco. □

#### BIBLIOGRAPHY

### How to Be Included in the *MLA International Bibliography*

My colleagues and I are eager to include your work in the bibliography. We invite you to send us information about your articles, essays, and books that appeared in 2008 and those from before 2008 that have not previously been indexed.

Bibliographic Information Services receives many of the periodicals on the Master List of Periodicals (found at the front of each issue of the bibliography or online through all of our vendors). Authors of journal articles may assume that their material will be indexed if the MLA receives the journal; members should check with the journal editor to be sure. Authors of monographs and articles in book collections (Festschriften, conference proceedings, books of essays, etc.) should ask the publisher to send a copy of the collection to the MLA. Authors in doubt about whether the MLA has received a journal or a book should send materials according to the following guidelines.

*Articles in journals.* Send an offprint or photocopy of the entire article, with the complete date, volume, and number of the journal issue in which the article appeared. Include a photocopy of the title and contents pages of the journal.

*Book collections.* Send the book. A single essay in a collection of essays may be indexed if the following documentation is provided: an offprint or photocopy of the essay; a photocopy of the title, copyright, and contents pages of the book; the number of pages in the book; and the ISBN.

*Books by a single author.* Send the book. Or send a photocopy of the title, copyright, and contents pages, together with an abstract or a photocopy of the introduction, the number of pages in the book, and the ISBN.

Bear in mind that the following kinds of writing are generally excluded from the bibliography: fiction, poetry, book reviews, unpublished dissertations, and entries in reference books.

*Web sites.* In 2007 we also began including citations to scholarly Web sites in the database. To bring Web sites to our attention for possible inclusion in the bibliography, please send an e-mail message that includes the URLs to [bibliography@mmla.org](mailto:bibliography@mmla.org).

The deadline for the receipt of material for the 2008 printed bibliography is 2 January 2009. Information received after that date will be considered for the 2009 edition. Address materials or questions to *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (646 576-5053; fax: 646 458-0033; [bibliography@mmla.org](mailto:bibliography@mmla.org)).

Barbara Chen

### Nominations Invited for Honorary Members and Fellows

The MLA invites members and division or discussion group chairs to nominate individuals for honorary membership or fellowship. Honorary membership is given to distinguished foreign scholars, and honorary fellowship is given to distinguished men and women of letters, usually creative writers, of any nationality. A list of honorary members and fellows appears in the September 2007 (Directory) issue of *PMLA* (pp. 983–84). For details on nomination procedures, please consult page 978 of the Directory or contact Annie Reiser (646 576-5141; [awards@mmla.org](mailto:awards@mmla.org)). The deadline to submit nominations is 31 January 2009. □

#### WEB SITE NEWS

### 2008 Convention Registration

Starting 1 September 2008, MLA members will be able to register online for the MLA Annual Convention at [www.mla.org](http://www.mla.org). MLA members receive priority registration as well as reduced rates. A searchable list of all convention sessions will be available to everyone in November. □

#### GOVERNANCE

### Open Discussion during 2008 Delegate Assembly Meeting

The Delegate Assembly Organizing Committee (DAOC) set aside a limited amount of time during several recent 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 2008 Delegate Assembly meeting in San Francisco 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 one or more topics on the assembly's 2008 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@mmla.org](mailto:governance@mmla.org)). The deadline for submission of suggestions is 1 October. □

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.

## Bringing Writing In from the Cold

When my colleagues hear that I teach first-year composition, they figure I must be a saint, a masochist, or a victim of blackmail. It's axiomatic in our trade that established academics do not *voluntarily* teach comp unless they have a Mother Teresa complex. Far from aspiring to sainthood, however, I teach the course largely for careerist reasons, seeing it as a source of research material for my books and articles. That may make me something of a special case. But you'd think that, in a profession in which so much rides on getting our writing published, it wouldn't be hard to convince anyone that teaching basic writing might sharpen our writing and thus help advance our careers.

When I started teaching in 1963, it was common practice for "regular" English faculty members to teach first-year composition. Today, however, though we still give lip service to the importance of writing, we hand the course over to graduate students and contingent faculty members. Diane Chin, a writing-program administrator and instructor at my university, says she daily confronts "the fundamental contradiction that lies at the heart of the issue. If writing is so damn important, why are the lowest-paid, least secure, most overburdened people in the 'academic community' made responsible for teaching it?"

One of the most depressing moments for me at MLA job interviews is when candidates are reassured that, if they get the job, they "won't have to teach comp." The only thing more depressing is when colleagues who are revolted at the very thought of teaching composition complain that their students write poorly. They blame bad student writing on the high schools or on their own campus writing programs and take no responsibility for the problem themselves.

Nevertheless, I won't wax nostalgic for the days when most regular faculty members taught basic writing, for I'm sure that writing is taught better today, given the training writing instructors get from rhetoric and composition programs, the field responsible for most of the interesting thinking about pedagogy that has come out of English departments. Without succumbing to nostalgia, however, I do think the effectiveness of first-year writing instruction is impaired by a system in which the regular faculty teaches literature while a separate staff of TAs and adjuncts teaches the introductory writing courses. This two-track system increases the isolation of writing from literary studies as well as from the other disciplines. And the separation of writing from literature in English is mirrored in foreign language departments. Read the recent report of the MLA Ad Hoc Committee on Foreign Languages (see <http://www.mla.org/flreport>), and you'll find you can often replace "foreign languages" with "basic composition" without missing a beat.

Of course, if this increasing reliance on contingent faculty members continues, the problem posed by tenure-line professors' disappearance from first-year writing courses will be "solved" by the disappearance of tenure-line professors altogether. Now that contingent faculty members compose a shocking three-fourths or more of the teaching staff at some campuses, even upper-division courses are increasingly taught by temporary employees. This exploitative two-track system needs to be fought using a variety of tactics, including unionizing, lobbying, and an aggressive public information campaign that gets the word out that the professor—that beloved icon of American life—may soon be an extinct species. "Goodbye, Mr. Chips" big time!

The word also needs to get out that the two-track system lowers the quality of education, not least because it widens the disconnection between writing courses and the literature and other subject matter courses taught by the regular faculty. At most universities there tends to be little communication between the composition program and the disciplinary faculty about what is wanted or expected in student writing. Faculty members in the disciplines rarely have a clear idea of the philosophy of writing informing the composition program, while composition teachers (through no fault of theirs) tend to be equally in the dark about what instructors in the disciplines look for in their writing assignments—assuming they give some.

As a result of these disjunctions, students often receive contradictory messages about writing as they go from subject to subject and course to course. You might think colleges would ask the entire teaching staff to meet occasionally to align their writing lessons and try to get consensus on such questions as, "Is writing in the sciences and the humanities fundamentally different, or is there common ground?" But of course we rarely have such discussions (or didn't till outcomes assessment came along), either because we presumably agree about these questions and thus don't need to discuss them or because we presumably disagree about them and thus discussing them would be pointless.

So we leave it to students to sort out on their own the mixed messages they get about writing—and if they can't, it's their problem, not ours. Students can go from a teacher at 10:00 who wants them to make a strong argument of their own in their papers to one at 11:00 who mainly wants evidence that they've read the assigned material. This (along with many other contradictions I could list) explains why students often ask us questions like, "Do you want *my* ideas in this paper or just a summary of the reading?" Such questions suggest that our students' other courses give them no basis for predicting what we want in ours, which is to say that, considered as a collective enterprise, we're unreadable, that *homo academicus* can be comprehended only one at a time.

To put it another way, our courses at any moment are often fighting one another or canceling one another out, and our solipsistic confinement in our classrooms prevents us from realizing it. The contradictory writing advice students get in going from course to course deprives them of the reinforcement and redundancy learners need—especially those who have at best a shaky grasp of what it means to join an academic community—and this in turn undermines their success in college and their social and economic aspirations.<sup>1</sup>

What, then, can be done about the systematic isolation and obfuscation of writing in the university? If it is neither practical nor desirable to go back to the days when regular faculty members taught basic writing and language courses as well as literature, how can the disconnect between writing and literature—and the other disciplines—be overcome?

One response to the problem has been first-year seminar programs, consisting of writing-intensive courses taught by regular faculty members on topics related to their research. First-year seminars bring regular faculty members back into the first-year classroom, focus on writing, and are often lively, but in my experience they are rarely effective in dealing with

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student writing. The theme that the students write *about* tends to become so central that writing issues don't get the attention they require.

An approach I prefer is one that combines the elements of writing-across-the-curriculum (and language-across-the-curriculum) programs and of so-called learning communities. In this approach, first-year writing courses are paired with general education courses for a cohort of students that takes both together. Campuses I know of that have developed versions of this approach include the University of New Mexico, the University of North Florida, the University of Iowa, and my own University of Illinois, Chicago (UIC).

In UIC's Co-Write program, students who enroll in designated first-year composition sections concurrently enroll in the same section of introduction to literature or of introductory psychology, history, political science, or even chemistry and mathematics (see <http://www.uic.edu/las/college/info/cowrite/>). The writing assignments in the composition course are keyed to the readings and topics of the general education course, and the writing course instructor becomes a coach who helps students write their papers for the subject matter course. The graduate and undergraduate tutors of UIC's writing center serve as useful intermediaries between the paired courses.

This course-pairing strategy brings regular faculty members back to writing instruction, but it does so by coordinating their subject matter courses with a writing course rather than by having them teach writing courses themselves. Since both kinds of courses have to be offered anyway, coupling them seems an efficient use of resources. And since first-year students are required to take the writing and general education courses anyway, having them take the two together makes educational sense. Writing is an ideal candidate for coupling since, having no exclusive subject of its own, it can be paired with any subject. The division of labor made possible by the coupling helps overcome the conflict that often plagues first-year seminars (and some basic composition courses themselves), in which writing issues compete for class time with the subject matter.

I can attest to the value of such course pairing, having taught a first-year writing course at UIC that was linked to an introduction to German literature. I found it a bracing experience to coach my students in how to write their essays for someone else's course, an experience that made me feel that for once my students and I were on the same side, collaborating to meet the external demands of another course. It was also exciting for my German colleague, Astrida Tantillo, and me to feel that in a small way we were bridging the chasm between first-year writing and literature.

It's true that pairing writing and general education courses this way doesn't challenge the two-track hierarchy that relegates writing instruction to the lower ranks—a problem, as I've said, that needs to be directly tackled on its own. There is always the danger that established faculty members will take advantage of their non-tenure-track partners, a danger that can require tactful program leadership to overcome. Nor will course pairing work if it becomes so time-consuming that it burns out already overtaxed instructors on both sides. In the pairing I taught in at UIC, I did have to do some extra reading to keep up with the assignments of the other course. But the amount of such reading (and of communication with my course partner) was modest and was readily compensated for by my satisfaction in getting more out of my teaching efforts.

