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JERRY FRISHMAN PHOTOGRAPHY

Participants in the Presidential Forum "Creative Collaboration: Alternatives to the Adversarial Academy." Standing (left to right): Corinne Arraez, Linda Hutcheon, J. Edward Chamberlin, and Levi Namaseb; seated (left to right): Andrea A. W. Lunsford, Lisa Susan Ede, Frances Smith Foster, and Nellie McKay. The photographs here and on pages 7, 13, 26, and 29 were taken at the 2000 MLA convention in Washington, DC.

JOB ANNOUNCEMENT

Search for New Executive Director

Phyllis Franklin has announced her intention to retire at the end of her current term as executive director of the association. Accordingly, the MLA Executive Council has established a search committee, which invites applications for the position. The call for applications follows.

MLA EXECUTIVE DIRECTOR

Under the direction of an executive council, the executive director administers the affairs of the association, working with a staff of ninety-two full-time employees at the headquarters office in New York City. As an ex officio member of all MLA committees and commissions and in conjunction with eight senior directors, the executive director has general oversight of the entire range of association publications and activities, including an annual budget of \$12.8 million.

Applicants should combine appropriate financial and administrative experience with substantial scholarly credentials in a discipline represented by the MLA. The director must be responsive to the wide spectrum of interests and concerns of association members and have a strong sense of the current and long-range needs of the profession and the humanities. In addition, the director should possess the ability to articulate the scholarly and professional meaning of the association to the public at large, including government agencies and the many organizations with which the MLA has traditionally cooperated.

Starting date not later than the summer of 2002; salary commensurate with qualifications and experience. Send nominations or résumés to Sylvia Molloy, Chair of the Search Committee, Modern Language Association, 26 Broadway, 3rd floor, New York, New York 10004-1789. Preference will be given to applications received prior to 15 April 2001.

The MLA is an equal-opportunity employer. □



**NEW ORLEANS
2001**

Calls for papers begin on page 8.

2000 Election Results

In the elections conducted last fall, Mary Louise Pratt (Spanish, Stanford Univ.) was elected second vice president of the association. Pratt will serve in that office in 2001, will become first vice president in 2002, and will succeed to the office of president in 2003.

Judith Butler (Univ. of California, Berkeley), Rey Chow (Brown Univ.), and Tey Diana Rebolledo (Univ. of New Mexico) were elected members of the Executive Council for the term 2001–04. Butler and Chow represent fields defined as "other" by the MLA constitution (art. 8.A.5), and Rebolledo represents the field of Spanish.

Fifty-one new representatives were elected to the Delegate Assembly. Sixteen delegates were elected to represent special-interest categories in the assembly, and thirty-five delegates were elected to represent seven geographical regions in the United States and Canada. The names of Delegate Assembly members will appear in the September 2001 *PMLA*.

In addition, eighty-four members were elected to the division executive committees. Their names will also appear in the September 2001 *PMLA*. □

WWW.MLA.ORG

MLA Web Site News

Featured

- Results of the 1999 MLA survey of staffing in English and foreign language departments are available in the featured contents section of the MLA Web site at <http://www.mla.org>. The survey provides information on staffing practices from 1,988 departments in a searchable format.

New Reports and Documents

- *MLA Statement on the Significance of Primary Records* (originally published in *Profession* 95)
- *Preserving Research Collections, a Collaboration between Libraries and Scholars*
- *Summary of Data from Surveys by the Coalition on the Academic Workforce*

Member and 2001 Convention Information

- Calls for papers
- Special-session proposal forms for the 2001 convention in New Orleans
- Membership renewal
- Publications information and sales
- *What's the Word?* (MLA radio series streamed for modem or high-speed connection) □

CONVENTION

Winners of MLA Prizes Announced

The winners of ten annual prizes and four biennial awards given by the MLA were recognized at the 2000 MLA convention in Washington, DC. Sylvia Molloy, first vice president of the association, announced and presented the prizes at a ceremony preceding the Presidential Address on 28 December.

William Riley Parker Prize: Rita Felski, "Nothing to Declare: Identity, Shame, and the Lower Middle Class" (*PMLA*, January 2000)

James Russell Lowell Prize: Mary Baine Campbell, *Wonder and Science: Imagining Worlds in Early Modern Europe* (Cornell University Press)

Modern Language Association Prize for a First Book: Srinivas Aravamudan, *Tropopolitans: Colonialism and Agency, 1688–1804* (Duke University Press). Honorable Mentions: Ian Baucom, *Out of Place: Englishness, Empire, and the Locations of Identity* (Princeton University Press), and Yopie Prins, *Victorian Sappho* (Princeton University Press)

Kenneth W. Mildenberger Prize: Guy Cook, *Language Play, Language Learning* (Oxford University Press)

Mina P. Shaughnessy Prize: A. Suresh Canagarajah, *Resisting Linguistic Imperialism in English Teaching* (Oxford University Press)

Howard R. Marraro Prize and the Aldo and Jeanne Scaglione Prize for Italian Literary Studies: Margaret Brose, *Leopardi Sublime* (Re Enzo Editrice), and Nancy L. Canepa, *From Court to Forest: Giambattista Basile's Lo Cunto de li cunti and the Birth of the Literary Fairy Tale* (Wayne State University Press)

Modern Language Association Prize for Independent Scholars: Steven J. Holmes, *The Young John Muir: An Environmental Biography* (University of Wisconsin Press)

Katherine Singer Kovacs Prize: Idelber Avelar, *The Untimely Present: Postdictatorial Latin American Fiction and the Task of Mourning* (Duke University Press)

Aldo and Jeanne Scaglione Prize for Comparative Literary Studies: Leonard Barkan, *Unearthing the Past: Archaeology and Aesthetics in the Making of Renaissance Culture* (Yale University Press). Honorable Mention: Sharon Marcus, *Apartment Stories: City and Home in Nineteenth-Century Paris and London* (University of California Press)

Aldo and Jeanne Scaglione Prize for French and Francophone Studies: Margaret Cohen, *The Sentimental Education of the Novel* (Princeton University Press), and Philip Watts, *Allegories of the Purge: How Literature Responded to the Postwar Trials of Writers and Intellectuals in France* (Stanford University Press)

Aldo and Jeanne Scaglione Prize for Germanic Languages and Literatures: Lutz Koepnick, *Walter Benjamin and the Aesthetics of Power* (University of Nebraska Press)

Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work: Norman R. Shapiro, *One Hundred and One Poems by Paul Verlaine* (University of Chicago Press)

Modern Language Association Prize for a Distinguished Bibliography: David W. Forbes, *Hawaiian National Bibliography 1780–1900, 1: 1780–1830* (University of Hawai'i Press)

Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies: Victoria Eulalia Kirkham, *Fabulous Vernacular: Boccaccio's Filocolo and the Art of Medieval Fiction* (University of Michigan Press)

The MLA's prizes are awarded under the auspices of the Committee on Honors and Awards, which appoints the members of the selection committees and determines procedures, deadlines, and criteria for eligibility for all the prizes. Deadlines for upcoming prizes appear on page 36. To submit books or to obtain detailed information about any of the prizes, call or write the Office of Special Projects at the MLA office (646 576-5141; awards@mla.org). □

The *MLA Newsletter* (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, New York 10004-1789. The *MLA Newsletter* is edited by the executive director of the association, Phyllis Franklin. The managing editor is Judy Goulding. The cost of an annual subscription is \$6. 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.

Moving Dialogue

As in all MLA conventions, the one in Washington last December used the services of a shuttle bus. Described in the MLA brochure as a convenience, it seemed, at times, more like an unavoidable nuisance. People standing on the pavement outside the hotels groused when they had just missed a bus and realized they would have to wait all of ten minutes for the next one. Looking irked, bored, or just resigned, they wondered out loud (an exercise we academics seem to relish) why things had to be so complicated. It seemed as if every desirable event, whether it was a panel, a business meeting, the presidential forum, the Delegate Assembly, or the book exhibit, was unfailingly held at the *other* hotel. Many of us took that shuttle during those three days, so many of us that we impressed one of the drivers, who jocularly observed, "I don't know what you folks do exactly but whatever it is there are a whole lot of you doing it." The remark was addressed to me as I waited for other convention members to board, and I was not amused. "It seems all we really do is to take this shuttle back and forth," I said with some irritation. Only later, when reflecting on the ways in which our different fields and disciplines function, did I realize how unexpectedly apt my feeble joke was. Taking the shuttle back and forth is, indeed, a central aspect of our intellectual activity. Or, at least, it should be.

I am referring here not to the institutional or professional links we establish with other colleagues as we deal with the many pressing issues facing higher education today but to another type of connection. There are topics of concern that make for common reflection and action without the explicit need of the cumbersome shuttle: the uncertain role of the humanities in an increasingly corporate-minded university system, the erosion of faculty governance, the stealthy downgrading of the tenure-track system, and the increased reliance on inadequately paid part-time labor are all issues that (despite specific local differences that by no means should be ignored) bring us together naturally or at least should bring us together, since they affect the future of higher education as a whole. I am speaking instead of less evident connections, the ones we do not always recognize or know quite how to forge, among all the "modern languages" of the MLA and the cultural practices they represent. These connections, questioning territorial claims, challenging assumptions about "our" fields, and shaking us out of complacency, would ultimately lead to more imaginative, although not always comfortable, intellectual exchange. And here is where comparison with the shuttle comes in handy.

I could have chosen a more noble metaphor to reflect on these other links instead of resorting to the lowly shuttle. Say border crossings, say translation: as one born and raised in one country, trained in another, working in yet a third, and brought up trilingual, I know the full value, both literal and metaphorical, of these terms, their decentering potential, both for good and for bad. Yet the image of the shuttle, precisely because of its inescapable banality, allows for a host of related experiences and feelings, usually obscured or repressed in the more prestigious metaphors, to come forth. Inconvenience, delays, obstruction, difficult traffic, and personal discomfort are the stuff of shuttle transportation. They are also the stuff of some of the connections I believe we should strive to establish.

I am thinking specifically of languages, of the perception of languages in our profession, an issue if not neglected at least often

glossed over in our more lofty literary and cultural debates. The MLA has traditionally observed the division between English and foreign languages (with comparative literature caught somewhere in the middle). Up until the not so distant past, this made for tidy MLA conventions in which territorial domains existed side by side, usually oblivious of each other and sometimes, when enrollments were at stake, suspicious of each other. Some of these domains, like French and German, formed alliances with others through comparative literature. Others, like English, forgot that they too were "languages." Yet others felt left out altogether and, instead of forging (or even forcing) links, raised battlements or abandoned the field. Spanish was in that position, with Hispanists fleeing to other organizations where we felt we had a better chance at dialogue. Underlying many of these conflicts, born out of mutual misunderstanding, was a perception that, to a point, obtains even today: that literature, theory, and most forms of critical thought occur in English; that languages occur in varying degrees in, well, foreign languages.

In spite of welcome critical revisions and genuine attempts at dialogue, the perception that languages are "just" languages endures, has been given new credibility by the general public and, to the dismay of many of us, by administrators. Foreign languages (some seen as more "foreign" than others) are often gauged pragmatically, their worth weighed in terms of popular demand and immediate utility, their future imperiled if they fail to measure up. Small language departments worry. They have every reason to do so. And while Spanish, due to its exceptionally high enrollments, escapes some of these pitfalls, it does not escape the perception that it too is "just" language. (Indeed, at times it would appear that its popularity with undergraduates disallows its being considered anything else.)

Alliances can and should be formed to work against this stingy perception of language both within and without the academy, alliances that should cross disciplinary lines and include all the humanities. Many of us working in more than one field say that we feel comfortable with multicultural dialogue (or what we think of as multicultural dialogue). But I wonder if *comfort* should not be read as a warning here. For all its talk about multiculturalism, the academy, when it comes to languages, seems to be resolutely monolingual. Perhaps we need to recover the value of discomfort, the kind of discomfort, for example, that comes with the laborious learning of a new language. It is that discomfort that I would like to summon with the image of the shuttle: an image of movement back and forth, of some awkwardness, possible delays, of puzzling unfamiliarity and mutual impatience, to be sure. But the shuttle also promises renewed intellectual exchange, true multilingual awareness, and, ideally, multilingual critical work. In that revisionary exchange, foreign languages would think of themselves as cultural practices in relation to others and create new forms of cross-cultural work; and English, not forgetting that it too is a language, would also revise its borders to participate fully in that multilingual, cross-cultural give-and-take.

Utopian? Perhaps. But pedestrian as well. It would be great to tell my driver, he who wanted to know "exactly what we all did," that, in fact, *this* is what we do: we shuttle.

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

October 2000 Employment Trends

Waiting for the annual count of the jobs announced in the October *Job Information List (JIL)* is always difficult. I try not to be a pest, but I know that I am, peering over colleagues' shoulders, pressing them to guess at how the numbers will turn out, and knowing that only the most extraordinary improvement would prevent the disappointment of many job seekers. Even so, I'm relieved to learn that this year's count shows modest improvement in English and remains stable in foreign languages. The number of English positions increased 6%, rising from 899 to 959. In foreign languages, the number of listings decreased by less than 1%, dropping from 672 to 666. Figure 1 presents trends in the number of October *JIL* positions from 1975 through 2000.

The most desirable entry-level academic jobs are "definite" or funded tenure-track assistant professor positions. The growth rate in this kind of position was particularly disappointing this year. In English, the number of these appointments did not increase in proportion to the overall number of jobs announced. In the October 2000 *JIL*, 528 of the listings in English were for definite tenure-track assistant professorships, an increase of only 2% from 1999, whereas English tenure-track positions overall rose 7%, from 769 to 821. In foreign languages, definite tenure-track assistant professor positions decreased by 3.3%, from 343 positions in 1999 to 333 in 2000. This decline mirrors a general drop in foreign language tenure-track positions, from 521 in 1999 to 504 in 2000. Figures 2 and 3 show trends since 1990 in all positions and the definite tenure-track assistant professor listings in the October *JIL*. Counts for 1982, the previous low, are provided as a reference point.

Relatively few departments announce non-tenure-track positions in the *JIL*, and the number of these positions remains small. Unfortunately, the number is growing. In the field of English, non-tenure-track positions increased by 68%, from 62 in 1999 to

104 in 2000. In foreign languages, the number of non-tenure-track positions decreased 2.3%, from 87 in 1999 to 85 in 2000. This trend in job listings is consonant with the growing use nationwide of part-time and non-tenure-track teachers and graduate student teaching assistants.

Just as I wait each year for the count of the October job listings, so do I watch for the release of the Annual Survey of Earned Doctorates from United States Universities, which is sponsored by the National Science Foundation, National Institutes of Health, National Endowment for the Humanities, United States Department of Education, and United States Department of Agriculture. Comparing the number of entry-level positions with the number of PhDs granted each year offers a gauge of the difficulty of finding a good academic job. Data from the newest Survey of Earned Doctorates indicate that in the academic year 1998-99, 1,024 doctorates were awarded in English and American language and literature and 628 were granted in foreign languages and literatures. While both numbers continue a three-year downward trend—English language doctorates have declined 6% since 1997; foreign language doctorates have decreased 4%—the number of new PhDs is still significantly greater than the number of jobs available. Moreover, each year those who earned degrees in previous years join the new degree holders in competing for tenure-track employment. Figure 4 presents trends in the number of doctorate recipients in English and foreign languages from 1970 through 1999.

Finally, I call your attention to tables 1 and 2, which indicate trends in the kinds of expertise departments have looked for in recent years. Table 3 presents the number of positions announced in various languages.

Phyllis Franklin

Table 1
Positions Listed by Field Specialization

	1997		1998		1999		2000		2000 versus 1999		2000 versus 1997	
	N	%	N	%	N	%	N	%	Difference	% Change	Difference	% Change
British literature	134	19.3	177	20.0	194	21.6	226	23.6	32	16.5	92	68.7
American literature	63	9.1	95	10.7	103	11.5	85	8.9	-18	-17.5	22	34.9
Multiethnic literatures by people of color	74	10.7	109	12.3	85	9.5	101	10.5	16	18.8	27	36.5
Subtotal	137	19.7	204	23.1	188	20.9	186	19.4	-2	-1.1	49	35.8
Rhetoric and composition	131	18.9	198	22.4	183	20.4	197	20.5	14	7.7	66	50.4
Technical and professional writing	30	4.3	50	5.6	45	5.0	53	5.5	8	17.8	23	76.7
Subtotal	161	23.2	248	28.0	228	25.4	250	26.1	22	9.6	89	55.3
Creative writing	59	8.5	68	7.7	72	8.0	80	8.3	8	11.1	21	35.6
English education	27	3.9	58	6.6	43	4.8	23	2.4	-20	-46.5	-4	-14.8
Media and communication	21	3.0	17	1.9	41	4.6	61	6.4	20	48.8	40	190.5
World literature	17	2.4	17	1.9	23	2.6	32	3.3	9	39.1	15	88.2
Linguistics, history of the language	22	3.2	25	2.8	30	3.3	18	1.9	-12	-40.0	-4	-18.2
Women's studies	5	0.7	11	1.2	13	1.4	12	1.3	-1	-7.7	7	140.0
Other	111	16.0	60	6.8	67	7.5	71	7.4	4	6.0	-40	-36.0
Total	694	100.0	885	100.0	899	100.0	959	100.0	60	6.7	265	38.2

Fig. 1
Number of Positions in the October MLA *JIL*, 1975–2000

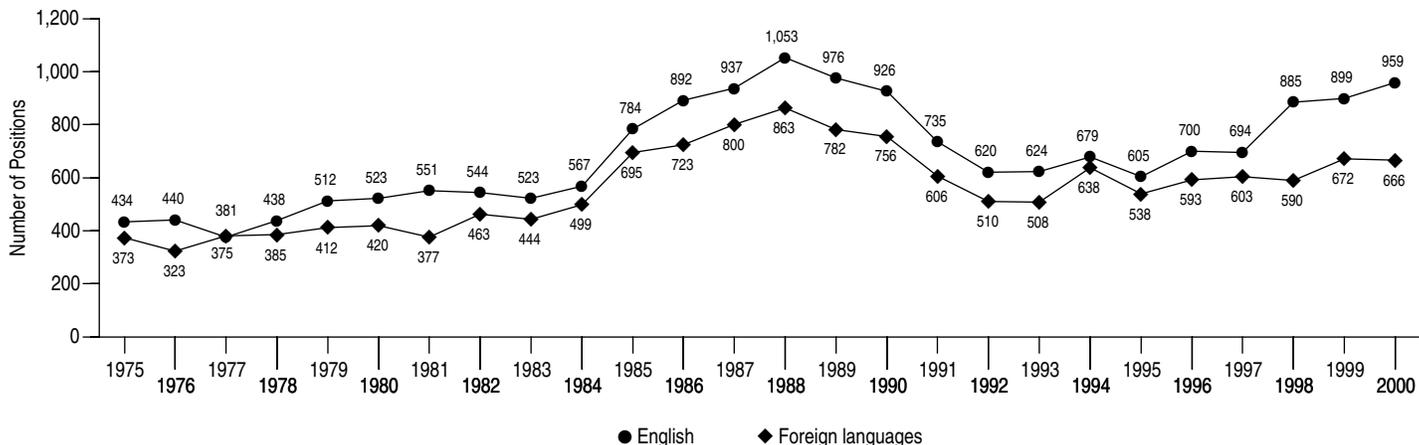


Fig. 2
Definite Tenure-Track Assistant Professor Positions and All Positions in the English Edition of the October MLA *JIL*

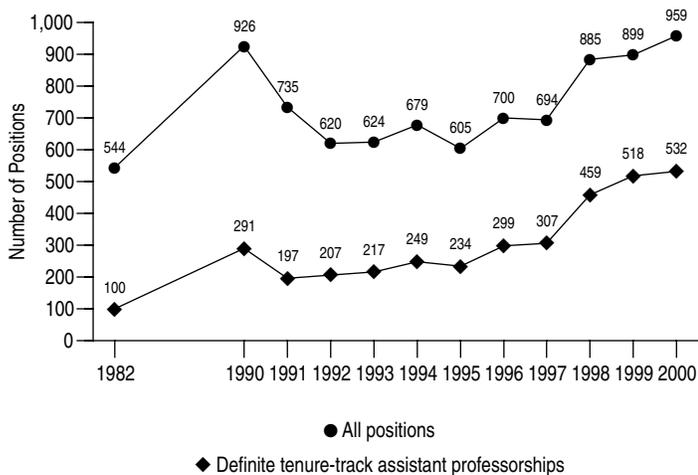


Fig. 3
Definite Tenure-Track Assistant Professor Positions and All Positions in the Foreign Language Edition of the October MLA *JIL*

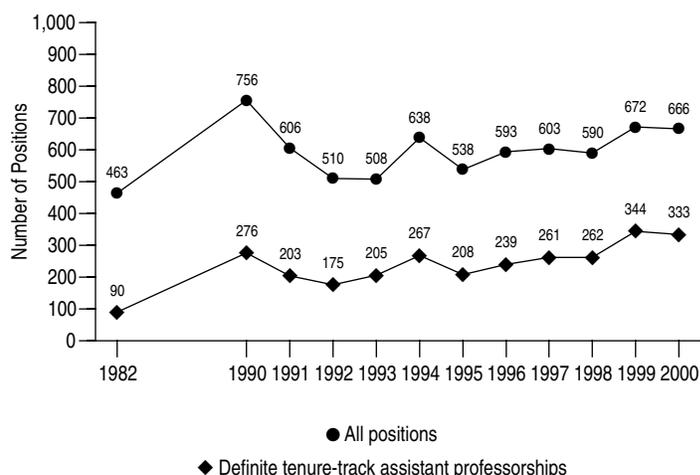
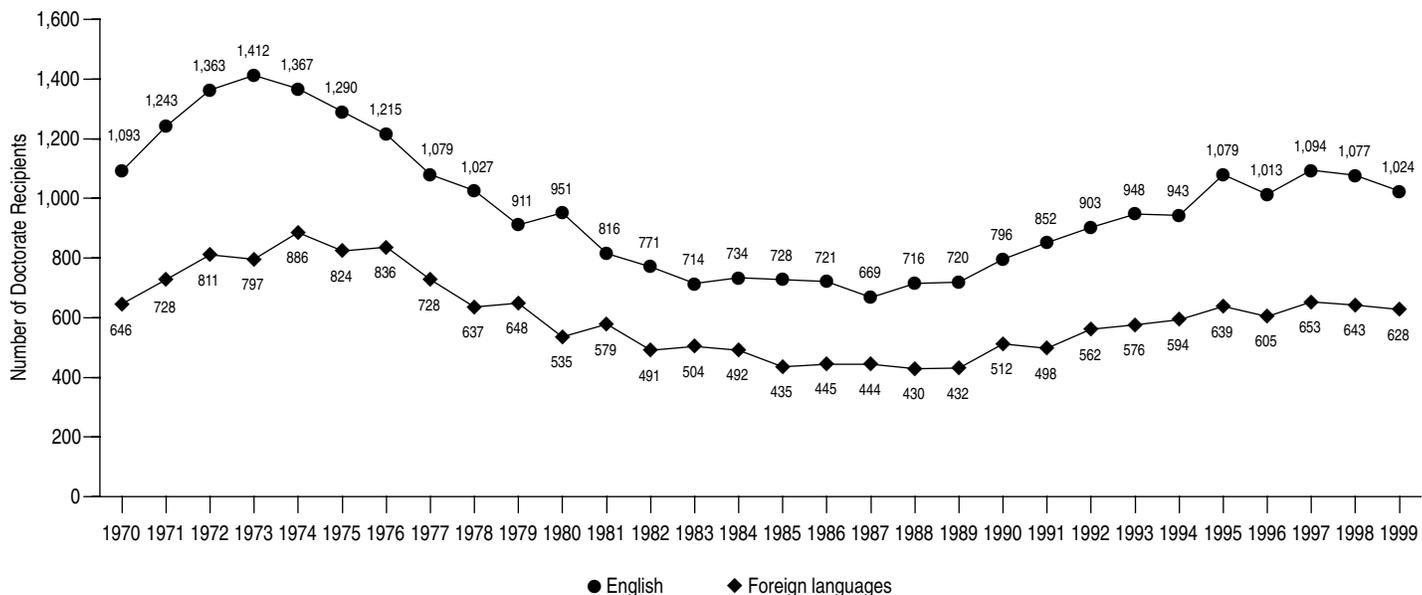


Fig. 4
Number of Doctorate Recipients in English and Foreign Languages, 1970–99



(continued from previous page)

Table 2
Positions Listed by Field Specification

	1997		1998		1999		2000		2000 versus 1999		2000 versus 1997	
	N	%	N	%	N	%	N	%	Difference	% Change	Difference	% Change
Literature by period (all languages)	101	16.7	90	15.3	101	15.0	96	14.4	-5	-5.0	-5	-5.0
Pre-16th-century literature	9	1.5	10	1.7	7	1.0	11	1.7	4	57.1	2	22.2
16th-century literature	3	0.5	2	0.3	6	0.9	3	0.5	-3	-50.0	0	0.0
16th- and 17th-century literature	12	2.0	10	1.7	11	1.6	8	1.2	-3	-27.3	-4	-33.3
17th-century literature	2	0.3	2	0.3	2	0.3	0	0.0	-2	-100.0	-2	-100.0
17th- and 18th-century literature	1	0.2	5	0.8	1	0.1	4	0.6	3	300.0	3	300.0
18th-century literature	6	1.0	5	0.8	7	1.0	4	0.6	-3	-42.9	-2	-33.3
18th- and 19th-century literature	5	0.8	0	0.0	2	0.3	5	0.8	3	150.0	0	0.0
19th-century literature	9	1.5	4	0.7	5	0.7	5	0.8	0	0.0	-4	-44.4
19th- and 20th-century literature	13	2.2	11	1.9	6	0.9	12	1.8	6	100.0	-1	-7.7
20th-century literature	20	3.3	26	4.4	28	4.2	23	3.5	-5	-17.9	3	15.0
Period literature (period other than above)	21	3.5	15	2.5	26	3.9	21	3.2	-5	-19.2	0	0.0
General literature, culture, and civilization (all languages)	75	12.4	78	13.2	84	12.5	88	13.2	4	4.8	13	17.3
Literature	69	11.4	58	9.8	72	10.7	68	10.2	-4	-5.6	-1	-1.4
Culture and civilization	6	1.0	20	3.4	12	1.8	20	3.0	8	66.7	14	233.3
Ibero-American literature and studies	149	24.7	152	25.8	194	28.9	204	30.6	10	5.2	55	36.9
Latin American literature and studies	81	13.4	86	14.6	93	13.8	106	15.9	13	14.0	25	30.9
Peninsular literature and studies	38	6.3	49	8.3	63	9.4	59	8.9	-4	-6.3	21	55.3
Hispanic literature and studies	30	5.0	17	2.9	11	1.6	26	3.9	15	136.4	-4	-13.3
Ibero-American literature and studies	0	0.0	0	0.0	27	4.0	13	2.0	-14	-51.9	13	—
Other regional literatures and studies	39	6.5	43	7.3	45	6.7	29	4.4	-16	-35.6	-10	-25.6
Ethnic literature and studies (general)	2	0.3	2	0.3	2	0.3	2	0.3	0	0.0	0	0.0
Francophone literature and studies	18	3.0	14	2.4	31	4.6	19	2.9	-12	-38.7	1	5.6
Middle Eastern literature and studies	2	0.3	1	0.2	2	0.3	0	0.0	-2	-100.0	-2	-100.0
Asian literature and studies	7	1.2	12	2.0	4	0.6	1	0.2	-3	-75.0	-6	-85.7
African literature and studies	1	0.2	0	0.0	2	0.3	2	0.3	0	0.0	1	100.0
European literature and studies	6	1.0	13	2.2	1	0.1	2	0.3	1	100.0	-4	-66.7
British or American literature and studies	0	0.0	0	0.0	1	0.1	0	0.0	-1	-100.0	0	0.0
Classics	3	0.5	1	0.2	2	0.3	3	0.5	1	50.0	0	0.0
Linguistics and comparative literature	79	13.1	86	14.6	103	15.3	109	16.4	6	5.8	30	38.0
Linguistics	64	10.6	67	11.4	85	12.6	86	12.9	1	1.2	22	34.4
Comparative literature	15	2.5	19	3.2	17	2.5	23	3.5	6	35.3	8	53.3
Philology and history of language	0	0.0	0	0.0	1	0.1	0	0.0	-1	-100.0	0	0.0
Other fields	160	26.5	141	23.9	145	21.6	140	21.0	-5	-3.4	-20	-12.5
Total	603	100.0	590	100.0	672	100.0	666	100.0	-6	-0.9	63	10.4

GOVERNANCE

Table 3
Foreign Language Positions Advertised in the October 2000 *JIL*

Language(s)	Number	Percentage
Spanish and Portuguese	339	50.9
Spanish	335	50.3
Portuguese and/or Lusophone	4	0.6
French and Italian	112	16.8
French	88	13.2
French and Italian	0	0.0
Italian	24	3.6
Germanic and Scandinavian	59	8.9
German and Germanic	58	8.7
Scandinavian	1	0.2
Slavic	20	3.0
Russian	16	2.4
Other Slavic	4	0.6
Asian	25	3.8
Japanese	10	1.5
Chinese	9	1.4
Other Asian	4	0.6
Asian (general)	2	0.3
Other	21	3.2
Arabic	3	0.5
Hebrew and Judaic studies	3	0.5
Other Near Eastern	0	0.0
Classical languages	4	0.6
Romance languages	9	1.4
Other languages	2	0.3
Not specified	90	13.5
Several languages	6	0.9
Choice of languages	20	3.0
Not specified	64	9.6
Total	666	100.0

Request for Comments on Delegate Assembly Resolutions

MLA members are asked to comment on the three resolutions that the Delegate Assembly approved at its meeting on 29 December 2000 in Washington, DC.