This problem figures to lessen over time if the instructors get to repeat the pairing. Though course pairing doesn't change the two-track system, it does get the tracks working together, thereby counteracting the isolation of contingent faculty members, a benefit that has been appreciated by the graduate students and lecturers I've spoken to at UIC.

Course pairing will also fail if it becomes too expensive. At UIC the continuity demanded by course pairing, which is disrupted if the teaching staff turns over every semester, became a reason for raising the salaries and improving the job security of the lecturers in the program. This has proved a mixed blessing, however, as the administration, after paying special stipends to the program staff for several years (and after running into problems with registration, lack of assessment, and lack of coordination between instructors), has reportedly discontinued Co-Write—a recall for retooling, I hope, rather than a permanent termination. On the other hand, course pairing is less expensive than team teaching while offering similar pedagogical benefits. According to Elaine Maimon, president of Governors State University and a leading rhetoric and composition scholar who has worked in course-pairing programs, "paired courses can be cost-effective because each instructor teaches his/her own class." And if course-pairing programs are successful, they may help universities attract increased support from donors and legislatures.

Ultimately, course pairing will have limited value if the teachers on both sides of the pairing don't reach a consensus on what they are looking for in student writing—particularly on those questions students ask, such as whether we want their own arguments in papers or summaries of the reading. My answer to that question is that, whatever the discipline, students need to learn both to read and summarize arguments made in the field and to develop their own positions in response. Whether they agree with me or not, however, teaching staffs should meet at least once a semester to discuss such fundamental questions, which are not only about writing but also about how subject matter is structured and taught.<sup>2</sup>

In my view, the potential of pairing basic-writing and general education courses is far from trivial, especially if the practice becomes a model for pairing other courses and disciplines at the middle and upper levels. Course pairing can help us begin to put our Humpty Dumpty of a college curriculum back together again, and, if that happens, we might see improvement not just in student writing but our own.

Gerald Graff

## NOTES

1. This analysis has support from current researchers, who often find a strong correlation between curricular integration and students' engagement in their learning. See Zhao and Kuh.

2. In case anyone is wondering, reaching consensus on common argumentative practices and how to identify them for students is not opposed to what I've elsewhere called "teaching the conflicts" but a precondition of it.

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## From the Halls of Academe to Capitol Hill: Why Lobby?

I am not a registered federal lobbyist, and I wager that few MLA members are—or even know when they can aspire to be one (hint: having served in Congress is not a mandatory prerequisite). Registered lobbyists are employed or retained for financial or other compensation, and their lobbying activities constitute twenty percent or more of their services during a given time period. What we at the MLA do is lobbying on matters related to our professional interests when we talk to legislators and their staffs as well as when we communicate with our members and the public about issues related to legislation, federal budgets, and so on. The MLA belongs to several lobbying coalitions to which we pay dues, and each group has at least one registered lobbyist. An important measure of successful lobbying is convincing others to act. Let me see how effective I can be in this column at making the case that all of us in academe should become lobbyists—a more forceful way of saying advocates—for the causes that matter most to us as scholars and professionals.

Every year I participate in Humanities Advocacy Day, an event sponsored by the National Humanities Alliance ([www.nhalliance.org](http://www.nhalliance.org)) that brings together advocates for the humanities from across the country to learn about trends in public policy and federal funding, to discuss projects in the disciplines, and to go to Capitol Hill to meet with members of Congress and their staffs. Some of us have administrative roles at foundations, institutions, museums, and other organizations devoted to the arts, humanities, and culture. Most participants, however, come from campuses across the United States; frequently they are humanities scholars who have been the beneficiaries of federal funding from agencies such as the National Endowment for the Humanities (NEH). Past recipients of NEH grants make excellent advocates when they tell members of Congress what federal support has produced in terms of research and teaching. I have heard directors of NEH summer seminars for high school and college teachers describe how the participants worked collaboratively on major research projects, often conducted in countries outside the United States, and I can see by the reactions on the Hill that this vivid testimony brings home the notion that federal funding of the humanities is crucial. This year we asked Congress to support a budget of \$177 million for the NEH, an amount that would return the agency to its 1994 budget level. For those of us familiar with the United States federal budget and with the support given to the humanities in other countries, this amount represents a minor investment in our intellectual capital. Funding for foreign languages, study abroad, and area studies, which come under programs such as Title VI of the Higher Education Act, also falls short of the levels needed to create and support the kind of deep infrastructure that would get us closer to the ideal of having a multilingual citizenry able to interact well in our conflict-ridden globalized times.

During Humanities Advocacy Day, several colleagues and I observed a brief session in the House chambers. One representative gave a proclamation on the National Bike Summit and on the virtues of using bicycles as a mode of transportation; another railed against the war in Iraq. We went from amusement as the first representative, addressing the near-empty room, championed the joys and benefits of pedaling, to stunned silence as the second lamented the disasters of war. And yet this legislative process is one key way causes are advanced. I encourage you to lobby (on the local, state, and federal level) not just to “get” something for our academic community but also to see how our democracy

works. There is something simultaneously banal and transcendent about standing in the hallway of the Rayburn House Office Building to show a twenty-four-year-old staff member a chart that displays the NEH appropriations since the agency’s creation in 1966. It almost feels like I’m going over an irregular Spanish verb chart with one of my students—a very bright and attentive one at that! Then I glimpse the dome of the Capitol building, just steps away, and I realize that for hundreds of years legislation has been made this way (yes, like sausage) and that it behooves us not only to know what’s in it but also to add ingredients of our own.

Perhaps hearing from other advocates will reveal more about why we lobby and what goes on when we visit the Hill. Kathleen Woodward, an MLA member from the University of Washington and chair of the National Humanities Alliance membership committee, notes that advocacy is “about ideas and ideals, about the important role that higher education must play in the lives of people around the globe. It is about inspiring people to be curious about cultural traditions and to commit themselves to learning from and with others.” She tells us that one of the skills “most needed for advocacy is that of ‘translation.’ We need to be able to translate what we’re doing into language that is at once direct, forceful, and engaging.” When she talks to congressional members and their staffs, she finds that they listen attentively because they want to hear from, and be responsive to, their constituents. Woodward encourages her graduate students and colleagues to attend Humanities Advocacy Day, and the Simpson Center for the Humanities, which she directs, is one of the event’s sponsors. Jentery Sayers, a PhD student in English, attended the events this year, and he described his experience: “Advocacy work enriched me personally by making me more informed about national humanities policy and how it directly influences the study of language and literature.” He learned that members of Congress from his state were very supportive of the humanities, and he also saw that “really brilliant work is being done by humanities advocates, and Congress is responding accordingly.”

Another graduate student from the University of Washington, Jennifer Lavy, had this to say: “It may not seem like an individual advocacy issue will mean much, but we cannot be apathetic about making our interests and desires known to our representatives. The wheels of change turn slowly, and the accumulation of smaller shifts can have tremendous impact in the general attitude of our culture.” Like many first-time Humanities Advocacy Day participants, she was surprised to see how relatively young most of the staffers were and how much “gate-keeping” work they did for their bosses: “These young staffers are the legislators’ frontline. They have a direct say in what information gets passed along to your legislator and, perhaps most importantly, *how* that information gets passed along.” Like Sayers, Lavy was invigorated by the advocacy work she did on the Hill because it enabled her to “operate predictively rather than reactively.” Katharine Conley, an MLA member, also participated in Humanities Advocacy Day, for the first time in March. Her institution, Dartmouth College, was a sponsor of the event, and she went as a representative in her role as associate dean for the arts and humanities. Conley had an early-morning coffee meeting with Senator Patrick Leahy and his staff members, and she discovered that “it was a pleasure to talk to his aides about the importance of supporting the humanities” and to thank the senator in person for his work on behalf of educational issues.

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The whole experience was energizing, Conley said, because “it allowed me to advocate for what I believe—that what we teach in the humanities is fundamental to the development of critical thinking and to a broad understanding of what it means to become an educated person. It was gratifying to meet people working on Capitol Hill who responded positively to our requests and our points. And it was satisfying to glimpse the possibility that by participating in this effort there was a hope that I had made a small contribution to the stability of humanities funding on a national scale.”

Are you convinced? If so, I now ask you to do two things. One: alert your dean or provost that there’s a wonderful opportunity for your institution to become an affiliate of the National Humanities Alliance at a low cost. As Annette Kolodny noted in her advice to department chairs, “the science and engineering disciplines enjoy powerful lobbying voices in Washington,” so “now more than ever the humanities too require a centralized liaison between our constituencies and the legislative and executive branches of government. . . . The National Humanities Alliance does all of this and more. Therefore, ask your dean to petition central administration to *join the National Humanities Alliance*.” Kathleen Woodward and I are happy to communicate directly about the National Humanities Alliance with your administrators: just send along the contact details (execdirector@mla.org), and we’ll tell them why their institution should join an alliance that promotes the humanities. We’ve had great advocacy training over the years, and we’re adept at communicating the value of the work that humanities faculty members do and why it’s important to join an alliance to seek funding for it. Two: please let me know if you’d like to be on the National Humanities Alliance electronic mailing list. You’ll get information about next year’s Humanities Advocacy Day, and I hope you’ll be inspired to join other MLA colleagues and me on the Hill. Ask your chair or dean for funding now, and, if it’s helpful, we’ll be glad to write to them to let them know why it’s worth their support to send faculty members to lobby. Come work with us in advocating for your best interests! You may find yourself saying, as Jennifer Lavy did, “I feel better knowing that I’ve played some role in shaping the world around me, and I am a better person for thinking outside myself in the way advocacy requires.”

Rosemary G. Feal

#### NOTE

All quotations from participants in Humanities Advocacy Day come from personal communications.

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#### PMLA

### PMLA Special Topic: Celebrity, Fame, Notoriety

Napoleon said that “glory is fleeting, but obscurity is forever.” PMLA invites analyses of lives, objects, and events that escaped obscurity—however temporarily—and achieved the incandescence of fame. How have definitions of celebrity, fame, infamy, and notoriety changed from ancient to postmodern times? Are there differences across cultures? Are there constants? Are there transformative moments? What are the roles of patronage, marketing, spectacle, and various media in the invention of celebrity? Is the price of acclaim most often ignominy? Who or what are celebrity’s others? The Editorial Board invites essays on a wide range of topics throughout history, from criminal broadsides to the lives of martyrs and saints, from the self-promotion of charlatans to the disclaimers of reluctant superstars, from the gossip of the literary salon to that of the online chat room.