The comment process will be conducted in a members-only area of the Web site (<http://www.mla.org>). The text of each resolution will be posted at the Web site on 1 March, and members may enter signed comments at the Web site from 1 March to 15 April. Members who wish to comment but who do not have Web access may forward comments to Carol Zuses for posting at the Web site. The Delegate Assembly Organizing Committee, which proposed the use of the Web site for the comment process, encourages members to be brief, to limit comments to the issues addressed in the resolutions, and to observe common rules of Internet etiquette. Members' comments will not be subject to a word limit, nor will there be a limit on the number of comments that an individual may post.

During the balloting period, from 15 April through 1 June, additional comments will not be accepted but comments already posted will remain available for review. Members who do not have Web access may request hard copies of the posted comments from Carol Zuses.

To enter the members-only area of the Web site, you will need your membership number and your password. Your membership number appears in the upper right-hand corner of the mailing label for all MLA mailings. Your password is your five-digit zip code if you receive mail at a United States address; if your mail is delivered outside the United States, your password is the first five letters of the country on your mailing label.

The resolutions approved by the Delegate Assembly are printed below.* Members may reach Carol Zuses by mail (MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789), e-mail (governance@mla.org), and fax (646 576-5107).

Resolution 2000-1

Be it resolved, That the Delegate Assembly and the MLA membership formally recognize, appreciate, and congratulate the Executive Director and the MLA staff for their tireless efforts in the preparation and execution of the survey on staffing, salary, and benefits in departments of English and of the foreign languages.

Resolution 2000-2

Whereas the MLA strongly supports the teaching and scholarship of literatures by people of color in the United States and Canada,

Whereas the MLA encourages faculty in colleges and universities to be sensitive to the cultures of people of color,

And whereas representations of native peoples and their cultural traditions are frequently used as mascots and symbols by sports teams at universities, colleges, and high schools as well as by commercial teams,

Whereas educational institutions' use of these symbols and mascots can undermine their mission to educate students about the histories, cultures, and achievements of people of color,

Therefore, be it resolved that the MLA condemns the use of representations of native peoples and other racial and ethnic groups and their cultural traditions as sports mascots or symbols.

Resolution 2000-3

Whereas one of the effects of the increasingly globalized capitalist economy has been to accentuate not only the divide between rich and poor nations but also divisions between haves and have-nots within

(continued on next page)



JERRY FRISHMAN PHOTOGRAPHY

Participants in the forum "What's Happening in the Humanities?" Standing (left to right): Paul Lauter and George Louis Schepers; seated (left to right): Gerald Graff, Myrna G. Goldenberg, and Bette G. Hirsch.

(continued from previous page)

industrialized countries such as the United States; and

Whereas such divisions are, and have historically been, racist; and

Whereas dramatic tuition hikes and the termination of affirmative action have rendered access to higher education in the U.S. increasingly difficult for all students, and for working-class people of color in particular; and

Whereas higher education, while hardly guaranteeing its graduates satisfactory employment, is indispensable to securing whatever stable and adequately remunerative jobs there are; and

Whereas Local 2334 of the American Federation of Teachers (AFT), New York Chapter, has recently presented a resolution focused on the City University of New York (CUNY), affirming that the AFT strongly supports the right of all high school graduates to have an equal opportunity to obtain a college education at affordable tuition (with the progressive introduction of free college education), and therefore strongly supports the restoration of open access, developmental courses, and reduced tuition at CUNY; and

Whereas the MLA has gone on record in support of affirmative action and in opposition to racism in general and the racist effect of the cutbacks in remediation at CUNY in particular;

Be it therefore resolved that the MLA in principle support open access and free tuition at public institutions of higher education in the U.S. and use its platform to voice this support; and

Be it further resolved that the MLA publicly back the efforts of AFT Local 2334 to have open access restored, developmental courses retained, and free tuition instituted at CUNY.

*At the end of February, the Executive Council will review the wording of the resolutions as required by article 7.B.3 of the MLA constitution. Since the council may authorize nonsubstantive copyediting changes in the wording of the resolutions, the texts posted at the Web site may differ slightly from those printed here. □

Report on Women in the Profession

Members who wish to obtain additional copies of the report "Women in the Profession, 2000" (published in *Profession 2000*) to bring to the attention of their deans and provosts should contact the office of the Executive Director (carol.zuses@mla.org). □

MLA Parliamentarian

Martha S. Grise, the MLA's new parliamentarian, began her three-year term in 2000. In her first year of service, she participated in a number of governance meetings, including the 2000 meeting of the Delegate Assembly.

A member of the MLA since 1978, she is professor emerita of English at Eastern Kentucky University, where she specialized in anglophone African literature. She has been an active parliamentarian for the past fifteen years. Grise was granted professional status by the National Association of Parliamentarians (NAP) in 1989 and is currently a member of the NAP's Education Committee. She has also been certified by the American Institute of Parliamentarians.

Grise has taught many parliamentary workshops and is one of only a dozen NAP members to have been selected by the NAP Professional Development Committee to teach that organization's professional



Martha S. Grise

qualifying and professional development courses. She looks forward to serving the MLA's membership as parliamentarian and by organizing sessions at the MLA convention on parliamentary procedure. □

CONVENTION

Calls for Papers for the 2001 Convention in New Orleans

The 2001 convention will be held in New Orleans. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2000 *PMLA* (pp. 475-87), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2000 *PMLA*. All participants in convention sessions must be MLA members by 1 April 2001. Organizers are responsible for responding to all inquiries. Members may participate in (i.e., organize and chair, read papers, serve as speakers or panelists, or participate in any other way that involves having their names listed in the Program) a maximum of two meetings.

Calls for papers are limited to thirty-five words, including the session title but not the name or address of the organizer. Groups that announce two or more calls for papers with the same contact person list the contact person only once.

Divisions

American Literature

AMERICAN LITERATURE TO 1800

Civic Writing in the Early Americas. Papers exploring colonial American representations of governance and community organization or of the vox populi. 1-page proposals and vitae by 1 Mar.; Frank Shuffelton.

Life Writing in the Early Americas. Papers exploring colonial American life writing. May

address biography, autobiography, letters, confessions, diaries, or any of the many forms in which life writing is found. 1-page proposals and vitae by 1 Mar.; Susan Imbarrato.

Nature Writing in the Early Americas. Papers exploring colonial American visions of the natural world. 1-page proposals and vitae by 1 Mar.; Timothy Sweet.

19TH-CENTURY AMERICAN LITERATURE

American Biographies. In the last few years there have been major biographies of US writers of the 19th century. What does this development say about the state of the profession? Must biography be a rejection of theory? 1-page abstracts by 1 Mar.; Robert K. Martin.

Archival Research and New Technologies. How are the new technologies changing and enhancing research, especially archival research, in 19th-century US literature and culture? What new directions and new methods are being opened up? 1-page abstracts, electronic or hard copy, by 1 Mar.; Carla Peterson and Jay Grossman.

Louisiana and the Crossings of Cultures.

Explorations of 19th-century Louisiana, or any specific location therein, and issues such as migration, creolization, expansionism, identity, trade, and transculturation. 1-page abstracts, electronic or hard copy, by 1 Mar.; Chris Castiglia and Ivy Schweitzer.

LATE-19TH- AND EARLY-20TH-CENTURY AMERICAN LITERATURE

Transatlantic Crossings, 1870-1930 II: Displacements, Mobilities, Exchanges, Transformations. Cosponsored by the Division on Late-19th- and Early-20th-Century English Lit-

erature. This session complements Transatlantic Crossings, 1870–1930 I: Theorizations. Copies of proposals must be sent to each cochair. Abstracts by 1 Mar.; Susan K. Harris and Douglas Mao, Dept. of English, Harvard Univ., 12 Quincy St., Cambridge, MA 02138 (dmao@fas.harvard.edu).

20TH-CENTURY AMERICAN LITERATURE

New Orleans I: Traffic with Havana. Papers on cultural exchanges, literature, and literacies.

New Orleans II: Miscegenation's Traffic.

Papers on connections between New Orleans and Chicago. Traffic in music, bodies, and cultures. 1-page abstracts and vitae by 15 Mar.; Sharon Holland (pholland@uic.edu).

Why Think about Race? 20th-Century American Literature and the Environment. Race and ecocriticism; US literature and environmental racism; race and the environment in specific texts, especially by writers of color; new paradigms of environmentalism. 1-page abstracts by 1 Mar.; Elizabeth Ammons.

AMERICAN INDIAN LITERATURES

Bridging Communications between Native and Non-Native Scholars. As Native scholars enter the field, they alter the discourse surrounding American Indian literatures. How can we hear and honor what has gone before and what is to come? 300-word abstracts by 16 Mar.; Alanna K. Brown and Joyzelle Godfrey.

Oral and Written Narratives of Indian Boarding School Survivors in the United States and Canada. Papers exploring contemporary as well as classic testimonies of Indian boarding school residents. 1-page abstracts by 15 Mar.; Virginia Carney (engcarne@acs.eku.edu).

Simon J. Ortiz: Poet, Storyteller, Educator. Honoring Ortiz's contributions to the development of American Indian literatures. Papers especially invited on Ortiz's poetics, aesthetics, ethics, politics (tribal, regional, indigenous) in his poetry, stories, and essays. 2-page abstracts by 16 Mar.; Susan B. Brill de Ramirez.

ASIAN AMERICAN LITERATURE

Asian Americans, Ethnographic Specimens, Native Informants. How have Asian Americans been implicated in (auto)ethnography, whether linguistically or through travel writing, life writing, tourism, science, and museum display? Also, through what genre crossings and narrative or cinematic modes? 2-page abstracts (e-mail submissions accepted) by 15 Mar.; Rachel C. Lee (rlee@humnet.ucla.edu).

Asian American Writers and Popular Culture. Any aspect of "popular" literary forms by Asian American writers (e.g., horror, mystery, romance, sci-fi, detective fiction), including their relation to Asian American literature or to other popular literatures. 2-page abstracts (e-mail submissions accepted) by 15 Mar.; Karen Su (ksu@pobox.upenn.edu).

Staging Asian Americanness: New Asian American Playwrights. Who are the new Asian American playwrights? What imperatives shape their productions? How does the new theater echo or depart from an earlier generation of Asian American drama? 2-page abstracts

(e-mail submissions accepted) by 15 Mar.; Rajini Srikanth (rajini.srikanth@umb.edu).

BLACK AMERICAN LITERATURE AND CULTURE

Black American Writers from Louisiana. Novelists Ernest Gaines, Louis Edwards, screenwriter Kasi Lemmons, and others. 1-page abstracts by 1 Mar.; Farah J. Griffin, English Dept., 602 Philosophy Hall, Columbia Univ., New York, NY 10025 (fjg8@columbia.edu).

Comparative Studies

COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

Food. Digestion, feasting, cookery, health, dietary regimens, conspicuous display and consumption, rules for eating and not eating. 1-page abstracts by 15 Mar.; Susan Crane (scrane@rci.rutgers.edu).

The Francophone Middle Ages. A general session: all proposals welcome.

Performance. Reconstructions of performed poetry from any of the vernacular medieval traditions. Actual performances are preferred, but discussions or descriptions will also be considered. Audio cassettes (standard format) and/or 1-page abstracts by 15 Mar.; John Miles Foley (foley@missouri.edu)

COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

Early Modern Pedagogies. Papers concerned with theories, institutions, and practices of early modern pedagogy in its bearing on early modern poetry, rhetoric, and theater. Also papers concerning representations of the pedagogical scene, particularly in its erotic manifestations.

Renaissance Cartographies. Papers dealing with practices, ideologies, techniques, and consequences of early modern mapmaking; relations between maps and literature or maps and the visual arts. Papers concerned with literature as a form of mapping.

Renaissance Nationalisms and Counter-nationalisms. Papers addressing literary form and "national" identifications as well as counteridentifications (religious, ethnic, economic, libidinal) in relation to alternative and remaindered communities. Abstracts by 15 Mar.; Margo Hendricks (margoh@cats.ucsc.edu).

COMPARATIVE STUDIES IN 18TH-CENTURY LITERATURE

Chasing after the Event: Journalism in the 18th Century.

Laziness and Labor. 2-page abstracts by 15 Mar.; Pierre Saint-Amand.

COMPARATIVE STUDIES IN ROMANTICISM AND THE 19TH CENTURY

Comparative Performativity I: Death Sentences. How is the death penalty represented, debated, justified, combated, 1789–1914? Conceptions of punishment, torture, and the body. Two fields (legal, historical, visual, philosophical, literary studies) or two national cultures. 1–2-page abstracts by e-mail (no attachments) by 10 Mar.; Jann Matlock.

Comparative Performativity II: Poetic Interruptions. Interruption in poetic and other

Deadline for Audiovisual Requests

All requests for audiovisual equipment must be made by the chair of the session by **7 April**. Requests must be received by mail or by fax by 5:00 p.m. on this date. Because the need for audiovisual equipment is a major factor in the scheduling of meetings (and because the movement of equipment is both costly and hazardous), the deadline is firm. Participants who plan to use audiovisual equipment should check with the chair of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 7 April.

discourses; performance of knowledge in relation to and as consequence of interruption; interruption as figure of thought. 1-page abstracts by 10 Mar.; David S. Ferris.

Comparative Performativity III: Topography. How does language create the spaces it purports to describe? How do representation and discourse form and deform spatial relations and architectural objects? Abstracts or papers by 10 Mar.; Sharon Marcus.

COMPARATIVE STUDIES IN 20TH-CENTURY LITERATURE

Comparing the Modern and Postmodern Arts. Theoretical or applied studies of the interrelations between the verbal arts and either the musical or visual arts. Proposals by 15 Mar.; Linda Hutcheon.

EUROPEAN LITERARY RELATIONS

The Frankfurt School in America. Historical, philosophical, or theoretical analyses of the Frankfurt School's years in exile; its reception in the United States; its impact on literary studies and cultural theory. Abstracts by 19 Mar.; Beatrice Hanssen (bhanssen@fas.harvard.edu).

Women Writing History in Pre-20th-Century Europe. Earlier centuries of women's historiography in its many forms, among them pamphlets, treatises, memoirs, nonfiction prose, historical novels, poetry, drama. 2-page abstracts by 1 Mar.; Kari Lokke (kelokke@ucdavis.edu).

English Literature

OLD ENGLISH LANGUAGE AND LITERATURE
Beowulf. Any paper on *Beowulf* is welcome.

Open session. Any paper on Old English language and literature is welcome. 1–2-page abstracts by 1 Mar.; Robert E. Bjork.

MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

Medieval Speech Acts: Rules, Vows, Oaths. Treatments of the function and force of various speech acts in Middle English texts, including work informed by linguistic theory (speech act theory, ordinary language philosophy, etc.). 1–2-page abstracts by 10 Mar.; Patricia DeMarco, Dept. of English, Sturges Hall, Ohio Wesleyan Univ., Delaware 43015 (pdemarco@wvu.edu).

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Monasticism and Medieval English Writing. Explorations of the interimplications of monastic institutions with the production, publication and dissemination, and development of medieval English writing. 1–2-page abstracts by 10 Mar.; Nancy Bradley Warren, Dept. of English, 3200 Old Main Hill, Utah State Univ., Logan 84322-3200 (nwarren@english.usu.edu).

Visuality and Reading. Aspects of manuscript cultures in England from 1300 to 1500. 1–2-page abstracts by 10 Mar.; Pamela Sheingorn, PhD Program in Theatre, Graduate Center, City Univ. of New York, 365 Fifth Ave., New York, NY 10016 (pams@panix.com).

CHAUCER

The Canterbury Tales: Shame and Pleasure. This session explores the mutually constitutive and perversely unstable relation among shame, pleasure, and asceticism and the identifications and disidentifications, communal identities, and national programs this relation makes possible. Paper abstracts by 1 Mar.; Glenn Burger (glenn_burger@qc.edu).

Intimate Relation: What Happens in *Troilus and Criseyde* III: 1086–1337; 1555–82? Papers limited to 8–10 minutes to allow ample time for discussion. Abstracts by 15 Mar.; H. Marshall Leicester, Jr.

Postcolonial Chaucer. Abstracts by 15 Mar.; Sylvia Tomasch.

LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE

Historicizing Genre. Intersections of history and genre; effect of context on interpretation and production of traditional and less traditional genres; incorporation of nonliterary visual and textual forms within traditional literary forms. 1-page abstracts by 7 Mar.; Elizabeth Harvey.

The Politics of Form. Investigations of local, domestic, ecclesiastical, or international politics and received or invented form, including verse, prose syntactic, epigrammatic, epistolary, epic, autological, sermonic, visionary, or visual. 1-page abstracts by 7 Mar.; Joseph Loewenstein.

Tudor Eros. Any aspect of sexuality or eroticism in pre-Elizabethan literature or culture. 1-page abstracts by 7 Mar.; Richard Halpern.

SHAKESPEARE

Avenging Women in Shakespeare. Submissions invited on women's anger; relation of female revenge to masculinist structures; subjectivity, agency, or physicality of characters; comparisons with other writers. Papers or abstracts by 5 Mar.; Susan Frye (frye@uwoyo.edu).

Shakespeare and Money. The application of New Economic Criticism, materialist analysis, or other economic approaches to such issues as protocapitalism, inflation, poverty, corn hoarding, usury, inheritance, dowries, or the theatrical marketplace in relation to Shakespeare's works. Abstracts by 1 Mar.; Linda Woodbridge (lxw18@psu.edu).

17TH-CENTURY ENGLISH LITERATURE

Classical Republicanism and Its Discontents. While acknowledging the advantages of

classical republicanism as an explanatory category, this session seeks to examine its perceived or potential limitations in terms of critical practice, theoretical sophistication, or other historical approaches. 1-page abstracts or 8–10-page papers by 15 Mar.; Laura Lunger Knoppers (llk6@psu.edu).

New British History and English Literature. This session encourages papers that engage with recent work on British history, e.g., on the three kingdoms and the construction of "Britishness," on revolution and republicanism, on local communities, on women in early modern Britain. 500-word abstracts or 8–10-page papers by 10 Mar.; David Lowenstein, Dept. of English, Univ. of Wisconsin, Madison 53706 (dalowew@facstaff.wisc.edu).

Politics and Religious Difference in 17th-Century England. Possible topics include Christian-Jewish relations, the role of religion in stimulating different forms of dissent, Catholicism, radical religions and their political implications. Proposals on poetry, prose, or drama welcome. 1-page abstracts or 8–10-page papers by 15 Mar.; Achsah Guibbory (agsuibbor@uiuc.edu).

RESTORATION AND EARLY-18TH-CENTURY ENGLISH LITERATURE

Back to the Future: The 18th Century in 21st-Century Theory. Proposals for short (5-min.) comments.

The Implications of Spectacle. Proposals for 15-min. papers.

W(h)ither the 18th Century: A Cross-Generational Assessment. Proposals for short (5-min.) comments; by 1 Apr.; Jean I. Marsden (jean.marsden@uconn.edu). Graduate students are especially encouraged to submit proposals.

LATE-18TH-CENTURY ENGLISH LITERATURE

Between Men, between Women. Papers to address same-sex desire, romantic and erotic friendship, love between women and between men, and other forms of male-male and female-female intercourse in the later 18th century. 10-page papers or 2-page abstracts by 1 Mar.; George Haggerty (george.haggerty@use.edu).

Historicizing the Text. Sociology and semiotics of the physical object (book, pamphlet, broadside, manuscript); anonymity and pseudonymity; attribution and canon; continuations and sequels; theoretical implications for author, period, or gender studies. 10-page papers or 2-page abstracts by 15 Mar.; Robert Griffin, Fellow, Folger Shakespeare Library (as of 1 Mar.), 201 East Capitol St., SE, Washington, DC 20003-1094 (griffin@post.tau.ac.il).

Religious Passions. Piety, devotion, enthusiasm. Antireligious passions, secularization, anti-Catholicism, and anti-Semitism. Papers on religion and gender, religion and politics, religion and subjectivity, religion and literary genre also welcome. 2-page abstracts or 10-page papers by 15 Mar.; Charlotte Sussman (sussman@ucsub.colorado.edu).

THE ENGLISH ROMANTIC PERIOD

Creole Romanticisms: Writing from the Contact Zone. Papers on anglophone writings from the Americas, the Indian subcontinent,

Africa, and other non-European zones, literary and nonliterary genres. 300–500-word abstracts by 15 Mar.; Alan Richardson.

Romantic Numbers. In the light of the innumeration of Romantic studies, papers developing quantitative evidence (e.g., new publication data from Raven/Garside/ESTC, demographics) or other meanings of "numbers," including poetic numbers, literary-cultural uses of mathematics, etc.

Romanticism and the Power of Biography. As biography consumes more shelf space and bandwidth, we invite debate over the authority of lives within our discipline, the media, and society from Romanticism to the present. Abstracts by 5 Mar.; (chsiskin@aol.com).

THE VICTORIAN PERIOD

Victorianism Abroad. Papers examining geographical displacements: 19th-century examples of cross-fertilization, cross-pollination, graftings, mutations, varieties, re-formations, transformations of Victorian culture outside the British Isles. 250-word abstracts by 22 Mar.; Elizabeth Langland.

LATE-19TH- AND EARLY-20TH-CENTURY ENGLISH LITERATURE

In the Heat of the Noonday Sun: Britain's Tropical Imaginary. The impact "at home" of the traffic in objects, people, ideas, discourses between and among British colonies; "contact zones" and patterns of cultural translation "abroad." Hard-copy, 500-word abstracts by 15 Mar.; Jennifer Wicke.

Inventing England. How was English national identity reconstructed in response to such jarring forces as a waning empire, suffrage and socialist activism, World War I, technology, social and domestic change? What traditions gained currency as "English"? Hard-copy, 500-word abstracts by 15 Mar.; Bonnie Kime Scott.

Transatlantic Crossings, 1870–1930 II: Displacements, Mobilities, Exchanges, Transformations. Cosponsored by the Division on Late-19th- and Early-20th-Century American Literature. This session complements Transatlantic Crossings, 1870–1930 I: Theorizations. Copies of proposals must be sent to each co-chair. Abstracts by 1 Mar.; Susan K. Harris and Douglas Mao, Dept. of English, Harvard Univ., 12 Quincy St., Cambridge, MA 02138 (dmao@fas.harvard.edu).

20TH-CENTURY ENGLISH LITERATURE

The Politics of Reviewing in 20th-Century English Literature. Studies of editorial and critical policies, politics, and conflicts in journals and journalism and of their cultural and canonical impact. Abstracts or papers by 7 Mar.; Jean Pickering.

ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

Narrative and Linguistic Innovations in English Literature of the Non-English World. Papers addressing new narrative styles, linguistic hybridities, and the use of local color and customs in Asian, African, and Caribbean fiction. Send abstracts by 12 Mar.; K. S. N. Rao. No e-mail attachments.

Postcolonial Women Writers: Orality and Performance. Papers addressing postcolonial women writers' use of orality and performance-based culture to create new linguistic authorities and poetics. Send abstracts by 1 Mar.; Evelyn Hawthorne.

French Literature

FRENCH MEDIEVAL LANGUAGE AND LITERATURE

History and Pseudohistory.

Prologues and Epilogues, Beginnings and Endings.

Sickness, Dying, and Death. 2-page abstracts by 15 Mar.; Joan Grimbert, 1418 North Nelson St., Arlington, VA 22201 (grimbert@cua.edu).

16TH-CENTURY FRENCH LITERATURE

Family Matters. The representation and significance of family structures. How are mothers, fathers, children, and their interrelationships portrayed? To what use is the myth of family unity put?

Refiguring the Femme Fatale. In what ways and to what ends do writers create new images as well as rework mythological, biblical, or courtly models of the femme fatale, whose allure and attraction are linked to death and destruction. 500-word abstracts or completed papers by 16 Mar.; Dora E. Polachek (dpolachk@binghamton.edu).

17TH-CENTURY FRENCH LITERATURE

Filming the 17th Century: Why, How, When, for Whom? E.g., *Tous les matins du monde*, *La lettre, Saint Cyr*, *Le roi danse*, etc. 250-word abstracts by 15 Mar.; Jeffrey Peters (jnp@pop.uky.edu).

Obscenity: Concealment, Divulgence, and (Self-)Censorship. How to express or avoid the "indecent": images, euphemisms, circumlocutions; conditions of publication; succès de scandale, etc. 250-word abstracts by 15 Mar.; Joan DeJean, 12, rue de Saintonge, 75003 Paris, France (jdejean@sas.upenn.edu).

Social Mobility: Literary, Visual, and Sociohistorical Perspectives. The dynamics of social organization, class, gender; urbanization, fashion, décor; values, moral and material. 250-word abstracts by 15 Mar.; Eric Koch, Tulane Coll., 116 Cudd Hall, Tulane Univ., New Orleans, LA 70118 (erkoch@tulane.edu).

18TH-CENTURY FRENCH LITERATURE

Figuring the Foreigner in 18th-Century France. 300-word abstracts by e-mail by 15 Mar.; Janie Vanpée (jvanpee@smith.edu).

Les journaux de Marivaux. 300-word abstracts by e-mail by 15 Mar.; Marie-Paule Laden (mpladen@sfsu.edu).

The Revolution's Exotic Corpses. 300-word abstracts by e-mail by 15 Mar.; Anne Vila (acvila@facstaff.wisc.edu).

19TH-CENTURY FRENCH LITERATURE

19th Century: The Early Years. Abstracts by 10 Mar.; Doris Kadish.

Readers and Reading(s). Abstracts by 10 Mar.; Willa Silverman or Charles Stivale.

Representing the Disenfranchized. Out-siders, vagabonds, tramps, peddlers, downtrodden, (Lumpen), proletariat, etc. Abstracts by 10 Mar.; Rae Beth Gordon, 2, rue de Fossés St. Marcel, 75005 Paris, France.

20TH-CENTURY FRENCH LITERATURE

French Poetry and Poetics Today. 300-word abstracts by 15 Mar.; Steven Winspur (swinspur@facstaff.wisc.edu).

Portraits of Women in Contemporary

French Cinema. Representation of the feminine (individual, collective, or mythical) in recent French films by male or female directors. 300-word abstracts by 15 Mar.; Mireille Rosello (m-rosello@northwestern.edu).

Transatlantic Solidarity and Problems of Globalization. Papers that locate real or imaginable sites of Franco-American cooperation and engagement in describing and contesting the new liberal economy and the effects of its global reach. 300-word abstracts by 15 Mar.; Rosemarie Scullion (rosemarie-scullion@uiowa.edu).

FRANCOPHONE LITERATURES AND CULTURES

Cinéma. 1-page abstracts by 25 Mar.; Clarisse Zimra (czimra@siu.edu).

Francophonies européennes. 1-page abstracts by 25 Mar.; Jack Yeager.

Sexualités rebelles. 1-page abstracts by 25 Mar.; Thomas Spear.

Genre Studies

DRAMA

Drama and History. Topics include the contribution of drama to (revisionist) history making; dramatizing the past; periodicity and canons of dramatic literature; reenactments. 300-word abstracts by 8 Mar.; Susan Bennett.

FILM

Irony and Affect in Film and Television. Irony and affect are apposite structures whose interrelationships characterize many film and TV texts. Papers that investigate the double voice of irony in relation to the production of affect. Abstracts by 1 Mar.; Kathleen McHugh, 2121 Princeton Ave., Los Angeles, CA 90026.

NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY

Narratives of Science, Medicine, and Psychoanalysis: Exposition, Evidence, Subjectivity. How do recent publications reflect or influence contemporary theories of narrative and culture? Abstracts to Emily Budick (msbemily@mssc.huji.ac.il).