The coordinators of the special topic are Joseph A. Boone (Univ. of Southern California) and Nancy J. Vickers (Bryn Mawr Coll.). The deadline for submissions is 1 April 2009. Manuscripts should be sent to the Managing Editor, PMLA, Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004-1789. Submissions to PMLA must meet the requirements given in the statement of editorial policy, available online and printed in the January, March, May, and October issues of PMLA. □

#### GOVERNANCE

### Nominations for 2008 MLA Elections

#### Second Vice President

The 2008 Nominating Committee has selected three nominees for second vice president of the MLA. The person elected will take office in 2009 and will automatically become first vice president in 2010, serving in that office through the close of the January 2011 convention, and president of the MLA in 2011, serving in that office through the close of the January 2012 convention. The 2009 second vice president must be from a field other than English (including American). A biographical summary for each candidate appears below; ballots will be mailed to members in the fall.

**Russell A. Berman.** Walter A. Haas Prof. in the Humanities and prof. German studies and comparative lit., Stanford Univ. PhD, Washington Univ. Previous appointment: Columbia Univ., 1990–91. Visiting appointment: Columbia Univ. Mellon Fellowship in the Humanities (Harvard Univ.), 1982–83; NEH fellowship (declined), 1989–90; Alexander von Humboldt fellowship, 1989–90. Outstanding Book Award (for *The Rise of the Modern German Novel*), German Studies Assn., 1988; Bundesverdienstkreuz, Federal Republic of Germany, 1997; Max Kade Prize (for best article in *German Quarterly*), AATG, 1998; Outstanding Book Award (for *Enlightenment or Empire*), German Studies Assn., 2000. Dir., NEH summer seminar, 1993, 2007; codir., NEH summer seminar, 2005. Exec. Comm., ADFL, 1998–2000; AATG; German Studies Assn.; Amer. Comparative Lit. Assn.; Amer. Council on the Teaching of Foreign Langs. MLA activities: Delegate Assembly, 1985–87; Comm. on Resolutions, 1987; exec. comm., Div. on 19th- and Early-20th-Century German Lit., 1988–92, 2002–06; Program Comm., 1992–95; PMLA Ed. Board, 1995–97; Nominating Comm., 1998–99. Ed., *Telos*, 2004–. Ed. boards: *Telos*, 1979–; *German Quarterly*, 1987–94, 2007–; *Signale: Modern German Letters, Cultures, and Thought*, 2007; *South Central Review*; *Modern German Culture and Literature*, Univ. of Nebraska Press. Publications include *Between Fontane and Tucholsky: Literary Criticism and the Public Sphere in Imperial Germany* (1983), *The Rise of the Modern German Novel: Crisis and Charisma* (1986), *Modern Culture and Critical Theory: Art, Politics, and the Legacy of the Frankfurt School* (1989), *Cultural Studies of Modern Germany: History, Representation, and Nationhood* (1993), *Enlightenment or Empire: Colonial Discourse in German Culture* (1998), *Anti-Americanism in Europe: A Cultural Problem* (2004), *Fiction Sets You Free: Literature, Liberty, and Western Culture* (2007); coed., *Schoenberg and Words: The Modernist Years* (2000), *Political and Religious Ideas in the Works of Arnold Schoenberg* (2000); contrib., *Public Art*

and Democracy (1992), *Gender and Germanness: Cultural Productions of Nation* (1997), *Death in Venice: Case Studies in Contemporary Criticism* (1998), *Adorno: A Critical Reader* (2002), *Literature and Philosophy in Germany* (2002), *A Companion to the Works of Franz Kafka* (2002), *A Companion to German Realism, 1848–1900* (2002), *Sound Matters: Essays in the Acoustics of Modern German Culture* (2004), *Americanization and Anti-Americanism: The German Encounter with American Culture after 1945* (2005), *Not So Plain as Black and White: Afro-German Culture and History, 1890–2000* (2005); articles in *New German Critique*, *Zeitgeschichte*, *Telos*, *Selecta*, *PMLA*, *German Quarterly*, *Monatshefte*, *Modern Language Studies*, *Stanford Italian Review*, *German Politics and Society*, *Theory, Culture, and Society*, *ADFL Bulletin*, *South Central Review*, *Vivens Homo*, *Stanford Humanities Review*, *Profession*, *European Studies Journal*, *Modern Language Quarterly*, *Internationale Politik*, *Hoover Digest*.

**Lawrence D. Kritzman.** Prof. French and comparative lit., Dartmouth Coll. PhD, Univ. of Michigan, Ann Arbor. Visiting appointments: Univ. of Michigan, Ann Arbor; Stanford Univ.; Harvard Univ. Mellon postdoctoral fellowship (Duke Univ.), 1979–80; ACLS travel grant, 1986; ACLS senior fellowship, 1989; Hewlett Foundation grant, 1993; Florence Gould Foundation fellowship, 1996, 1997, 1999, 2001. Elected member, Acad. of Literary Studies, 1986–; distinguished alumnus, Horace H. Rackham School of Grad. Studies, Univ. of Michigan, 1988; chevalier (1990) and officier (1994), Ordre des Palmes Académiques, French Natl. Ministry of Educ.; Edward Tuck Prof. of French, Dartmouth Coll., 1994–95; Ted and Helen Geisel Third Century Prof. in the Humanities, Dartmouth Coll., 1995–2003; Ordre du Mérite National, French govt., 2001; Morgan Lectureship, Dickinson Coll., 2001; Pat and John Rosenwald Research Prof. in the Arts and Sciences, Dartmouth Coll., 2003–07; Teacher of the Year Award, Dartmouth Coll., 2005–06; Scaglione Prize for French and Francophone Studies (for *The Columbia History of Twentieth-Century French Thought*), 2006; Ray and Pat Browne Award (for *The Columbia History of Twentieth-Century French Thought*), Popular Culture Assn./Amer. Culture Assn., 2007; bronze medal (for *The Columbia History of Twentieth-Century French Thought*), Independent Publisher Book Awards, 2007. Codir. (1994, 1995) and dir. (1997, 1999, 2001, 2003, 2005, 2007), Inst. of French Cultural Studies, Dartmouth Coll.; dir., Inst. of European Studies, Dartmouth Coll., 1999–2007. Visiting faculty, NEH summer inst., 1986, 1991, 1995. Consultancies: Canada Council for the Humanities, Chateaubriand Fellowships, French govt. grants, NEH, ACLS, Rockefeller Foundation, Natl. Public Radio, Bunting Inst. Sec., Amer. Council for French Social and Cultural Affairs, 1980–87; conseil administratif, Société des Amis de Montaigne, 1990–96; pres. and founder, Comm. for the Future of French Studies in the US, 1991–; advisory comm., Amer. Friends of Medem Library, 1996; Amer. Comparative Lit. Assn.; Natl. Writers Union. MLA activities: exec. comm., Discussion Group

on Interdisciplinary Approaches to Culture and Society, 1982–86; Comm. on Teaching and Related Professional Activities, 1984–87; Elections Comm., 1989–90 (ch., 1990), PMLA Advisory Comm., 1992–96; exec. comm., Div. on 20th-Century French Lit., 1993–97; Ad Hoc Comm. on Teaching, 1998–2000; Scaglione Prize for Comparative Literary Studies Selection Comm., 2004–06 (ch., 2005–06); Program Comm., 2005–08; Nominating Comm., 2006–07 (ch., 2007); exec. comm., Div. on Psychological Approaches to Lit., 2007–11; PMLA Ed. Board, 2008–10. Features ed., New York Literary Forum, 1980–86; series ed., European Perspectives, Columbia Univ. Press, 1989–. Ed. or advisory boards: *Contemporary French Civilization*, 1977–; *Études montaignistes*, 1986–; *Studies in Twentieth Century Literature*, 1986–; *Montaigne Studies*, 1988–; *Continuum*, 1989–93; *Sites*, *The Journal of Contemporary French Studies*, 1996–; *Substance*, 1997–; *French Politics and Society*, 1997–; *French Forum*, 1999–2003; *L'image*, 2001–. Publications include *Destruction/Découverte: Le fonctionnement de la rhétorique dans les Essais de Montaigne* (1980), *The Rhetoric of Sexuality and the Literature of the French Renaissance* (1991); ed., *Fragments: Incompletion and Discontinuity* (1981), *France under Mitterand* (1984), *Foucault: Politics, Philosophy, Culture* (1989), *Le signe et le texte* (1990), *Auschwitz and After: Race, Culture, and the “Jewish Question” in France* (1995), *Realms of Memory*, 3 vols. (1996–98), *The Columbia History of Twentieth-Century French Thought* (2005); coed., *Sans Autre Guide* (1999); contrib., *Sur des vers de Ronsard* (1990), *Freud, Lacan, and the Critique of Culture* (1991), *Writing the Renaissance* (1992), *Approaches to Teaching Montaigne’s Essays* (1993), *Understanding French Poetry* (1993), *Les visages et les voix de Marguerite de Navarre* (1995), *French Culture Wars* (1995), *Monster Theory* (1996), *Distant Voices Still Heard: Contemporary Readings of French Renaissance Literature* (1998), *French Cultural Studies: Criticism at the Crossroads* (1999), *De Pontigny à Cérisy: Un siècle de rencontres* (2004), *Encyclopédie Montaigne* (2004), *Writing Lives* (2007); articles in *Journal of European Studies*, *Modern Language Notes*, *Semiotica*, *Romanic Review*, *Yale French Studies*, *Substance*, *Poetics Today*, *Yale Journal of Criticism*, *Études rabelaisiennes*, *Le monde*, *Village Voice*, *French Forum*, *Journal of Medieval and Renaissance Studies*, *L’Esprit Créateur*, *Paragraph*, *Études montaignistes*, *Dispositio*, *Michigan Romance Studies*.