POETRY

Poetry and Pedagogy II. The goals and consequences of teaching poetry and poetics; poetry in the curriculum, historically or now; relevance of Arnold's "idea versus practical conveniences" notes on praxis; etc. Abstracts by 15 Mar.; Lorenzo Thomas (thomasl@zeus.dt.uh.edu).

PROSE FICTION

Proscribed Identities I: Bisexual Identities. Eruptions in prose fiction of sexual activities that

challenge the binary of hetero- and homosexual identity and the notion of fixed, static sexual identity. 500-word proposals by 15 Mar.; Donald E. Hall.

Proscribed Identities II: Cross-Class Identities. Manifestations in prose fiction of indeterminate or fluid class identity, multiple class identifications, or movements among identifications that challenge standard notions of fixed or singular class identity. 500-word proposals by 15 Mar.; Carla Kaplan.

LITERARY CRITICISM

The Writer's Study. The architectural spaces and material cultures of writing: houses, rooms, writing instruments, writing machines, papers, desks, design, art, mementos, books, manuscripts, collections. Abstracts or papers by 10 Mar.; Diana Fuss.

METHODS OF LITERARY RESEARCH

Textual Criticism and Theory. Papers on editorial theory, the theory and practice of textual criticism, and the influence of critical theory on textual scholarship. Papers or 1–2-page abstracts by 15 Mar.; Pamela Dalziel.

AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

Text and Image I: Autobiography and Cinema. Abstracts up to 2 pages by 16 Mar.; Regenia Gagnier.

Text and Image II: Autobiography and Art. Abstracts up to 2 pages by 9 Mar.; Mary Ann Caws.

Text and Image III: Autobiography and Comix. Abstracts up to 2 pages by 16 Mar.; Hertha Sweet Wong.

German Literature

GERMAN LITERATURE TO 1700

Medieval and Early Modern Literature and History. Abstracts of 250–400 words by 16 Mar.; Marianne Kalinke.

German Literature

18TH- AND EARLY-19TH-CENTURY GERMAN LITERATURE

Antifeminist/Conservative 18th-Century Women Writers. Their literary, political, social, didactic, educational, aesthetic works; their writings on the role and status of women; their reaction to major political events; their reception by both traditional and feminist scholars. 1-page abstracts by 1 Mar.

Underground Poetologies, 1700–1830: Poetology and Aesthetics in Alternative Venues. Papers invited on aesthetic-poetological writings in nontraditional forms (fiction, personalized writings like letters and diaries, etc.) and/or by "other" authors (women writers, authors of "trivial" literature, satirists/lampoonists). 1-page abstracts by 1 Mar.; Susanne Kord (kords@georgetown.edu).

19TH- AND EARLY-20TH-CENTURY GERMAN LITERATURE

Imagining History. How is history defined, represented, "imagined" in literature and other
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discourses? History as narrative, modes of historical writing, literary representations of historical events, literary historiography, nontraditional or marginalized forms. 2-page abstracts by 1 Mar.; Nancy Kaiser.

20TH-CENTURY GERMAN LITERATURE

Visual Culture in 20th-Century Germany.

Submissions on the politics of visual culture, gender and visual culture, or the aesthetics of visual culture (theater, film, television, dance, musicals, stand-up comedy, performance art, painting, sculpture, or architecture). 1-page abstracts by 12 Mar.; Gail Finney (gfinney@ucdavis.edu).

Hispanic Literatures

LITERATURE OF COLONIAL SPANISH AMERICA

Gestión del discurso nacionalista en la poesía colonial. This panel will explore the beginnings of a nationalist discourse in specific texts of early and late colonial literature. 1–2-page abstracts and vitae by 15 Mar.; Veronica Salles-Reese.

Consuming America: Food as Colonial Culture. The social and symbolic power of food: geographies of consumption, hunger and abundance, commensality and exclusions, the religious significance of food and ritual consumption, taste and colonial subjectivities, cannibalism and the erotics of food consumption. Send 1-page abstracts by 1 Mar.; Luis Fernando Restrepo.

The Rhetorics of Life Writing in Colonial Spanish America. This session will explore life writing as a subgenre of colonial history, as a public or private document, as a form of counterhistory, and how it relates to power, authority, and politics. Send 1-page abstracts by 1 Mar.; Santa Arias (sarias@mailier.fsu.edu).

LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

Bodies in 19th-Century Latin America. Physical and figurative bodies: sexualized bodies, textualized bodies, bodies at and of work, (inter)national bodies, transgressive bodies, bodies of pain and pleasure, etc. 1-page abstracts in English or Spanish by 12 Mar.; Lee Skinner.

Textos ficticios en el periodismo decimonónico latinoamericano. The influence of the press; expressions of social action and literary individuality through different manifestations of fictive texts. 1-page abstracts in English or Spanish by 12 Mar.; Flor Maria Rodriguez-Arenas (arenas@uscolo.edu).

Theater and Performance in 19th-Century Latin America. All aspects of theater: plays, playwrights, theater companies, actors and actresses, staging, alternative and popular theaters, etc. 1-page abstracts in English or Spanish by 12 Mar.; María A. Salgado.

20TH-CENTURY LATIN AMERICAN LITERATURE

Novedad y ruptura I.

Novedad y ruptura II.

Novedad y ruptura III. Provocative new cultural works, tendencies, or developments in 1990s Spanish America by individuals or groups. E-mail abstracts by 8 Mar.; Cynthia Steele (cynthias@u.washington.edu).

SPANISH MEDIEVAL LANGUAGE AND LITERATURE

The Body and Violence in Medieval Iberia. 1-page abstracts by 10 Mar.; Louise Vasvári.

Medieval Spaces and Frontiers. Papers related to the policing or crossing of geographic, cultural, or gender frontiers or addressing inner or outer, private or public, masculine or feminine spaces. 1-page abstracts by 10 Mar.; Michael Harney.

Open Session. Any topic related to medieval Spanish language or literature. 1-page abstracts by 10 Mar.; Barbara Weissberger, Dept. of Romance Languages and Literatures, Princeton Univ., Princeton, NJ 08544.

16TH- AND 17TH-CENTURY SPANISH POETRY AND PROSE

"Textus Interruptus": The Poetics of Interpolation. The role and dynamics of interpolated texts within prose fiction.

Visions of Utopia. An exploration of utopian images and modes in the poetry and prose of early modern Spain. Myths of the Golden Age, Arcadia, the New World, etc. Abstracts by 15 Mar.; María Cristina Quintero.

16TH- AND 17TH-CENTURY SPANISH DRAMA Pedagogy and Golden Age Drama.

Papers may deal with any topic related to teaching Golden Age drama.

Staging and Performance. Papers may deal with any aspect of performance history of Golden Age Spanish plays.

Open Topic. Preference will be given to papers; abstracts will also be considered; by 15 Mar.; Patricia Kenworthy (kenworthy@vassar.edu).

18TH- AND 19TH-CENTURY SPANISH LITERATURE

Representation of War in 18th- and 19th-Century Spain. Possible topics include visual depictions (Goya), nonfictional works (testimonials, diaries, documents), and literature. Abstracts by 15 Mar.; Francisco LaRubia-Prado.

20TH-CENTURY SPANISH LITERATURE

Refigurations of Tradition in Contemporary Spanish Culture. The concept of "tradition" is reemerging in Spanish film and literature as a symptom of individual and social instability, particularly as seen in the representation of the "pueblo." 2-page abstracts by 9 Mar.; José M. del Pino (delpino@spot.colorado.edu).

LUSO-BRAZILIAN LANGUAGE AND LITERATURE

Cem anos de Os Sertões. Focus on the traditions and legacies of Euclides da Cunha's work and its relation to the lusophone world. Abstracts (100–250 words) by 10 Mar.; Renata Wasserman.

O Luso e O Trópico. 2001 marks the 40th anniversary of the publication of Gilberto Freyre's influential work. This session will focus on

uses and misuses of lusotropicalism. Abstracts (100–250 words) by 10 Mar.; Susan Quinlan.

Writing Dictatorship / Escrevendo Ditadura. Representation and interpretation of societies in dictatorial regimes in the Portuguese-speaking countries. Abstracts (100–250 words) by 10 Mar.; Anna Klobucka.

Interdisciplinary Approaches

ANTHROPOLOGICAL APPROACHES TO LITERATURE

Ethnography and Cosmopolitanism. Abstracts required by 15 Mar.; Marc Manganaro.

The Predicament of Clifford. The ongoing impact of the work of James Clifford on "anthropological approaches" to literary studies; anthropological arguments with or alternatives to his work. Abstracts and vitae required by 15 Mar.; Bradley W. Evans.

CHILDREN'S LITERATURE

Lost Boys. Papers are welcome on Barrie's original *Lost Boys* or on the image of lost boys in children's and young adult literature and film. 500-word abstracts by 1 Mar.; Donna White (milliew@mail.cswnet.com).

Open Session. Innovative contributions to the theory, history, and conceptualization of children's literature. All critical perspectives welcome; all topics and time periods admissible. 1–2-page abstracts by 15 Mar.; Katherine Capshaw Smith, English Dept., Florida International Univ., University Park, Miami 33199.

The Politics and Poetics of Harry Potter. Papers that explore theoretically and critically Rowling's series as literary and cultural phenomenon. Two copies of detailed abstracts by 15 Mar.; Daniel Hade (ddh2@psu.edu).

ETHNIC STUDIES IN LANGUAGE AND LITERATURE

Ethnic Writing in New Orleans: Beyond the Black-White Binary. Literature in the Crescent City encompasses a variety of ethnicities, languages, possibilities; this panel welcomes old and new favorites. 2-page abstracts and vitae by 23 Mar.; Rafia Zafar.

Teaching Multiethnic Literatures: Courses and Syllabi. Comparativist approaches to teaching multiethnic literature courses. After a presentation, panelist will share syllabi and discuss pedagogy. Abstracts and syllabi by 15 Mar.; James Ruppert (ffjkr@uaf.edu).

GAY STUDIES IN LANGUAGE AND LITERATURE

Taking Sodomy Literally. Considering literary, cultural, cinematic, or mass-media representations of sodomy. 2-page abstracts by 15 Mar.; Ann Pellegrini.

LINGUISTIC APPROACHES TO LITERATURE Iconicities.

New Philologies.

Nonsense. 1–2-page abstracts by 1 Mar.; Paula Blank.

LITERATURE AND OTHER ARTS

The Arts of (Making) Money. Narrative, filmic, visual, or acoustical texts; fictionality and



Terry Castle, above left, Robert Pinsky, Claire Kramsch, and M. H. Abrams in the session "MLA Members Read Their Favorite Poems."

paper money; metal, minting, alchemy; counterfeiting; money in the digital era; J. S. G. Boggs, etc. 1-page abstracts by 10 Mar.; Karen Pinkus.

LITERATURE AND RELIGION

Burden of the Bible: Bible Stories in Modern Fiction. Appropriations, adaptations, misreadings, strong misreadings, influences of biblical texts on 20th-century fiction (e.g., Faulkner, Morrison, Hamilton, Roth, Yehoshua, Diamond). Vitae and 1-page proposals (as e-mail text message) by 10 Mar.; Bernard Horn (arumim@aol.com).

Specters of Apostasy: Postmodernity, US Literature, and Religious Studies in the 1960s. Subjective, marginal, decentered forms

of spiritual authority; liminal discourses (neither conventional conversion nor complete renunciation); religious syncretism and mysticism; writers such as Atwood, Barth, Burroughs, Coover, Cox, Daly, Kerouac, Kesey, Ginsberg, Oates, LeGuin, Malcolm X, Pynchon, Reed, Snyder, Vonnegut. Vitae and 1-page proposals (postal mail or e-mail) by 10 Mar.; Paul Reifenheiser (pmr6075@garnet.acns.fsu.edu).

Voodoo in New Orleans. Voudou, hoodoo, Santeria, Creole, and Afro-Caribbean religious syncretism, in regional literature, gothic novels, detective fiction, film, and postcolonial cultural criticism. Vitae and 1-page proposal abstracts (postal mail or e-mail) by 15 Mar.; Thomas Lawrence Long (longt@tncc.cc.va.us).

LITERATURE AND SCIENCE

Literature and Systems Theory. 1-2-page abstracts by 1 Mar.; Bruce Clarke.

Open Topic. 1-2-page abstracts by 1 Mar.; T. Hugh Crawford.

Science's Rhetorical Figures. 1-2-page abstracts by 1 Mar.; James J. Paxson.

PHILOSOPHICAL APPROACHES TO LITERATURE

Experience. What is the philosophical significance of experience in writing? Does it take place through language, at its limits, as its failure? Is experience related to passivity, silence, undergoing, ecstasy? Submissions on Blanchot, Agamben welcome. 2-page abstracts; Stuart Murray, Dept. of Rhetoric, 7403 Dwinelle, Univ. of California, Berkeley 94720.

POPULAR CULTURE

Sex with Aliens. Papers exploring reeroticizations of difference in recent science fiction, popular culture, and subcultures. Abstracts by e-mail only by 1 Mar.; Ira Livingston (ilivingston@notes.cc.sunysb.edu).

PSYCHOLOGICAL APPROACHES TO LITERATURE

Critiques of Psychoanalysis. Papers exploring limitations or strengths of psychoanalysis via genders or sexualities, race, class, ethnicity, age, feminism, queer theory, postcolonialism, theology, biomedicine, historicism, Marxism, politics, philosophy, cross-cultural perspectives, etc. E-mail as attachment or fax 500-word abstracts and 2-page vitae by 1 Mar.; Michelle Massé (mmasse@lsu.edu or 225 388-4129).

SOCIOLOGICAL APPROACHES TO LITERATURE

Who Needs the Third World? Increasingly, theorists find the Third World expendable (Kaplan, Rorty). Is the Third World only a threatening image of devastation (a negative persuasion)? Or is it freedom from modernity's libidos-for-sale? What is Third World value? Abstracts by 15 Mar.; Timothy Brennan (brenn032@umn.edu).

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Women and Experimentalism in Writing, Film, Art Performance, and Theory I. Issues of reception and marginality (racial, ethnic, sexual, etc.): Experimental women writers (Clarice Lispector, Hélène Cixous, Monique Wittig, Djuna Barnes, Gertrude Stein, Diamela Eltit, etc.).

Women and Experimentalism in Writing, Film, Art Performance, and Theory II. Issues of reception and marginality (racial, ethnic, sexual, etc.): Experimentalism in film, art, and performance.