**Nicolas Shumway.** Tomás Rivera Regents Prof. of Spanish Lang. and Lit., Univ. of Texas, Austin. PhD, Univ. of California, Los Angeles. Previous appointments: Indiana Univ. Northwest, 1976–78; Yale Univ., 1978–93. Visiting appointments: Univ. of São Paulo, Univ. of San Andrés (Buenos Aires), Universidad Torcuato Di Tella (Buenos Aires). Mellon fellowship (Yale Univ.), 1982; Morse Fellowship (Yale Univ.), 1986; Fulbright professorship, 2001 (Brazil), 2005 (Argentina). Honorary MA, Yale Univ., 1992. Dir., Teresa Lozano Long Inst. of Latin Amer. Studies, Univ. of Texas, Austin, 1995–2006. Latin Amer. Studies Assn. MLA activities: exec. comm., Div. on Latin Amer. Lit. from Independence to

## 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. 2007 *PMLA*, 941–48). Petitions must reach the executive director before 1 July.

1900, 1993–97; Comm. on Academic Freedom and Professional Rights and Responsibilities, 1995–98; Radio Comm., 2000–05; Exec. Council, 2005–06; ACLS delegate, 2007–10; Comm. on Amendments to the Constitution, 2007–10. Publications include *The Invention of Argentina* (1991), *La invención de la Argentina* (1994; rev. ed., 2005), *Español en español* [textbook, student manual, and teacher’s manual] (1984; 2nd ed., 1988; 3rd ed., 1992; 4th ed., 1996); afterword, Teixeira Coelho Neto, *Niemeyer: Um Romance* (2001); contrib., *La cultura de un siglo: América Latina en sus revistas* (1999), *A imagem dos 500 anos: Reflexões irreverentes* (2002), *Latin American Writers* (2002), *Reading between the Lines: Perspectives on Foreign Language Literacy* (2003), *Ideologies of Hispanism* (2004), *Delirios de grandeza: Los mitos argentinos: Memoria, identidad, cultura* (2005), *Historia de la literatura hispanoamericana* (2006), *Derechos culturales y desarrollo humano* (2006); articles in *Revista iberoamericana*, *Revista de estudios hispánicos*.

## Executive Council

The Nominating Committee has selected seven nominees for the MLA Executive Council. The three candidates elected will serve four-year terms that will begin 1 January 2009 and run through the close of the January 2013 convention. The MLA constitution (art. 8.A.5) states that the at-large representation on the council must include at least one representative and no more than six from each of the following fields: English, French, German, Spanish, and other (e.g., other languages and literatures, comparative literature, folklore, linguistics). Since all these fields will continue to be represented on the council in 2009, this year’s candidates may come from any field. In addition, because no designated field is represented by more than three council members, all three persons elected this year may be from the same field.

The same section of the MLA constitution contains one other provision pertaining to the composition of the council: the at-large membership of the council “shall also include at least one representative,

(continued on next page)

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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 of the 12 at-large council seats. Since only five of the continuing council members are regular members, all three persons elected this year must be regular members.

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

**Jennifer Crewe.** Assoc. dir. and ed. dir., Columbia Univ. Press. MFA, Columbia Univ. Previous employment: College Dept., Charles Scribner's Sons, 1982–84; College Dept., Macmillan, Inc., 1984–86. Constituency Award (for leadership and service to the university press community), Assn. of Amer. Univ. Presses, 2006. Guest speaker, Publishing Inst., New York Univ.; roundtable participant, Social Science Translation Project, ACLS. Conference presentations: MLA, Soc. for Cinema Studies, Assn. for Asian Studies, Assn. of Amer. Univ. Presses. Program comm., Soc. for Scholarly Publishing, 1999–2000; ch., Professional Development Comm. Ch. (1999–2003) and board of directors (2001–04), Assn. of Amer. Univ. Presses; Books Comm., Professional and Scholarly Publishing, Assn. of Amer. Publishers, 2006–; Assn. for Asian Studies; Amer. Acad. of Religion; Soc. for Cinema and Media Studies. MLA activities: Advisory Comm. on the *MLA International Bibliography*, 1995–98 (ch., 1997–98); Comm. on Scholarly Editions, 2007–11. Publications include contrib., *Revising Your Dissertation: Advice from Leading Editors* (2004); articles in *Asian Studies Newsletter*, *Profession*; interview in *Minnesota Review*.

**Michael Davidson.** Prof. lit., Univ. of California, San Diego. PhD, Univ. at Buffalo, State Univ. of New York. Visiting appointment: San Diego State Univ. NEA Creative Writing Award, 1976–77; California Council for the Humanities grant, 1979, Sept. 1980–Jan. 1981; Fund for Poetry award, 1993, 1995; faculty research award, Academic Senate, Univ. of California, San Diego, 2002–03. Roy Harvey Pearce Prize, Archive for New Poetry, Univ. of California, San Diego, 2005. Amer. Studies Assn., Modernist Studies Assn., Soc. for Disability Studies. MLA activities: Comm. on Disability Issues in the Profession, 1999–2003 (coch., 2001–03); *PMLA* Advisory Comm., 2000–03; exec. comm., Div. on Poetry, 2007–11. Coch., ed. board, Univ. of California Press, 1990–94. Ed. or advisory boards: *Contemporary Literature*,

1995–; *Contemporary North American Poetry*, Univ. of Iowa Press, 2005–; *Journal of Literary Disability*, 2006–; *Flashpoints*, Univ. of California Press, 2007–; *Sagetrieb: Poetry and Poetics after Modernism*. Publications include *The Mutabilities* (poetry, 1973), *Grillwork* (poetry, 1980), *The Prose of Fact* (poetry, 1981), *The Landing of Rochambeau* (poetry, 1985), *Analogy of the Ion* (poetry, 1988), *The San Francisco Renaissance: Poetics and Community at Mid-Century* (1989), *Post Hoc* (poetry, 1990), *Ghostlier Demarcations: Modern Poetry and the Material Word* (1997), *The Arcades* (poetry, 1998), *Guys like Us: Citing Masculinity in Cold War Poetics* (2003); coau., *Leningrad* (poetry, 1991); ed., *The New Collected Poems of George Oppen* (2002); contrib. (poetry), *Palmer/Davidson: Poets and Critics Respond to the Poetry of Michael Palmer and Michael Davidson* (1992), *Postmodern American Poetry: A Norton Anthology* (1994), *From the Other Side of the Century: A New American Poetry 1960–1990* (1994), *In the American Tree* (2002), *Nuova poesia americana* (2005); contrib. (criticism), *The New Princeton Encyclopedia of Poetry and Poetics* (1993), *Cruising the Performative: Interventions into the Representation of Ethnicity, Nationality, and Sexuality* (1995), *Breaking Bounds: Whitman and American Cultural Studies* (1996), *Sound States: Acoustical Technologies and Modern and Postmodern Writing* (1997), *Beyond the Binary: American Identity and Multiculturalism* (1999), *Disability Studies: Enabling the Humanities* (2002), *A Concise Companion to Twentieth-Century American Poetry* (2005), *The Disability Studies Reader* (2nd ed., 2006); articles in *Boundary 2*, *ELH*, *New York Times Book Review*, *American Literature*, *Journal of Aesthetics and Art Criticism*, *Contemporary Literature*, *Genre*, *Fragmente*, *American Literary History*, *Poetics Journal*, *Keats-Shelley Journal*, *Sagetrieb*, *Western American Literature*, *Facture*, *GLQ*, *PMLA*, *Cross-Cultural Poetics*.

**Michael R. Katz.** C. V. Starr Prof. of Russian and East European Studies, Middlebury Coll. PhD, Oxford Univ. Dean, Lang. Schools and Schools Abroad, Middlebury Coll., 1998–2004. Previous appointments: Williams Coll., 1972–83; Univ. of Texas, Austin (prof. and ch., Dept. of Slavic Langs.; dir., Title VI Center for Russian and East European Studies), 1984–97. Visiting appointments: Univ. of California, Berkeley; Dartmouth Coll.; Univ. of North Carolina, Chapel Hill. Keasbey Memorial Scholarship, 1966–70, 1971–72; IREX grad. student fellowship, 1970–71; NEH translation grant, 1979–80; IREX senior scholarship, 1983; ACLS travel grant, 1986; IREX Acad. of Sciences fellowship, 1989; Fulbright group seminar abroad, 1989. Max Hayward Translation Prize, Translation Center, Columbia Univ., 1983; Slavic Teacher of the Year Award, Texas Foreign Lang. Teachers' Assn., 1990; Award for Distinguished Service to the Amer. Assn. of Teachers of Slavic and East European Langs. (AATSEEL), 2000; Award for Distinguished Service to the Profession, ADFL, 2005. Dir., NEH in-service inst., 1992–95; dir., NEH summer inst., 2007. Advisory board, Center for the Study of Democracy (Sofia, Bulgaria), 1988–. Board of directors, Amer. Council of Teachers of Russian, 1988–2001; vice pres. (1989–92), pres.

elect (1995–96), pres. (1997–98), and past pres. (1999–2000), AATSEEL; Exec. Comm., ADFL, 2000–02; Amer. Assn. for the Advancement of Slavic Studies; Amer. Council on the Teaching of Foreign Langs. MLA activities: Delegate Assembly, 1989–91; Texts and Translations Series Ed. Board, 1991–2000; English-Foreign Lang. Conference Planning Comm., 2001–02; Lang. Map Advisory Comm., 2005–06. Publications include *The Literary Ballad in Early Nineteenth-Century Russian Literature* (1976), *Dreams and the Unconscious in Nineteenth-Century Russian Fiction* (1984); annotated translations, Alexander Herzen, *Who Is to Blame?* (1984), Nikolai Chernyshevsky, *What Is to Be Done?* (1989), Fyodor Dostoevsky, *Notes from Underground* (1989; 2nd ed., 2001), *Tolstoy's Short Fiction* (1991), Fyodor Dostoevsky, *Devils* (1992, 1999), Alexander Druzhinin, *Polinka Saks and the Story of Aleksei Dmitrich* (1992), Ivan Turgenev, *Fathers and Sons* (1994), Nikolai Chernyshevsky, *Prologue* (1995), Evgeniya Tur, *Antonina* (1997), Mikhail Artsybashev, *Sanin* (2001), Vladimir Jabotinsky, *The Five* (2005); contrib., *The Old and New World Romanticism of Washington Irving* (1986), *Studies in Russian and German* (1988), *Issues in Russian Literature before 1917* (1989), *People of the Book* (1996), *Gender and Sexuality in Russian Civilization* (2001); articles in *Oxford Slavonic Papers*, *Slavic Review*, *Slavic and East European Journal*, *Dostoevsky Studies*, *ADFL Bulletin*, *New England Review*, *Southwest Review*, *Moriya*.