Women and Experimentalism in Writing, Film, Art Performance, and Theory III. Issues of reception and marginality (racial, ethnic, sexual, etc.): Women and theory of/in experimentalism. Papers or 250-word abstracts; Cynthia Tompkins (cynthia.tompkins@asu.edu).
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Italian Literature

MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

Open Session.

Petrarch, Inc. The institutionalization of Petrarch and the Petrarchan corpus; Petrarch's imitators and detractors; publishing history of Petrarch; long-term echoes; new directions on the eve of his eighth century.

Performance and Theatricality. Theatrical texts and theatrical aspects of nontheater texts; onstage and offstage performance. Abstracts by 23 Mar.; Michael Sherberg.

17TH-, 18TH-, AND 19TH-CENTURY ITALIAN LITERATURE

The Idea of Italy from Seicento to Ottocento. E-mail abstracts by 15 Mar.; Ernesto Livorni (elivorni@facstaff.wisc.edu).

Literature and Science in Italy from Seicento to Ottocento. E-mail abstracts by 15 Mar.; Massimo Lollini.

Representing Passions in Italian Culture from Seicento to Ottocento. E-mail abstracts by 15 Mar.; David Del Principe.

20TH-CENTURY ITALIAN LITERATURE

Current Trends in Italian Cinema. Abstracts by 15 Mar.; Giancarlo Lombardi.

Existential Force and Political Discourse in Italian Diaspora Writing. Abstracts with examples of creative writing to be presented by 15 Mar.; Justin Vitiello.

Italian and Italian American Women Writing. Abstracts by 15 Mar.; Gabriella Romani, Barnard Coll., New York, NY 10027.

Language Studies

APPLIED LINGUISTICS

On the Cultural Divide: Studies in NNS-NS Interaction. Issues related to the interaction of nonnative and native speakers, e.g., solicitations of help and negotiation of meaning. Papers must be grounded in a theoretical framework.

Out of Class: Language Acquisition in Nontraditional Settings. Language acquisition beyond the framework of the traditional language classroom, e.g., immersion, individual instruction, distance learning. Papers must be grounded in a theoretical framework.

Technology and Language Acquisition. The role of technology in language gain, e.g., studies of online discourse and interaction patterns. Papers should be theoretically grounded rather than merely descriptive of teaching practice. Abstracts only by e-mail by 1 Mar.; Rafael Salaberry (salaberry@rice.edu).

HISTORY AND THEORY OF RHETORIC AND COMPOSITION

The Future of the History of Rhetoric and Composition.

Rhetorics and Poetics: Historical and Theoretical Relationships.

Rhetoric as Cultural Studies, Cultural Studies as Rhetoric. E-mail abstracts by 1 Mar.; Catherine Hobbs (chobbs@ou.edu).

LANGUAGE AND SOCIETY

The Language of Family Interaction. Analysis of conversational and literary examples including arguments, identity, gender ideology, cultural patterning among children or adult family members (siblings, mothers, spouses, etc.). 500-word abstracts by 15 Mar.; Deborah Tannen.

LANGUAGE CHANGE

Issues of Use of Literary Evidence of Language Change. Topics include changes in systems of versification in situations of linguistic contact. Abstracts by 10 Mar.; Kristin Hanson.

Language Change and the Media and Internet. Abstracts by 15 Mar.; Florencia Cortes-Conde (fcortes@udesa.edu.ar) or Henry Biggs (hbiggs@artsci.wustl.edu).

Open Topic. Topics include "low" languages, slang, and canting languages in relation to a "standard" language. Literary (and other) representations of "vulgar" language and language change. Historical approaches welcome. Abstracts by 10 Mar.; Janet Sorensen.

LANGUAGE THEORY

Topics or Issues in Language Theory. Papers invited on language theory; any area, open to different theoretical approaches. Current issues encouraged. 1-page abstracts by 15 Mar.; Domnita Dumitrescu (ddumitr@exchange.calstatela.edu).

Other Languages and Literatures

AFRICAN LITERATURES

Gender and Sexuality in African Literatures.

Literature in African Languages: Theory and Practice. May include discussion of the "Asmara Declaration."

Panel in Honor of Bernth Lindfors. Diverse contributions encouraged. Detailed 2-page abstracts or papers by 15 Mar.; Aliko Songolo.

EAST ASIAN LANGUAGES AND LITERATURES

Cross-Cultural Postmodernity: Eastern and Western Thought and Theory. Continuities and oppositions in and across traditions; exemplary authors (Salman Rushdie, Hak Kyung Cha, Haruki Murakami); intellectual influences (e.g., Zen and Lacan). 8-page drafts by 15 Mar.; Yoshinobu Hakutani (yhakutan@kent.edu).

Diasporas and Exchanges in Contemporary East Asia. Recent depictions and theorizations of migration, border crossings, dislocation, relocation of people, economies, and cultural imaginaries among Asian countries as well as between East Asia and the "West." 1-page abstracts by 1 Mar.; Jung-Soon Shim (jsshim@saint.soongsil.ac.kr) and Laikwan Pang (gelkpan@polyu.edu.hk).

Utopian and Dystopian Visions in East Asian Literatures. Images, tropes, loci, narratives, and genres in the expression (through distinct cultural matrices) of ideal human communities and their opposites; comparative and regional perspectives. 2-page proposals by 15 Mar.; Chung-Hei Yun, 6109 Partridge Lane, Midland, MI 48640 (nhyun@aol.com).

SLAVIC AND EAST EUROPEAN LITERATURES

Diasporic Desires. Interventions into the current discursive explosion around the concept

of diasporas, focusing on the articulations of experiences of displacement, desire, and (dis)identification, particularly by authors of Slavic and East European backgrounds. Abstracts by 15 Mar.; Vitaly Chernetsky (fax: 212 854-5009; vac10@columbia.edu).

Rewriting Texts. Examines revisions of cultural texts in any genre (verbal, visual, behavioral), by individuals or groups, in any geographic area, for any purpose. Focus on motivation for revision, nature or consequences of revision. Abstracts to Helena Goscilo (goscilo+@pitt.edu).

Teaching

TEACHING AS A PROFESSION

Development for Teaching Roles. Focus on developing graduate students and faculty members as teachers. What practices demonstrate the centrality of teaching and learning? the value of teaching as scholarly work? Interactive formats encouraged. 1-2-page abstracts by 15 Mar.; Pat Hutchings (hutchings@carnegiefoundation.org).

THE TEACHING OF LANGUAGE

Ethical Issues in the Teaching of Language. Linguistic and cultural variations; heritage versus native language challenges; language registers according to race, gender; definitions of "standard" language; exploration of what is appropriate, acceptable, useful language.

Teaching Language with Technology. Internet resources; resources for technology training for faculty members and GTAs; supporting multimedia development; theorizing technology; informational versus instructional technology; lifelong learning; language maintenance; technological literacies.

Who Prepares Graduate Students for Teaching Language? Graduate faculty members' responsibility for teaching preparation; writing about teaching; Standards-based teaching, teaching visibility; reward systems, assessment, peer evaluation, student evaluation, mentoring. 1-2-page abstracts by 15 Mar.; Diane Birckbichler (birckbichler.1@osu.edu).

THE TEACHING OF LITERATURE

Globalization in Literature Teaching: Borges, Gao, Kafka. The question of globalization as well as cultural and language translation is critical in understanding present-day issues of teaching. Resolving the "translation" dilemma is a particular challenge in the teaching of literature.

Representations of the English Language: The Postcolonial Legacy. Postcolonial texts often embody alternative representations of the English language. What should literature teachers know about these representations and their implications for humanism, nationalism, and multiculturalism? 500-word abstracts by 19 Mar.; Louise Z. Smith (louise.smith@umb.edu).

THE TEACHING OF WRITING

Ethical Issues in the Teaching of Writing. Alternatives to the ethic of rights, such as feminist, collective, postcolonial, or the ethic of care.

Preparing Graduate Students for Teaching Writing. Disciplinary, institutional, and political challenges and strategies involved in

preparing graduate students to teach writing. 1–2-page abstracts by 15 Mar.; Christine Farris.

Discussion Groups

ANGLO-IRISH LITERATURE

The Celtic Twilight and Modernism. Submissions that explore the relation between modernism and the Celtic Twilight (Yeats, AE, the Nineties, folklore, second sight, and the other world). 250-word abstracts by 1 Mar.; Daniel Albright (alrt@troi.cc.rochester.edu).

ARABIC LITERATURE AND CULTURE

Arabic Media Culture. Theoretical papers addressing East-West encounters between media culture and politics: democracy and Internet; gender and sexuality; language and globalization. Also, how does virtual discourse imagine and disseminate Arab subjectivity? Abstracts and vitae by 10 Mar.; Tarek El Ariss (te21@cornell.edu).

BIBLIOGRAPHY AND TEXTUAL STUDIES

Bibliography, Textual Studies, and the Electronic Environment. 1-page abstracts by 23 Mar.; Robin G. Schulze (rgs3@psu.edu).

CANADIAN LITERATURE IN ENGLISH

Ca(na)jun Representations. Proposals for short papers designed to provoke discussion and dialogue, focused on literature and other media, and especially concerned with themes of homeland/exile, belonging/solitude, and community/diaspora: the musics of Canada. 15 Mar.; Shannon Hengen (shengen@nickel.laurentian.ca).

CELTIC LANGUAGES AND LITERATURES

Mother Tongues, Other Tongues: Language, Bilingualism, and Translation in Celtic Literature. Papers addressing any topic related to dialect or language choice, bilingualism, and translation pertaining to the readership, teaching, politics, and/or publication of Celtic literature. Send proposals by 10 Mar.; C. A. Prettiman.

CLASSICAL STUDIES AND MODERN LITERATURE

Gender and Classicism. 15-min. papers considering practical and theoretical uses of gender disciplines (feminisms, queer studies, gender studies) in analysis of relations between ancient and modern literatures. Send abstracts by 1 Mar.; Theresa Krier, Dept. of English, Univ. of Notre Dame, Notre Dame, IN 46556 (tkrier@nd.edu).

COGNITIVE APPROACHES TO LITERATURE

Narrative. 2-page abstracts or full papers by 2 Mar.; Lisa Zunshine (zunshin@pop.uky.edu) and Alan Richardson (richarad@bc.edu).

COMPARATIVE ROMANCE LINGUISTICS

20-min. talks in all areas of Romance linguistics. 1-page blind abstracts accompanied by card with presenter's name, title of paper, address, telephone number, fax number, and e-mail address by 15 Mar.; Holly J. Nibert (holly.nibert@wmich.edu).

COMPUTER STUDIES IN LANGUAGE AND LITERATURE

Digital Approaches to Language and Text: Words, Images, and Beyond. Current studies

in stylistics, authorship, linguistics, pedagogy, quantitative, and qualitative analysis. Particular interest in new directions and the state of the art. E-mail abstracts by 1 Mar.; Henry Biggs (hbiggs@artsci.wustl.edu).

GENERAL LINGUISTICS

Topics in Linguistics. All theoretical frameworks are welcome. 1-page abstracts and queries by 15 Mar.; Richard Page (brp3@psu.edu).

GERMANIC PHILOLOGY

Germanic Philology. 1-page abstracts of papers on topics in Germanic philology or Germanic linguistics. Abstracts and queries by 15 Mar.; Richard Page (brp3@psu.edu).

HEBREW LITERATURE

History, Politics, and Hebrew Literature, 1880s–2000. Literary studies engage history again. Recent fiction reflects Israeli new historiography, but the preoccupation with politics, diasporism, and revolution originates in the 19th century. Preference to historical or political literary discussions. Abstracts by 1 Apr.; Rachel Feldhay Brenner (brenner@facstaff.wisc.edu).

HUNGARIAN LITERATURE

Dreams and Nostalgia in Postmodern Hungary. Detailed abstracts with brief vitae by 15 Mar.; Eva L. Corredor, 4 Horizon Road, 627, Fort Lee, NJ 07024 (elc49@columbia.edu).

ITALIAN AMERICAN LITERATURE

Lynchings and Linkings: Italian Americans in Hybrid America. Looking for dynamic interpretations of Italian American identities in literature and film explored by race, class, or in relation to other ethnic groups. 1-page abstracts, biographies by 15 Mar.; Fred Gardaphe.

JEWISH AMERICAN LITERATURE

Jewish American Literature: New Voices. Themes include religious return, bicultural identity, changing gender roles, imagining Israel, diaspora and Israeli Jewish identities, Jewish history, intertextual readings, second- and third-generation Holocaust response. 1-page abstracts by 1 Mar.; S. Lillian Kremer.

JEWISH CULTURAL STUDIES

Spacializing Jewish Cultural Studies. Including, for example, media, private and public spaces, institutional spaces, exhibitions, home, homeland, geographies, political spaces. Abstracts or papers by 15 Mar.; Michelle Ephraim (ephraim@wpi.edu).

LITERATURE OF THE UNITED STATES IN LANGUAGES OTHER THAN ENGLISH

Language Diversity and National Literatures. Comparative approaches to works whose language challenges their status in monolingually conceived national literatures. US literature as multilingual literature and general issues of bilingualism, translanguaging, and code switching in world literature. Abstracts (or 12-page papers) by e-mail by 31 Mar.; Werner Sollors (lowinus@fas.harvard.edu).

LUSOPHONE LITERATURES AND CULTURES OUTSIDE PORTUGAL AND BRAZIL

Imagens da Índia: Ontem e hoje—Análises da presença portuguesa na sociedade Indi-

ana. Literature and documents portraying the Portuguese in India and Luso-Indian society from the end of the 15th century to the present. Abstracts, short bibliographies, and vitae by 16 Mar. (papers in Portuguese, English, or both); Maria de Deus Beites Manso (mdmanso@mail.telepac.pt).

MEDIA AND LITERATURE

Adaptation. Papers discussing adaptations of literary works for radio, film, television: historical implications, theoretical implications, gains and losses, effects on work and/or on the media. E-mail abstracts by 1 Mar.; Everett Frost.

NETHERLANDIC LANGUAGE AND LITERATURE

International Perspectives on Dutch Literature. Interdisciplinary and theoretically informed approaches to Dutch literature; e.g., gender studies, Jewish studies, postcolonial studies, ethnic approaches, etc. E-mail abstracts by 15 Mar.; Carl Niekerk (niekerk@staff.uiuc.edu).

OLD NORSE LITERATURE AND LANGUAGE

The Relation between Old Norse and Old English Poetics. 250–400-word abstracts by 16 Mar.; Judy Quinn, Dept. of Anglo-Saxon, Norse, and Celtic, Cambridge Univ., Cambridge CB3 9DP, England (jq20@cam.ac.uk).