**Randolph D. Pope.** Commonwealth Prof. of Spanish and Comparative Lit., Univ. of Virginia. PhD, Columbia Univ. Ch., Dept. of Spanish, Italian, and Portuguese, Univ. of Virginia, Aug. 2004–July 2007; dir., Prog. in Comparative Lit., Univ. of Virginia, Aug. 2008–. Previous appointments: Washington Univ., 1985–2001; Vassar Coll., 1982–85; Dartmouth Coll., 1976–83; Univ. of Bonn, 1973–76; Barnard Coll., 1969–73. Visiting appointments: Univ. of Colorado, Boulder; Tübingen Univ. Fulbright Scholarship for Grad. Study, 1968–69; Germanistic Soc. grant, summer 1971; Kemper Faculty Grant to Improve Learning, Washington Univ., 1992, 1997; NEH research fellowship, 1993–94. Dir., NEH summer seminar, 1991, 1993. Dir., Spanish Summer School, Middlebury Coll., 1982–86. Exec. comm., MMLA, 1991–94; member (1998–), vice pres. (2001–04), and ch. (2006–), Coordinating Comm. for Comparative Lit. History, Intl. Comparative Lit. Assn.; Exec. Comm. (2006–08) and pres. (2008), ADFL; Asociación Internacional de Hispanistas; Twentieth Century Spanish Assn. of America; Amer. Comparative Lit. Assn. MLA activities: Katherine Singer Kovacs Prize Selection Comm., 1994–96; exec. comm., Div. on 20th-Century Spanish Lit., 1994–98; Delegate Assembly, 1996–98; Comm. on Honors and Awards, 1996–99, 2004–07 (ch., 2006–07); Advisory Comm. on Foreign Langs. and Lits., 1998–2001 (ch., 2000–01); Teagle Foundation Grant Working Group, 2007–08. Ed. (1985, 1991–99) and coed. (1999–2002), *Revista de estudios hispánicos*; coed., H-CLC: The List for Computers in Literary Studies, 1995–97; founding coed., Ediciones del Norte, 1978–88. Ed. boards: *España contemporánea*,

*Latin American Literary Review*, *Hofstra Hispanic Review*, *Purdue Univ. Press*, *Bilingual Review / Revista Bilingüe*, *Revista hispánica moderna*, *Códice*. Publications include *La autobiografía española hasta Torres Villarroel* (1974), *Novela de emergencia. España, 1939–1954* (1984), *Understanding Juan Goytisolo* (1995); ed. and contrib., *The Analysis of Literary Texts: Current Trends in Methodology* (1980); coed. and contrib., *Generation X Rocks: Contemporary Peninsular Fiction, Film, and Rock Culture* (2007); contrib., *Literature, the Arts, and Democracy: Spain in the Eighties* (1990), *European Writers: The Twentieth Century* (1990), *Women Writers of Contemporary Spain: Exiles in the Homeland* (1990), *The Picaresque: A Symposium on the Rogue's Tale* (1994), *Autobiografía y escritura* (1994), *The Garden across the Border* (1994), *Borders and Margins: Post-colonialism and Post-modernism* (1995), *The Cambridge History of Latin American Literature*, vol. 2 (1996), *Intertextual Pursuits: Literary Mediations in Modern Spanish Narrative* (1998), *The Cambridge Companion to Spanish Literature* (1999), *Savoir et littérature / Literature, the Humanities, and the Social Sciences* (2002), *The Cambridge Companion to the Spanish Novel from 1600 to the Present* (2003), *Literary Cultures of Latin America: A Comparative History* (2004), *Dictionary of Literary Biography*, vol. 322 (2006), *Naciones literarias* (2006), *Mario Vargas Llosa and the Persistence of Memory* (2006), *Teaching Representations of the Spanish Civil War* (2007); articles in *Revista iberoamericana*, *Hispanic Review*, *Anales cervantinos*, *Anthropos, Siglo XX / 20th Century*, *Cervantes, Insula*, *Journal of International Literary Studies*, *Revista hispánica moderna*, *ADFL Bulletin*, *Profession*, *PMLA*, *Anales de la literatura española contemporánea*, *Lateral: Revista de cultura*, *Neohelicon*, *Revista canadiense de estudios hispánicos*, *Bulletin of Hispanic Studies*.

**Karin C. Ryding.** Sultan Qaboos bin Said Prof. of Arabic, Georgetown Univ. PhD, Georgetown Univ. Previous appointments: Lang. Training Supervisor, Foreign Service Inst., US Dept. of State, 1980–86; School of Advanced Intl. Studies, Johns Hopkins Univ., 1976–78. Natl. Flagship Lang. Initiative grant (principal investigator and project adviser for intensive Arabic lang. prog. at Georgetown Univ.), Natl. Security Educ. Prog., 2005–08. Advisory and review comm., Arabic Summer School, Middlebury Coll., 1981–87; board of advisers, Amer. Global Studies Inst. (Monterey, CA); advisory board, Natl. Middle East Lang. Resource Center, Brigham Young Univ., Provo. Exec. Comm., ADFL, 1996–98; pres., Amer. Assn. of Teachers of Arabic, 2007–08. MLA activities: Ad Hoc Comm. on Foreign Langs., 2004–06. Series ed., *Classics in Arabic Language and Linguistics*, Georgetown Univ. Press. Publications include *Formal Spoken Arabic: Basic Course* (1990; 2nd ed., 2005), *A Reference Grammar of Modern Standard Arabic* (2005); coau., *Saudi Arabic Familiarization Course* (1990), *Formal Spoken Arabic: FAST Course* (1993; rpt., 2005); ed., *Early Medieval Arabic: Studies on al-Khalil ibn Ahmad* (1998); contrib., *Perspectives on Linguistics IV* (1992), *Georgetown University Round Table on Languages and Linguistics 1993* (1993), *Teaching of Arabic as a Foreign Language:*

*Issues and Directions* (1995), *History of Linguistics 1993* (1995), *Content-Based Instruction for Foreign Language Classrooms* (1997), *Encyclopedia of Arabic Language and Linguistics*, vol. 1 (2005) and vol. 2 (2006), *A Handbook for Arabic Language Teaching Professionals in the Twenty-First Century* (2006), *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures* (2nd ed., 2006), *The Oxford Encyclopedia of the Islamic World* (2007); articles in *ADFL Bulletin*, *Ambix: The Journal of the Society for the History of Alchemy and Chemistry*, *Theory into Practice*, *Modern Language Journal*, *International Journal of Islamic and Arabic Studies*, *Al-Arabiyya*, *Linguistic Reporter*.

**Dana A. Williams.** Assoc. prof. English, Howard Univ. PhD, Howard Univ. Dir. of Undergrad. Studies, Dept. of English, Howard Univ., 2006–. Previous appointment: Louisiana State Univ., Baton Rouge, 1999–2003. Ford Foundation postdoctoral scholar (Northwestern Univ.), 1999–2000; Manship Summer Fellowship Award, Louisiana State Univ., Baton Rouge, 2001; faculty research grant in the humanities, Howard Univ., 2006–08. Teacher of the Year, Honors Prog., Coll. of Arts and Sciences, Howard Univ., 2006–07. Advisory board, August Wilson Soc., 2007–; Black Studies Comm., Coll. Lang. Assn. MLA activities: Comm. on the Lits. of People of Color in the United States and Canada, 2006–09. Publications include *Contemporary African American Female Playwrights: An Annotated Bibliography* (1998), *"In the Light of Likeness—Transformed": The Literary Art of Leon Forrest* (2005); ed., *Conversations with Leon Forrest* (2007), *African American Humor, Irony, and Satire: Ishmael Reed, Satirically Speaking* (2007); coed., *August Wilson and Black Aesthetics* (2004); contrib., *African American Novelists: A Bio-bibliographical Sourcebook* (1999), *Encyclopedia of African-American Literature* (2007); articles in *Studies in American Fiction*, *African American Review*, *CLA Journal*, *Profession*, *International Journal of the Humanities*, *Bulletin of Bibliography*.

**Kathleen Woodward.** Prof. English and dir., Simpson Center for the Humanities, Univ. of Washington, Seattle. PhD, Univ. of California, San Diego. Previous appointments: Univ. of Wisconsin, Milwaukee, 1977–2000; dir., Center for Twentieth Century Studies, Univ. of Wisconsin, Milwaukee, 1981–2000. Visiting appointments: Univ. of Aix-Marseille; École des Hautes Études en Science Sociales (Paris); Inst. for the Humanities, Univ. of Michigan. Fellow, Center for Twentieth Century Studies, Univ. of Wisconsin, Milwaukee, 1978–79; Camargo Foundation fellowship, fall 1984. Project dir. or codir.: grant for *Cream City Review*, Wisconsin Arts Board, 1980–81; research conference grant, NEH, 1983; writers-in-residence grant, NEA, 1984–85; fellowship program in age studies, Rockefeller Foundation, 1994–98; development grant (for Consortium of Humanities Centers and Institutes), Rockefeller Foundation, 1998–2001; conference grant, Rockefeller Foundation, 2000–01; postdoctoral fellowship grant (to Simpson Center for the Humanities), Woodrow Wilson Fellowship