OPERA AS A LITERARY AND DRAMATIC FORM

The Subject of Opera. 250–500-word abstracts by 15 Mar.; Richard Dellamora (fax: 705 748-1826 (rdellamo@attcanada.ca)).

PART-TIME FACULTY MEMBERS

Unions. Writing activities within unions. Unions in literature. Unionization and academic labor. Strategies for unionization of part-time faculty members. Abstracts by 10 Mar.; Carl Whithaus, 339 8th St., Jersey City, NJ 07302 (cwhithaus@gc.cuny.edu).

POSTCOLONIAL STUDIES IN LITERATURE AND CULTURE

Digital Diaspora: New Media, Indigenous Spaces, and Postcoloniality. How do electronic media reconceptualize identity and space, proposing a visual aesthetics of postcoloniality? Abstracts on Africa, the Caribbean, and Latin America especially welcome; deadline 24 Mar.; Lynn Houston (lynn.houston@asu.edu).

PROVENÇAL AND CATALAN LANGUAGE AND LITERATURE

Catalan and Occitan Literature, 1500–2000. Abstracts (hard copy only) by 16 Mar.; William Calin.

PUERTO RICAN LITERATURE AND CULTURE

Entrelazos caribeños / Caribbean Interrelations: Homage to Nilita Vientós Gastón. Proposals for papers on relations (literary and cultural) between the Caribbean nations and Puerto Rico and papers honoring the interdisciplinary work of Nilita Vientós Gastón, by 15 Mar.; Lúzma Umpierre, PO Box 568, Auburn, ME 04212 (lumpierre@aol.com).

ROMANIAN STUDIES

The Disenchanted Lyric Muse: Romania and Its Neighbors. A comparative discussion
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of trends in poetry and poetics of the 20th century, in Romania and neighboring countries. 1-page abstracts by 15 Mar.; Domnica Radulescu (radulescud@wlu.edu).

SCANDINAVIAN LANGUAGES AND LITERATURES

Performance in Scandinavian Culture. Papers on any aspect of performance in Scandinavian culture from the Middle Ages to the present. 200-word abstracts by 15 Mar.; Lynn R. Wilkinson.

SCIENCE FICTION AND UTOPIAN AND FANTASTIC LITERATURE

2001, a Cultural Studies Odyssey: Science Fiction and Techno-Cultural Fact. Now, during the culturally auspicious year 2001, this panel will take a cultural studies approach to discussing science fiction in terms of the real techno-culture we currently inhabit. Marleen Barr, 62-60 99th St., Apt. 1707, Rego Park, NY 11374.

SEPHARDIC STUDIES

Sephardic Scribes and Manuscripts, Printers and Presses, Bookmen and Readers. Papers addressing commercial, sociological, ideological, and other aspects of the production, distribution, and commerce in Sephardic manuscripts and books, holy as well as secular. 16 Mar.; John Zemke (ZemkeJ@missouri.edu).

SLAVIC LITERATURES AND CULTURES

Theories of Representation: Frames and Form. Picturing likeness or distinction moves the lens of the theorist through different fields and comparisons. Particularly welcome are submissions including central and Eastern European focus. Abstracts by 15 Mar.; Christine Tomei, 6409 Lone Oak Dr., Bethesda, MD 20817 (cdtomei@yahoo.com).

SOUTH ASIAN LANGUAGES AND LITERATURES

South Asian Writing in Comparative Contexts. Comparative readings of South Asian texts and texts from other backgrounds, especially African and Caribbean. Issues of colonialism, hybridity, language, and aesthetics; theoretical and pedagogical perspectives welcome. 500-word abstracts by 19 Mar.; Amritjit Singh.

SOUTHERN LITERATURE

New Research in Southern Literature. Papers invited on regionalism and the South, cultural studies in and of the South, new contexts for the study of southern literatures. 1-page abstracts by 1 Mar.; Barbara Ladd.

TRANSLATION

Translation and Reception. Talks on how translations are read, published, edited, marketed, reviewed, performed, or adapted by the target culture or on the influence of translations on that culture. Abstracts by 1 Mar.; Rachel May.

THE TWO-YEAR COLLEGE

Literature, Theory, and Composition. The relation between literary-theoretical training and composition pedagogy. Narrative as a model for

composition. Critical theory for students in the first two years. Literature and critical thinking. Abstracts by 15 Mar.; Douglas Eisner.

WEST ASIAN LANGUAGES AND LITERATURES

Postcolonialism and Pedagogical Mission: Approaches to Teaching West Asian Literatures. Strategies for the inclusion and teaching of West Asian literatures in college and university curricula. Abstracts by 1 Mar.; Zjaleh Hajibashi, Dept. of Middle Eastern Languages and Cultures, PO Box 400781, Univ. of Virginia, Charlottesville 22904-4781 (zhzf@virginia.edu).

YIDDISH LITERATURE

The Self in Yiddish Literature: Old and New, Public and Private. Considerations of how Yiddish writers construct subjectivity. Open to all genres and periods of Yiddish writing. Abstracts, preferably by e-mail, by 16 Mar.; Jan Schwarz (schwarz1@uiuc.edu) and Kathryn Hellerstein (khellers@sas.upenn.edu).

MLA Committees

AD HOC COMMITTEE ON THE PROFESSIONALIZATION OF PHDS

How I Got My Job. Recent assistant professors to assess which aspects of their training were most helpful in securing a tenure-track position (roundtable format). Abstracts by e-mail only by 30 Mar.; John Lyon (jblyon+@pitt.edu) and Anne Donadey (anne-donadey@uiowa.edu).

Pressed for Success: A Roundtable. Is a varied teaching portfolio the key to a tenure-track position, or does a "magic" number of publications do the trick? Ideas and best practices of grad programs and job seekers. Abstracts, brief vitae to Rafia Zafar.

ADVISORY COMMITTEE ON FOREIGN LANGUAGES AND LITERATURES

The Academic Career: Research, Teaching, Family, Achievement, Burnout? Identifying and coping with the pressures, conflicts, and moral dilemmas of academic life, both pre- and posttenure. Proposals or abstracts by 15 Mar.; Judith Liskin-Gasparro.

ADVISORY COMMITTEE ON THE MLA INTERNATIONAL BIBLIOGRAPHY

When Is a Web Site Scholarship? How to define "scholarship" on the Internet? Implications for bibliography, tenure, promotion, peer review, documentation. 250-word proposals by 15 Mar.; Todd Taylor (twttaylor@email.unc.edu).

ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES

Interactive Technology in Foreign Languages, Linguistics, and Literatures. Papers on how to evaluate the efficacy of new technologies and their relevance to pedagogical objectives of academic departments and institutions; by 2 Mar.; Alex Chapin, Sunderland Language Center, Middlebury Coll., Middlebury, VT 05753 (achapin@middlebury.edu).

Preparing Graduate Students to Teach Literature in Foreign Languages. Papers from graduate students and faculty members on preparation to teach literature in target languages. Can graduate programs model teach-

ing for undergraduates? Proposals by 2 Mar.; Geraldine Cleary Nichols.

Teaching Literature to Today's Students.

Explore ways to link the visual to the textual in order to draw students, raised in an environment emphasizing image, speed, and action, to the study of literature. Abstracts to Phyllis Larson, Asian Studies Dept., Saint Olaf Coll., 1520 Saint Olaf Ave., Northfield, MN 55057.

COMMITTEE ON ACADEMIC FREEDOM AND PROFESSIONAL RIGHTS AND RESPONSIBILITIES

Electronic Media and Intellectual Property. Ideas of intellectual property in relation to modes of realization (oral, print, electronic). Ethics, etiquette of posting class notes on the Web, borrowing online syllabi, quoting Listserv posts, etc. Abstracts by 15 Mar.; Marie-Laure Ryan (marilor@uswest.net).

COMMITTEE ON COMMUNITY COLLEGES

Is There a Community in This College? Defining *community*; addressing diverse students; protecting constituencies and values in humanities; negotiating administrative agendas and faculty and student needs; community college image in the community. 250-word abstracts by 15 Mar.; James Papp (james.papp@mmla.org).

The Market and the College. Papers on the effect of market forces, real or rhetorical, on changing pedagogies and systems, including applied programs and certification replacing general education. Abstracts by 10 Mar.; Fé Brittain and Douglas Eisner.

Tools of the Trade: Literature Skills. Beyond themes and theories, what skills do we teach when we teach literature? How? How do they allow access to the life of the mind for student and teacher? Abstracts by 10 Mar.; Melissa Sue Kort.

COMMITTEE ON COMPUTERS AND EMERGING TECHNOLOGIES IN TEACHING AND RESEARCH

Teaching Languages Online. The Internet provides new resources and environments for teaching. The CCET seeks examples of new possibilities, successful strategies, and cautionary tales for teaching languages in the electronic environment.

Teaching Literature Online. The Internet provides new resources and environments for teaching. The CCET seeks examples of new possibilities, successful strategies, and cautionary tales for teaching literature in the electronic environment. Proposals by 22 Feb.; James Noblitt (noblitt@email.unc.edu).

COMMITTEE ON DISABILITY ISSUES IN THE PROFESSION

Corporealities. Disability studies has generally rejected the "medical model" of disability. But does the social-constructionist account adequately describe lived, embodied experiences? Can medical science contribute to new theories of corporeality? 1-2-page abstracts by 1 Apr.; Tobin Siebers.

COMMITTEE ON THE LITERATURES OF PEOPLE OF COLOR IN THE UNITED STATES AND CANADA

Asian American Literature and Postcolonial Diasporas: Intersections and Interventions.

Exploring convergences and conflicts between Asian American, postcolonial, and diasporic literatures and theories. Detailed abstracts or complete papers by 15 Mar.; Lavina D. Shankar.

COMMITTEE ON THE STATUS OF GRADUATE STUDENTS IN THE PROFESSION

Papers addressing how issues of identity (including race, gender, class, sexuality, age, disability) figure in the graduate school experience. 1-page abstracts by 1 Mar.; Saundra Liggins, c/o Phyllis Franklin (gradcomm@mla.org).

COMMITTEE ON THE STATUS OF WOMEN IN THE PROFESSION

Presentations Responding to the CSWP Report Published in *Profession 2000*. Possible topics: administrative (re)action on your campus; from problems to solutions; specific analyses of the report. Abstracts by 15 Mar.; Rosemary Feal or Dana Draganoiu.

OFFICE OF ENGLISH PROGRAMS

The Small College Department: Ambiguities of Intellectual Life. 12-min. presentations addressing the distinctive forms of collegiality and diplomacy small departments may require, as these affect innovation, tradition, dissent, disagreement, and intellectual vitality. 250-word abstracts by 10 Mar.; Lawrence Moe.

Allied and Affiliate Organizations

AMERICAN ASSOCIATION FOR ITALIAN STUDIES

Italian Humor across Genres. 1-page abstracts by 15 Mar.; Ernesto Livorni (elivorni@facstaff.wisc.edu).

Mediterranean Crossroads. 1-page abstracts by 15 Mar.; Daniela Bini (bini@mail.utexas.edu).

AMERICAN ASSOCIATION OF AUSTRALIAN LITERARY STUDIES

Australia and Multiculturalism. Discussions of historical or current issues. Abstracts by 15 Mar.; Robert Zeller (rzeller@semovm.semo.edu).

Peter Carey and Australia. Abstracts by 15 Mar.; James F. Hoy, Div. of English, Emporia State Univ., Emporia, KS 66801.

AMERICAN ASSOCIATION OF PROFESSORS OF YIDDISH

Religion, Ethnic Identity in American Jewish Literature. Proposals by 20 Mar.; Michael Taub, 3001 Henry Hudson Pkwy., W Apt., Bronx, NY 10463-4717 (mtaub10@aol.com).

Rural and Urban Experience in Yiddish Literature. Proposals by 20 Mar.; Alan Astro (aastro@trinity.edu).

AMERICAN COMPARATIVE LITERATURE ASSOCIATION

Open Call for Two Sessions: A New Generation of Comparatists. Proposals may address questions of method, emergent topics, new research, and evolving models of the discipline, in teaching or research. Proposals by 20 Mar.; Steven Ungar (steven-ungar@uiowa.edu).

AMERICAN FOLKLORE SOCIETY

Folklore and Children's Literature. Papers and abstracts by 15 Mar.; Debbie A. Hanson, Dept. of English, Augustana Coll., Sioux Falls, SD 57197 (dhanson@inst.augie.edu).

AMERICAN HUMOR STUDIES ASSOCIATION

Ethnic Humor: Racial or Racist? Topics include racial, ethnic, and other stereotyping; historic uses of humor; theory as it relates to humor and aggression; individual authors and performers. 10-12-page papers or substantial abstracts by 15 Jan.; Joseph McCullough, English Dept., Univ. of Nevada, Las Vegas 89154 (joemcc@nevada.edu).

AMERICAN NAME SOCIETY

Two Open MLA Sessions. Fields include literature, literary theory, philosophy, linguistics, geography, social-historical usage. Panels on single authors or subjects invited. 150-word abstracts by 5 Mar.; Christine De Vinne (cdevinne@ursuline.edu).

AMERICAN THEATRE AND DRAMA SOCIETY

Global Influence on United States Theater and Drama I: Africa, Asia, Middle East. Global Influence on United States Theater and Drama II: South and Central America. Open to any period, genre, conventions, innovations, rituals, themes, tropes, theatricalities, acting styles, production elements. 250-word abstracts by 16 Mar.; Bob Vorlicky (rhv1@nyu.edu).

ASSOCIATION DES AMIS D'ANDRE GIDE

Pour ou contre André Gide? On the occasion of the 50th anniversary of Gide's death, the AAAG welcomes papers dealing with Gide's legacy and his political supporters/adversaries and literary friends/enemies. 2-page abstracts in French or English and brief vitae by 10 Mar.; Frédéric Canovas (frederic.canovas@asu.edu).

ASSOCIATION FOR BUSINESS COMMUNICATION

Transforming Technology: E-Writing, Distance Learning, and Digital Discourse. How have changes in technology affected the teaching of professional communication? How have theory and practice responded to digital discourse? What are the implications for research? 1-page abstracts (e-mail submissions preferred), brief biographical statements, and proof of MLA membership by 26 Feb.; to Melinda Knight (knight@simon.rochester.edu).