Foundation, 2001–04. Award for Excellence in Research, Univ. of Wisconsin, Milwaukee, Foundation, 1983; Chevalier dans l'Ordre des Palmes Académiques, French Natl. Ministry of Educ., 1989; First Annual Distinguished Alumni Award, Dept. of Lit., Univ. of California, San Diego, May 2001. Natl. board of consultants, NEH, 1979–82; projects advisory board, Intl. Longevity Center (New York), 1990–; senior fellow and advisory board member (in social sciences and humanities), Brookdale Foundation (New York), 1992–; advisory board (1992–) and pres. (1995–2001), Consortium of Humanities Centers and Institutes; ch., natl. advisory board, Imagining America: Artists and Scholars in Public Life, 2000–05; exec. board, Natl. Humanities Alliance, 2003–; ch., natl. advisory board, Humanities, Arts, Sciences, and Technology Advanced Collaboratory, 2005–. Natl. Comm. of the Arts and Humanities, Gerontological Soc. of America, 1980–84; Soc. for Lit. and Science; Intl. Assn. for Philosophy and Lit. MLA activities: exec. comm., Div. on 20th-Century Amer. Lit., 1987–91; exec. comm., Div. on Psychological Approaches to Lit., 1995–99; Comm. on the Status of Women in the Profession, 2004–07 (coch. 2006–07). Series ed., *Theories of Contemporary Culture*, Indiana Univ. Press, 1983–2000; coed., *Discourse: Journal for Theoretical Studies in Media and Culture*, 1986–95; series assoc. ed., *Age Studies*, Univ. of Virginia Press, 1993–2000; series coed., *Short Studies*, Univ. of Washington Press, 2000–. Ed. or advisory boards: *Journal of Aging Studies*, 1988–91; *In Vivo: The Cultural Mediations of Biomedical Science*, Univ. of Washington Press, 2003–; *Vectors: Culture and Technology in a Dynamic Vernacular* (e-journal), 2004–; *Journal of Aging, the Humanities, and the Arts*, 2006–. Publications include *Paul Blackburn: A Checklist* (1980), *At Last, the Real Distinguished Thing: The Late Poems of Eliot, Pound, Stevens, and Williams* (1980), *Aging and Its Discontents: Freud and Other Fictions* (1991); ed., *The Myths of Information: Technology and Postindustrial Culture* (1980), *Figuring Age: Women, Bodies, Generations* (1999); coed., *Aging and the Elderly: Humanistic Perspectives in Gerontology* (1978), *The Technological Imagination: Theories and Fictions* (1980), *Memory and Desire: Aging—Literature—Psychoanalysis* (1986); contrib., *Aging and Gender in Literature: Studies in Creativity* (1993), *Culture on the Brink: Ideologies of Technology* (1994), *Psychoanalysis, Feminism, and the Future of Gender* (1994), *Anne Tyler: Novelist* (1994), *Images of Aging: Cultural Representations of Later Life* (1995), *Ethics and Aesthetics: The Moral Turn of Postmodernism* (1995), *Freud and the Passions* (1996), *Emotion in Postmodernism* (1997), *Symbols, Images, and Stereotypes: Historical and Existential Experience* (2000), *Postmodernism and the "Fin de Siècle"* (2002), *Discourse, the Body, and Identity* (2003), *Data Made Flesh: Embodying Information* (2003); articles in *Cultural Critique*, *Indiana Law Journal*, *Differences*, *Journal of Aging and Identity*, *American Literary History*, *National Women's Studies Association Journal*, *Tulsa Studies in Women's Literature*, *Kenyon Review*, *Women's Review of* (continued on next page)

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*Books, South Atlantic Review, Studies in the Novel, Modern Fiction Studies, L'Esprit Créateur, Generations, Discourse, Substance, Journal of the Melanie Klein Society, Contemporary Literature, North Dakota Quarterly, Quarterly: A Journal of Long Term Care, Southern Humanities Review, Dickensian.*

## Special-Interest Delegates

The 2008 Elections Committee has nominated the following candidates to replace the twenty special-interest delegates whose terms in the assembly will expire on 31 December 2008. Each pairing represents a contest. The term of office of those elected will be from 1 January 2009 through the close of the January 2012 convention. Members may vote in any or all of the special-interest contests. Ballots will be mailed to members in the fall; candidate information (biographical summaries and statements on matters of professional concern) will be posted in the members-only area of the MLA Web site in the fall.

### Continuing and Distance Education (1)

Jo Anne Shea, Univ. of Texas, Austin / Ashley Tarbet, Penn State Univ., University Park

### Disability Issues (1)

Todd R. Ramlow, George Washington Univ. / Ralph James Savarese, Grinnell Coll.

### Ethnic Studies (4)

Chandan Reddy, Univ. of Washington / Steven G. Yao, Hamilton Coll. ♦ Yolanda Flores, Univ. of Vermont / Richard T. Rodríguez, Univ. of Illinois, Urbana ♦ Jené Schoenfeld, Univ. of Kentucky / Vershawn Ashanti Young, Univ. of Iowa ♦ Herman Beavers, Univ. of Pennsylvania / J. Martin Favor, Dartmouth Coll.

### Foreign Language Teaching (1)

Stacey Katz, Univ. of Utah / Nikhil Sathe, Ohio Univ., Athens

### Graduate Students (2)

Zachary Lamm, Loyola Univ., Chicago / Brian Neff, Penn State Univ., University Park ♦ Tracy G. Beckett, Penn State Univ., University Park / Monica F. Jacobe, Catholic Univ. of America

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

Lila Marz Harper, Central Washington Univ. / candidate unconfirmed at press time; please consult the MLA Web site

### Less-Taught Languages (1)

Stephen Sheehi, Univ. of South Carolina, Columbia / Hana Zabarrah, Georgetown Univ.

### Politics and the Profession (2)

Eve Oishi, Claremont Graduate Univ. / Jennifer Wicke, Univ. of Virginia ♦ Kevin J. H.

Dettmar, Southern Illinois Univ., Carbondale / Jules Law, Northwestern Univ.

### Retired (1)

Morris Beja, Ohio State Univ., Columbus / Robert W. Hanning, Columbia Univ.

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

Paul Giles, Oxford Univ. / Christine Kanz, Univ. of Marbury

### Two-Year Colleges (2)

Lisa A. Seale, Univ. of Wisconsin Colls. / candidate unconfirmed at press time; please consult the MLA Web site ♦ Roger Walton Jones, Ranger Coll., TX / Richard Middleton-Kaplan, Harper Coll., IL

### Women in the Profession (3)

Meryl Altman, DePauw Univ. / Audrey A. Fisch, New Jersey City Univ. ♦ Heather K. Love, Univ. of Pennsylvania / Donna Strickland, Univ. of Missouri, Columbia ♦ Susannah Mary Chewning, Union County Coll., Cranford, NJ / Phyllis E. van Slyck, LaGuardia Community Coll., City Univ. of New York

## Regional Delegates

The Elections Committee also nominated the following candidates to replace the thirty-six regional delegates whose terms will expire on 31 December 2008. Each pairing represents a contest. The term of office of those elected will be from 1 January 2009 through the close of the January 2012 convention. Members may vote in only 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 (5)

Lisa Jeanne Fluet, Boston Coll. / candidate unconfirmed at press time; please consult the MLA Web site ♦ Holly Jackson, Brandeis Univ. / Amy Witherbee, Boston Coll. ♦ Helga Schreckenberger, Univ. of Vermont / Katharina von Hammerstein, Univ. of Connecticut, Storrs ♦ Joan C. Dagle, Rhode Island Coll. / Terri A. Hasseler, Bryant Univ. ♦ Mark R. Blackwell, Univ. of Hartford / Petar Ramadonovic, Univ. of New Hampshire, Durham

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

John Michael, Univ. of Rochester / candidate unconfirmed at press time; please consult the MLA Web site ♦ Patrizia C. McBride, Cornell Univ. / Rosmarie Thee Morewedge, Binghamton Univ., State Univ. of New York ♦ James J. Bono, Univ. at Buffalo, State Univ. of New York / Mike Hill, Univ. at Albany, State Univ. of New York ♦ Adam G. Hooks, Columbia Univ. / Seth Perlow, Cornell Univ.

### Region 3: Middle Atlantic (5)

Christine Leigh Blackshaw, Mount Saint Mary's Univ. / candidate unconfirmed at press time; please consult the MLA Web site ♦ Marc Caplan, Johns Hopkins Univ. / Arnd Wedemeyer, Princeton Univ. ♦ Horacio Chiong-Rivero, Swarthmore Coll. / Adriano Duque, Rider Univ. ♦ David Kurnick, Rutgers Univ., New Brunswick / Hiram Perez, William Paterson Univ. ♦ Marcie Bianco, Rutgers Univ., New Brunswick / Rebecca Skidmore Biggio, West Virginia Univ., Morgantown

### Region 4: Great Lakes (6)

Alejandro Herrero-Olaizola, Univ. of Michigan, Ann Arbor / Carl Niekerk, Univ. of Illinois, Urbana ♦ Michael Tangeman, Denison Univ. / candidate unconfirmed at press time; please consult the MLA Web site ♦ Juliette Cherbuliez, Univ. of Minnesota, Twin Cities / Ellen McClure, Univ. of Illinois, Chicago ♦ Richard A. Gordon, Ohio State Univ., Columbus / Jarrod Hayes, Univ. of Michigan, Ann Arbor ♦ Thomas J. D. Armbrrecht, Univ. of Wisconsin, Madison / Jonathan Burgoyne, Ohio State Univ., Columbus ♦ Julia Barrett, Loyola Univ., Chicago / Melissa Girard, Univ. of Illinois, Urbana

### Region 5: South (6)

William Collins Donahue, Duke Univ. / Jeffrey Grossman, Univ. of Virginia ♦ Anna Froula, East Carolina Univ. / Rebecca Rutledge Fisher, Univ. of North Carolina, Chapel Hill ♦ Maryse Fauvel, Coll. of William and Mary / Janell Watson, Virginia Polytechnic Inst. and State Univ. ♦ Barry J. Faulk, Florida State Univ. / Phillip E. Wegner, Univ. of Florida ♦ Lucas H. Harriman, Univ. of Miami / Peter C. Kunze, Florida State Univ. ♦ Colleen Glenn, Univ. of Kentucky / Vanessa Kraemer, Univ. of Louisville

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

Christopher LeCluyse, Westminster Coll., UT / Neill Matheson, Univ. of Texas, Arlington ♦ Stephanie Fitzgerald, Univ. of Kansas / Jennifer M. Wilks, Univ. of Texas, Austin ♦ Daniel Gilfillan, Arizona State Univ., Tempe / Joseph M. Sullivan, Univ. of Oklahoma ♦ Susan Lurie, Rice Univ. / Elizabeth M. Richmond-Garza, Univ. of Texas, Austin ♦ Carlos Amador, Univ. of Texas, Austin / Kersten Horn, Univ. of Missouri, Saint Louis

### Region 7: Western US and Western Canada (5)

Heidi Brayman Hackel, Univ. of California, Riverside / Irene Tucker, Univ. of California, Irvine ♦ David F. Hult, Univ. of California, Berkeley / Panivong Norindr, Univ. of Southern California ♦ Cynthia J. Brown, Univ. of California, Santa Barbara / F. Regina Psaki, Univ. of Oregon ♦ Emily Hodgson Anderson, Univ. of Southern California / Gina Bloom, Univ. of California, Davis ♦ Paul Haavardsrud, Univ. of Calgary / David Lacy, Univ. of California, Irvine □

GOVERNANCE

## New Division Executive Committee Members

Listed below are the newly elected committee members of the eighty-six MLA divisions. All terms are 2008–12 unless otherwise indicated. A complete list of the executive committees is available at the MLA Web site and will appear in the September 2008 (Directory) issue of *PMLA*.

### *American Literature*

**AMERICAN LITERATURE TO 1800**

Michelle Burnham, Santa Clara Univ.

**NINETEENTH-CENTURY AMERICAN LITERATURE**

Lloyd Pratt, Michigan State Univ.

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

Stephanie Foote, Univ. of Illinois, Urbana

**TWENTIETH-CENTURY AMERICAN LITERATURE**

Evie Shockley, Rutgers Univ., New Brunswick

**BLACK AMERICAN LITERATURE AND CULTURE**

Michele Elam, Stanford Univ.

**AMERICAN INDIAN LITERATURES**

Kathryn W. Shanley, Univ. of Montana, Missoula

**ASIAN AMERICAN LITERATURE**

Anita Mannur, Denison Univ.

**CHICANA AND CHICANO LITERATURE**

Domino Renee Perez, Univ. of Texas, Austin

### *Comparative Studies*

**COMPARATIVE STUDIES IN MEDIEVAL LITERATURE**

Geraldine Heng, Univ. of Texas, Austin

**COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE**

Karen Newman, New York Univ.

**COMPARATIVE STUDIES IN EIGHTEENTH-CENTURY LITERATURE**

Ruth Mack, Univ. at Buffalo, State Univ. of New York

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

Ian Balfour, York Univ.

**COMPARATIVE STUDIES IN TWENTIETH-CENTURY LITERATURE**

John Burt Foster, Jr., George Mason Univ.

**EUROPEAN LITERARY RELATIONS**

Armando Maggi, Univ. of Chicago

### *English Literature*

**OLD ENGLISH LANGUAGE AND LITERATURE**

Paul Acker, Saint Louis Univ.

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

Andrew Cole, Univ. of Georgia

**CHAUCER**

Maura Nolan, Univ. of California, Berkeley

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

Natasha Korda, Wesleyan Univ.

**SHAKESPEARE**

Bruce R. Smith, Univ. of Southern California

**SEVENTEENTH-CENTURY ENGLISH LITERATURE**

Margaret Ferguson, Univ. of California, Davis

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

George Justice, Univ. of Missouri, Columbia

**LATE-EIGHTEENTH-CENTURY ENGLISH LITERATURE**

Laura J. Rosenthal, Univ. of Maryland, College Park

**THE ENGLISH ROMANTIC PERIOD**

Celeste Langan, Univ. of California, Berkeley

**THE VICTORIAN PERIOD**

Jonah Siegel, Rutgers Univ., New Brunswick

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

Mark Wollaeger, Vanderbilt Univ.

**TWENTIETH-CENTURY ENGLISH LITERATURE**

Paul K. Saint-Amour, Univ. of Pennsylvania

**ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN**

Faith L. Smith, Brandeis Univ.

### *French Literature*

**FRENCH MEDIEVAL LANGUAGE AND LITERATURE**

Sarah Kay, Princeton Univ.

**SIXTEENTH-CENTURY FRENCH LITERATURE**

Virginia Krause, Brown Univ.

**SEVENTEENTH-CENTURY FRENCH LITERATURE**

Ellen McClure, Univ. of Illinois, Chicago

**EIGHTEENTH-CENTURY FRENCH LITERATURE**

Diane Berrett Brown, Macalester Coll.

**NINETEENTH-CENTURY FRENCH LITERATURE**

Elisabeth Ladenson, Columbia Univ.

**TWENTIETH-CENTURY FRENCH LITERATURE**

Eliane DalMolin, Univ. of Connecticut, Storrs

**FRANCOPHONE LITERATURES AND CULTURES**

Catherine Perry, Univ. of Notre Dame

### *Genre Studies*

**DRAMA**

Claire Sponsler, Univ. of Iowa

**FILM**

Homay King, Bryn Mawr Coll.

**NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY**

Linda Camarasana, Coll. at Old Westbury, State Univ. of New York

**POETRY**

Aldon Lynn Nielsen, Penn State Univ., University Park

**PROSE FICTION**

Deborah E. McDowell, Univ. of Virginia

**LITERARY CRITICISM**

Michael Cobb, Univ. of Toronto

Andrew Parker, Amherst Coll., 2008–10

**METHODS OF LITERARY RESEARCH**

Maura Ives, Texas A&M Univ., College Station

**AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING**

Thomas R. Smith, Penn State Univ., Abington

### *German Literature*

**GERMAN LITERATURE TO 1700**

Kathryn Starkey, Univ. of North Carolina, Chapel Hill

**EIGHTEENTH- AND EARLY-NINETEENTH-CENTURY GERMAN LITERATURE**

Karin A. Wurst, Michigan State Univ.

**NINETEENTH- AND EARLY-TWENTIETH-CENTURY GERMAN LITERATURE**

Peter M. McIsaac, York Univ.

**TWENTIETH-CENTURY GERMAN LITERATURE**

Patrizia C. McBride, Cornell Univ.

### *Hispanic Literatures*

**COLONIAL LATIN AMERICAN LITERATURES**

Rocio Quispe-Agnoli, Michigan State Univ.

**LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900**

Graciela Montaldo, Columbia Univ.

**TWENTIETH-CENTURY LATIN AMERICAN LITERATURE**

Michelle Clayton, Univ. of California, Los Angeles

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**SPANISH MEDIEVAL LANGUAGE AND LITERATURE**

Emily C. Francomano, Georgetown Univ.

**SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH POETRY AND PROSE**

Nieves Romero-Díaz, Mount Holyoke Coll.

**SIXTEENTH- AND SEVENTEENTH-CENTURY SPANISH DRAMA**

Robert M. Shannon, Saint Joseph's Univ.

**EIGHTEENTH- AND NINETEENTH-CENTURY SPANISH LITERATURE**

Dale J. Pratt, Brigham Young Univ., Provo

**TWENTIETH-CENTURY SPANISH LITERATURE**

Sharon Keefe Ugalde, Texas State Univ., San Marcos

**LUSO-BRAZILIAN LANGUAGE AND LITERATURE**

Kathryn Sanchez, Univ. of Wisconsin, Madison

*Interdisciplinary Approaches*

**WOMEN'S STUDIES IN LANGUAGE AND LITERATURE**

Amelia M. L. Montes, Univ. of Nebraska, Lincoln

**ETHNIC STUDIES IN LANGUAGE AND LITERATURE**

Kim Martin Long, Shippensburg Univ.

**POPULAR CULTURE**

David R. Shumway, Carnegie Mellon Univ.

**ANTHROPOLOGICAL APPROACHES TO LITERATURE**

Gauri Viswanathan, Columbia Univ.

**LINGUISTIC APPROACHES TO LITERATURE**

Karen C. Sherwood Sotelino, Univ. of California, Santa Cruz

**PHILOSOPHICAL APPROACHES TO LITERATURE**

Gabriela Basterra, New York Univ.

**PSYCHOLOGICAL APPROACHES TO LITERATURE**

Virginia L. Blum, Univ. of Kentucky

**LITERATURE AND RELIGION**

Kevin Hart, Univ. of Virginia

**SOCIOLOGICAL APPROACHES TO LITERATURE**

Enda Duffy, Univ. of California, Santa Barbara

**LITERATURE AND OTHER ARTS**

Amitava Kumar, Vassar Coll.

**LITERATURE AND SCIENCE**

Patrick Colm Hogan, Univ. of Connecticut, Storrs

**CHILDREN'S LITERATURE**

Jennifer M. Miskec, Christopher Newport Univ.

**GAY STUDIES IN LANGUAGE AND LITERATURE**

Ricardo L. Ortíz, Georgetown Univ.

**DISABILITY STUDIES**

Susannah B. Mintz, Skidmore Coll.

**POSTCOLONIAL STUDIES IN LITERATURE AND CULTURE**

Ato Quayson, Univ. of Toronto

*Italian Literature*

**MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE**

Christian Moevs, Univ. of Notre Dame

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

Clorinda Donato, California State Univ., Long Beach

**TWENTIETH-CENTURY ITALIAN LITERATURE**

Francesca Parmeggiani, Fordham Univ., Bronx

*Language Studies*

**LANGUAGE AND SOCIETY**

Don Bialostosky, Univ. of Pittsburgh, Pittsburgh

**LANGUAGE THEORY**

Roslyn Raney, Coll. of San Mateo

**APPLIED LINGUISTICS**

Deborah L. Arteaga, Univ. of Nevada, Las Vegas  
Frank Nuessel, Univ. of Louisville, 2008–11

**LANGUAGE CHANGE**

Lisa Cohen Minnick, Western Michigan Univ.

**HISTORY AND THEORY OF RHETORIC AND COMPOSITION**

Vorris Nunley, Univ. of California, Riverside

*Other Languages and Literatures*

**AFRICAN LITERATURES**

Patrick K. Muana, Texas A&M Univ., College Station

**EAST ASIAN LANGUAGES AND LITERATURES TO 1900**

Joseph R. Allen, Univ. of Minnesota, Twin Cities

**EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900**

Xiaobing Tang, Univ. of Southern California

**SLAVIC AND EAST EUROPEAN LITERATURES**

Jessie Labov, Stanford Univ.

*Teaching*

**THE TEACHING OF LANGUAGE**

Stacey L. Katz, Univ. of Utah

**THE TEACHING OF LITERATURE**

John Paul Riquelme, Boston Univ.

**THE TEACHING OF WRITING**

Donna Strickland, Univ. of Missouri, Columbia

**TEACHING AS A PROFESSION**

Christine Henseler, Union Coll. □

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CONVENTION

## 2008 Convention Interview-Suite Arrangements

The e-mail notification about reserving hotel suites for the convention in San Francisco will be sent in mid-August to the person who is listed as department chair for 2007–08 on the ADE or ADFL membership record as of 1 June 2008. Departments must be members of ADE or ADFL and department chairs must be MLA members by 1 June 2008 to receive the early notification. 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 in mid-August, please alert a staff member to look for this e-mail message. ADE- and ADFL-member department chairs who want suites for interviews are urged to make reservations immediately because the number of suites is limited. Chairs should also make certain that, if a two-bedroom suite is requested, another MLA member is listed as a second occupant and that all suite or room occupants involved in a field related to the study of language and literature are preregistered for the convention; otherwise, the housing request will not be processed. Once registration and housing are open to the entire MLA membership (two weeks after the e-mail message is sent to ADE and ADFL members), suites will be assigned on a first-come, first-served basis. □

CONVENTION**2008 Convention Invitations**

Invitations to the 2008 MLA Annual Convention in San Francisco 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. □

GRANTS AND PRIZES**MLA Graduate Student Travel Grants**

The MLA encourages all department chairs and directors of graduate programs to inform their PhD students of the MLA's Graduate Student Travel Grant. The \$200 grant is given to advanced graduate students as partial reimbursement of expenses for travel to attend preconvention workshops, sessions in their areas of scholarly interest, meetings with job counselors, or interviews at the association's 2008 convention in San Francisco. To qualify for the grant, students must be members of the MLA by 30 June 2008 and must have met all the requirements for the PhD except the dissertation. Letters of application must reach the MLA by 1 November 2008, 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/](http://www.mla.org/resources/awards/award_finasst/)) or contact Annie Reiser (646 576-5141; [areiser@mla.org](mailto:areiser@mla.org)). □

GRANTS AND PRIZES**Convention Travel Grants for Non-Tenure-Track Faculty Members and Unemployed Members**

The MLA is offering \$200 travel grants to contingent non-tenure-track faculty members and those without employment to attend the 2008 convention in San Francisco. To qualify for a grant, applicants must have been members of the MLA in 2007 and must be nonstudent members of the MLA by 30 June 2008. To be eligible, members must be non-tenure-track faculty members or be unemployed. Their income must place them in the lowest or second lowest income range in the dues schedule. As part of the application process, employed 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 non-tenure-track faculty members or are unemployed, to MLA headquarters by 1 November 2008. 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)). □

BOOK NEWS**Three New MLA Titles**

The MLA recently published three new titles. The one hundredth volume in the MLA Approaches to Teaching World Literature series, *Approaches to Teaching Grass's The Tin Drum*, was edited by Monika Shafi. *The Tin Drum* brought instant fame to thirty-two-year-old Günter Grass and led to his receiving the 1999 Nobel Prize in Literature. Translated into dozens of languages, the novel has sold over four million copies worldwide. Its status as a major text of postwar German literature, however, has not diminished its provocative nature. In both style and content, it continues to challenge scholars, teachers, and students.

This volume contains eighteen essays on teaching *The Tin Drum*, including three that discuss Völker Schlöndorff's 1979 film adaptation of the novel. Some of the topics covered are the historical context (Nazism, World War II, the Holocaust), Oskar Matzerath as an unreliable narrator, the imagery (e.g., eels, the Virgin Mary), the use of German fairy tales, and how Grass's satirical treatment of Germany speaks to postwar generations. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

The twenty-first volume in the Options for Teaching series, *Teaching Life Writing Texts*, was edited by Miriam Fuchs and Craig Howes. The field has evolved from the traditional approach that biographies and autobiographies were always about prominent people to the conception of life writing as a genre of interrogation and revelation. The texts now studied include memoirs, *testimonios*, diaries, oral histories, genealogies, and group biographies and extend to resources in the visual and plastic arts, in films and videos, and on the Internet.

*Teaching Life Writing Texts* builds on and complements earlier work on pedagogical issues in life writing studies. Over forty contributors from a broad range of educational institutions describe courses for every level of postsecondary instruction. Some writers draw heavily on literary and cultural theory; others share their assignments and weekly syllabi. Many essays grapple with texts that represent disability, illness, abuse, and depression; ethnic, sexual, and racial discrimination; crises and catastrophes; witnessing and testimonials; human rights violations; and genocide. The classes described are taught in humanities, cultural studies, social science, and language departments

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located in, among other countries, the United States, Great Britain, Canada, Australia, Germany, Eritrea, and South Africa. The volume costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

Released in April, the fifth edition of the *Literary Research Guide* was edited by James L. Harner. The *Literary Research Guide*, which *Choice* calls "the standard guide in the field," evaluates important reference materials in English studies. Since the publication of the first edition in 1989, tens of thousands of students and educators have used the *Guide* as an aid to scholarly research.

In the new edition Harner has added entries describing resources published since May 2001 and has revised nearly half the entries from the fourth edition. The fifth edition contains more than 1,000 entries, which discuss an additional 1,555 books, articles, and electronic resources and cite 723 reviews. The new edition includes more electronic resources, particularly reliable sites sponsored by academic institutions and learned societies, to account for the proliferation of bibliographic databases, text archives, and other online resources. This edition also features a new section on cultural studies, as well as name, title, and subject indexes. The volume is available in paperback only and costs \$37.50 (MLA members \$30.00).

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. □

COMMITTEES

**MLA Committee Meetings, September 2008–May 2009**

*The following schedule of MLA committee meetings is current as of 26 March. Members wishing to bring issues to the attention of a committee may write to the committee chair, listed in the September 2007 PMLA and on the MLA Web site, or address letters to the executive director's office.*

SEPTEMBER

- 11–12 Committee on Disability Issues in the Profession
- 18–19 Committee on the Literatures of People of Color in the United States and Canada
- 18–19 Publications Committee
- 25–26 Committee on the Status of Graduate Students in the Profession
- 26 Committee on Scholarly Editions

OCTOBER

- 2–3 Committee on Academic Freedom and Professional Rights and Responsibilities
- 2–3 PMLA Editorial Board
- 16–17 Committee on the Status of Women in the Profession
- 22–23 Delegate Assembly Organizing Committee
- 24–25 Executive Council
- 30–31 Advisory Committee on the *MLA International Bibliography*
- 30–31 Committee on Information Technology

NOVEMBER

- 6–7 ADFL Executive Committee
- 13–14 Committee on Community Colleges

JANUARY

- 29–30 PMLA Editorial Board
- 30 Committee on New Variorum Edition of Shakespeare
- 30 Elections Committee

FEBRUARY

- 13 Nominating Committee
- 19–20 Committee on Academic Freedom and Professional Rights and Responsibilities
- 27–28 Executive Council

MARCH

- 5–6 Committee on the Literatures of People of Color in the United States and Canada
- 6 Texts and Translations Series Editorial Board
- 12–13 Committee on the Status of Women in the Profession
- 19–20 ADE Executive Committee
- 19–20 ADFL Executive Committee

APRIL

- 16–17 Publications Committee
- 30 Program Committee

MAY

- 1 Program Committee
- 7–8 PMLA Editorial Board
- 15–16 Executive Council

MEETINGS

**2008 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 in the humanities and foreign language and literature education 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 5–8 June at Stanford University. Seminar East will be held 22–25 June at the University of Virginia. Seminar West will include sessions on advanced language teaching, heritage learners, and assessment; Seminar East will include special sessions on advocacy, technology and the humanities, and preparation for NCATE accreditation. Both seminars will also feature sessions on the major and on personnel issues and the law. Speakers and program details can be found at the ADFL Web site ([www.adfl.org](http://www.adfl.org)); information about registration, housing, meals, and excursions is also available at the site. 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)). □

**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.*

Translators! Submit manuscripts of poetry, prose poems, drama or short prose (translated into English) to *Ezra: An Online Journal of Translation*. Guidelines at [ezratranslation.com](http://ezratranslation.com)

## MEETINGS

## 2008 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 ADE Ad Hoc Committee on Staffing, whose findings will be featured at the 2008 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 5–8 June 2008 in Morgantown, West Virginia, and will be hosted by Donald Hall, chair of the

English department at West Virginia University, Morgantown. At Seminar East, the Workshop for New Chairs will take place from 8:30 a.m. to 3:30 p.m. on 5 June.

Santa Fe will be the site for the 2008 ADE Seminar West, which will take place 23–26 June. Cohosting are David Richard Jones and Neal A. Lester, chairs of the English departments of the University of New Mexico and Arizona State University. The Workshop for New Chairs will take place from 8:30 a.m. to 3:30 p.m. on 23 June.

Information about programs, registration, and accommodations is available on the ADE Web site ([www.ade.org](http://www.ade.org)). 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. □

## 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 2007 PMLA, pages 1283–314. 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
- 7 Cambridge University Library
- 15 United States Institute of Peace
- 28 Newberry Library
- 30 Canadian Studies Grant Programs
- 30 John H. Daniels Fellowship

## 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 Michigan Society of Fellows
- 1 Woodrow Wilson International Center for Scholars
- 2 Radcliffe Institute for Advanced Study at Harvard University
- 3 American Council of Learned Societies
- 6 Michigan Society of Fellows
- 8 Columbia University Society of Fellows in the Humanities
- 8 Princeton University Society of Fellows in the Liberal Arts
- mid Spencer Foundation
- 13 American Academy of Arts and Sciences
- 15 American Academy in Berlin
- 15 American Philosophical Society
- 15 Emily Dickinson International Society Scholar in Amherst Program

## OCTOBER (continued)

- 15 Fulbright Teacher and Administrator Exchange Program
- 15 Institute for Research in the Humanities of the University of Wisconsin, Madison
- 15 Andrew W. Mellon Postdoctoral Fellowships in the Humanities at the University of Pennsylvania
- 15 National Humanities Center
- 15 Stanford Humanities Center Fellowship
- 15 Villa I Tatti
- 15 Virginia Center for the Humanities
- 15 Women's Caucus for the Modern Languages
- 16 Fulbright Scholar Program
- 19 United States Department of State Fulbright Award (US Government) for Graduate Students
- 19 United States Department of State Fulbright Program Institute of International Education
- 20 Frankel Institute for Advanced Jewish Studies
- 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**

- 23 Deadline for receipt of departmental administrators' statements for the 2008 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 2008 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2008 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2008 (Directory) issue of *PMLA*
- 30 Deadline for departmental administrators to submit changes in their departmental listings in the September 2008 (Directory) issue of *PMLA*
- 30 Deadline for receipt of 2008 (calendar year) dues for listing in the September 2008 (Directory) issue of *PMLA*
- 30 Deadline for receipt of petitions for additional Delegate Assembly candidates (see MLA constitution, article 10.E); deadline for receipt of petitions for additional second vice president and Executive Council candidates (see MLA constitution, articles 6.E and 8.A.2)

**JULY**

- early Program-copy proofs and information on dates, times, to mid and places of 2008 meetings sent by convention office to July session organizers
- 25 Deadline for receipt of 2009 convention calls for papers for the *Fall Newsletter*
- late Deadline for receipt of corrections of Program-copy proofs July for the November 2008 (Program) issue of *PMLA*

**AUGUST**

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

**SEPTEMBER**

- 8 Deadline for receipt of job listings for the October print editions of the *Job Information List*
- 17 Deadline for receipt of 2009 convention calls for papers for the *Winter Newsletter*

**OCTOBER**

- 1 Deadline for receipt of resolutions to be considered and voted on at the 2008 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 2008 Delegate Assembly meeting (see MLA constitution, article 9.C.11, and Delegate Assembly bylaw 7)

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