ASSOCIATION FOR THE STUDY OF AMERICAN INDIAN LITERATURES

American Indian Protest Literatures. Papers that critically engage the work of American Indian and First Nations activists and writers ("literatures" broadly conceived). Proposals by 23 Mar.; Malea Powell (mdp@unlserve.unl.edu).

Teaching American Indian Literatures in Multicultural Contexts. How, why, where, and to whom, working with broad, open-ended definitions of "multicultural contexts." Multitribal, intertribal, multiracial, multiethnic, transnational approaches; Native literatures across curricula; diverse student populations; etc. 1-page proposals or brief pa-

pers by 16 Mar.; Eric Gary Anderson (ericag@osuunx.ucc.okstate.edu).

ASSOCIATION FOR THE STUDY OF DADA AND SURREALISM

Surrealism in Latin America. 1-page abstracts by 15 Mar.; Rudolf Kuenzli (rudolf-kuenzli@uiowa.edu).

ASSOCIATION FOR THE STUDY OF LITERATURE AND ENVIRONMENT

The Presence of the Social in Wild Places. How do writers and environmentalists bring social assumptions into wild places and landscapes? How do writers represent work and day-to-day living in the wilderness or less inhabited places? How do these questions relate to the larger issues of how human culture and wildness interact? 1-page abstracts and vitae by 1 Mar.

Representing Subjectivity in Animals. How are animals represented by such varying methodologies as natural history, environmental ethics, animal rights, wildlife conservation? What is the role of anecdote, narrative, science, anthropomorphism in animal representation? What role do inherent value, consciousness, individual life, subjectivity, or wildness play in the representing of animals as individuals or species? 1-page abstracts and vitae by 1 Mar.; Bonney MacDonald. No e-mail submissions.

ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES

The Icon. Theoretical implications of the "icon"—religious, cultural, representational, or aesthetic. Papers considering the convergence or divergence of understandings of the icon between Slavic and non-Slavic cultures particularly welcome. Abstracts by 15 Mar.; Catharine Nepomnyashchy (cn29@columbia.edu).

Impostors and Pretenders. How have impostors and pretenders been represented and represented themselves and their legitimating claims in history, culture, and literature? Interdisciplinary, comparative approaches and innovative presentation formats welcome. 1-2-page abstracts by 15 Mar.; George Gutsche (gutsche@u.arizona.edu).

MARGARET ATWOOD SOCIETY

Margaret Atwood's *The Blind Assassin*. Open topic on any aspect of the novel. 2-3-page abstracts by 15 Mar.; Shuli Barzilai and Ruth O. Saxton (msbs@tms.huji.ac.il and rsaxton@mills.edu).

Comedy and Humor in Atwood. Papers that examine the roles and the constructions of varieties of comedy and humor in the novels, poetry, essays, performance pieces, or adaptations of works of Margaret Atwood. 250-word abstracts or completed 10-12-page papers by 16 Mar.; to both chairs: Alice M. Palumbo (susannamoodie@excite.com) and Charlotte Sturgess (sturgess@monza.u-strasbg.fr).

SIMONE DE BEAUVOIR SOCIETY

Open Session. Topics related to the work and life of Simone de Beauvoir. 1-page abstracts and brief biographies by 1 Mar.; Yolanda Ashtarita Patterson, 440 La Mesa Dr., Menlo Park, CA 94028-7455 (guyyopat@aol.com).

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BYRON SOCIETY OF AMERICA

Byron as Muse. How have English and European painters (e.g., Turner, Delacroix), musicians (e.g., Berlioz), and writers (e.g., Lermontov, Pushkin) been inspired by and, in turn, shaped interpretations of Byron's poetry? 500-word abstracts or 8-page papers by 23 Mar.; Jonathan David Gross (jgross@wppost.depaul.edu).

CERVANTES SOCIETY OF AMERICA

Open Topic. Preference for papers that treat texts within the context of literature per se (taken to include literary tradition, intertextuality, genre issues, etc.). Abstracts and bibliographies by 15 Mar.; James A. Parr (patxiyyo@aol.com).

CHILDREN'S LITERATURE ASSOCIATION

Children's Literature That Explores the South. Stereotypes, undertones, environment, culture, social and economic structure; works by Southern authors, with Southern settings, or involved in Southern culture. 8-10 pages by 15 Mar.; Sylvia Iskander (sylvia.iskander@juno.com).

Women as Gatekeepers of Children's Literature. How have female authors, editors, and publishers and women's issues molded juvenile literature? 200-500-word abstracts or 8-10-page papers by 15 Mar.; Diana Chlebek (chlebek@uakrom.edu).

JOHN CLARE SOCIETY OF NORTH AMERICA

Open Session. With special interest in papers that relate Clare to other laboring-class and rustic poets. 1-page proposals by 15 Mar.; Scott McEathron (mceath@aol.com).

PAUL CLAUDEL SOCIETY

Le poème en prose de Paul Claudel.
Paul Claudel et André Gide: Confluences et divergences. Abstracts by 15 Mar.; Sergio Villani (svillani@yorku.ca).

COLLEGE LANGUAGE ASSOCIATION

Literature and the Americas: Roots and Routes I. Submissions on literature and languages of the Americas: literary theory; African, Asian, and European influences; historical literature; cross-cultural representation; literary and critical trends in United States, South American, and Caribbean writing.

Literature and the Americas: Roots and Routes II. Submissions on the literature and languages of the Americas: literary theory; historical literature; African Francophone, Hispanophone, and Lusophone critical theory and influences; cross-cultural representation; literary and critical trends in language studies and pedagogy. 1-2-page abstracts by 10 Mar.; Yakini B. Kemp, Dept. of English, Florida A&M Univ., Tallahassee 32307 (yakini.kemp@mail.famu.edu).

COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Teaching Local Culture: New Orleans. Papers on any aspect of teaching the culture of New Orleans, especially interdisciplinary approaches involving literature, art, religion, or music. Papers

or abstracts by 1 Mar.; George L. Scheper (fax: 410 523-1341; shepbklyn@aol.com).

JOSEPH CONRAD SOCIETY

Conrad and the Reader: Implied, Historical, and "Other" Audiences. Papers sought on all aspects of reader relations, including Conrad's ideal or excluded readers, gender and reading, characters as readers, postcolonial readers, rereading Conrad intertextually, etc. 1-2-page abstracts by 15 Mar.; Brian Richardson (br49@umail.umd.edu).

Conrad's Sexualities. How is sexuality represented in Conrad's works? Such questions as how same-sex male relationships affect our understanding of Conrad's representations of women and conventional courtship and marriage might be productively addressed. 1-2-page abstracts by 15 Mar.; Richard Ruppel (rjruppel@mail.viterbo.edu).

COUNCIL OF WRITING PROGRAM ADMINISTRATORS

Rethinking the Relation between Writing Programs and English Departments.
The Role of Theory in First-Year Composition. 1-page abstracts by 15 Mar.; Duane Roen (duane.roen@asu.edu).

JOHN DONNE SOCIETY

Donne and Others. 8-11-page, 20-min. papers by 1 Mar.; Judith Hertz.
Donne: An Open Session. 8-11-page, 20-min. papers by 1 Mar.; Noralyn Masselink.

FEMINISTAS UNIDAS

Workshop: Pedagogy in Solidarity. Feministas Unidas session on practices of political and social commitment and service learning in Hispanic literatures and cultures courses. Workshop format: syllabi, teaching strategies, internships, community outreach. Abstracts by 15 Mar.; Beth E. Jorgensen (bjgn@mail.rochester.edu).

ROBERT FROST SOCIETY

Frost in History, History in Frost. Considerations of Frost's earlier work as a registration of changing New England economies between 1890 and 1914 or the late work as an engagement with the Cold War. Abstracts and vitae by 30 April; Mark Richardson (mark.richardson@wmich.edu).

MARGARET FULLER SOCIETY

Margaret Fuller's America. Visions of American society, people, and places. Interpretation of specific political and historical events. Responses to demographic and social changes in America. 2-3-page proposals and vitae by 15 Mar.; Jeffrey Steele (jsteele@facstaff.wisc.edu).

Open Topic. Abstracts by 15 Mar.; Larry J. Reynolds (ljr@tamu.edu).

GAY AND LESBIAN CAUCUS FOR THE MODERN LANGUAGES

Race-ing and Engendering Queer Pedagogy and Scholarship. 1-page abstracts by 10 Mar.; Douglas Steward (steward@truman.edu).

ELLEN GLASGOW SOCIETY

Neurasthenia and Technology in Turn-of-the-Century America. Papers welcome on

any aspect of the relation between "nerve discourse" and technology or mechanization in texts by Glasgow or others. 1-2-page abstracts by 15 Mar.; Barbara Will (barbara.e.will@dartmouth.edu).

GOETHE SOCIETY OF NORTH AMERICA

Goethe and the Idea of Truth. What implications does Goethe's way or style of thinking about the truth and truthfulness have for his literary and scientific work? What historical, conceptual, practical, and rhetorical considerations present themselves? 1-2-page abstracts by 10 Mar.; Karen I. Pagel (pagel@ukans.edu).

NATHANIEL HAWTHORNE SOCIETY

Hawthorne and 19th-Century Emotional Life. Papers discussing such topics as Hawthorne's evocation and suppression of reader emotion, use or critique of literary genres predicated on emotional/sensational response, treatment of middle-class emotional repertoire (shame, sympathy, love, ennui). 500-word abstracts by 1 Mar.; Kristie Hamilton.

Transatlantic Hawthorne. Papers about a writer who, developing an American idiom, rewrites foreign contemporaries and rivals, whether English Romantics—e.g., Byron, Keats, Wordsworth—or Victorians—e.g., Dickens, Mayhew, Lamb—or Continental authors—e.g., Balzac, Hugo. 500-word abstracts by 1 Mar.; Brenda Wineapple.

HEMINGWAY SOCIETY

Hemingway's Cultural Afterlife: Four Decades of Posthumous Productivity. The posthumous narratives and attendant controversies; yet-unpublished manuscripts and fragments; revisionary theories of Hemingway's later career. Papers, proposals, and inquiries by 15 Mar.; J. Gerald Kennedy (jgkenn@lsu.edu).

LANGSTON HUGHES SOCIETY

Langston Hughes and the American South. How the American South informs the art and imagination of Langston Hughes. 1-page abstracts by 15 Mar.; Dolan Hubbard (dolan.hubbard@att.net).

INTERNATIONAL ARTHUR SCHNITZLER RESEARCH ASSOCIATION

Seriously Funny: Humor, Comedy, and Satire in Austrian Literature, Film, and Performance. Papers from various theoretical perspectives comparing texts, periods, cultures, and subcultures, Enlightenment to the present. 250-500-word abstracts by 15 Mar.; Geoffrey C. Howes (ghowes@bgnet.bgsu.edu).

INTERNATIONAL ASSOCIATION OF GALDOS SCHOLARS

Galdós clásico y moderno. Galdós as a canonical classic and modern novelist. Papers could discuss his use of the classics and mythology, his role as innovator and precursor to later literary developments. Papers may be theoretical, intertextual, or both. Abstracts by 16 Mar.; Theodore A. Sackett (sackett@unr.edu).

Galdós y sus contemporáneos. Contemporary theorists, journalists, novelists, historians, literary relations, or intertextuality, inside of Spain or in Europe and Latin America. Ab-

stracts or 20-min. papers by 16 Mar.; Alan E. Smith (aesmith@bu.edu).

INTERNATIONAL BRECHT SOCIETY

John Willett: Politics, Theater, Criticism. Submissions that address any aspect of John Willett's scholarly contributions on Weimar Germany or Bertolt Brecht. By 18 Mar.; Marc Silberman (mdsilber@facstaff.wisc.edu).

Brecht Cineast: Scripting and Making Films.

The new German Brecht edition documents in vols. 19 and 20 Brecht's lifelong interest in the cinema. Submissions engaging this new material or new aspects of Brecht's fascination with the cinema are welcome. By 18 Mar.; Dorothee Ostmeier (ostmeier@u.washington.edu).

INTERNATIONAL COURTLY LITERATURE SOCIETY

Performance and the Romance Manuscript. Papers by 15 Mar.; Mark Cruse, 18, rue Corvisart, Pte. 214, 75013 Paris, France (mqc4540@is.nyu.edu).

Early Modern Courtly Spectacle. Papers by 15 Mar.; Sara Maddox (ssmaddox@frital.umass.edu).

INTERNATIONAL SPENSER SOCIETY

Teach the *Faerie Queene* in a Week? Spenser in Today's Curriculum. Panel discussion abstracts by 15 Mar.; Sheila Cavanagh (engstc@emory.edu).

Edmund Spenser: Open Session. Papers on any aspect of the works of Edmund Spenser. Abstracts by 15 Mar.; Roland Greene, Dept. of English, Stanford Univ. Stanford, CA 94305-2087 (rgreene@stanford.edu).

INTERNATIONAL VIRGINIA WOOLF SOCIETY

Women Who Ran with the Woolfs. Women associated (intimately, professionally, as supporters, as threats) with Leonard or Virginia or both (e.g., Ethel Smythe, Trekkie Parsons, the Viscontess Rhondda, Beatrice Webb). 1-page abstracts or completed papers by 5 March.; Molly Hite (mph7@cornell.edu).

Woolf and the Unsayable. How Woolf represents the unsayable; what the dominant culture renders taboo or incommunicable; experiences of body and spirit that seem beyond or before words; the nonhuman world, animate or inanimate. 250–500-word abstracts by 15 Mar.; Diana L. Swanson, Women's Studies Program, Dept. of English, Northern Illinois Univ., DeKalb 60115 (dswanson@niu.edu).

INTERNATIONAL VLADIMIR NABOKOV SOCIETY

Nabokov Imitating, Imitating Nabokov. His hoaxes and parodies; fiction and poetry by others that imitated or responded to his work. Abstracts by 1 Mar.; Charles Nicol (fax: 812 237-3156; chaz@indstate.edu).

Open Session. Abstracts on any topic dealing with the author's work, life, literary relations by 1 Mar.; Zoran Kuzmanovich, Dept. of English, Davidson Coll., Davidson, NC 28036 (zokuzmanovich@davidson.edu).

HENRY JAMES SOCIETY

Lessons of the Master. James and pedagogy; scenes of instruction; queer tutelage; James as

a theoretician; ethics in and of James's writings; relations between pedagogy and mastery. **Specters of James.** The ghostly tales; the spectral, liminal, or uncanny; bodies and spirits; temporal anachronies; intertextual hauntings in and of James. Abstracts and vitae by 15 Mar.; Sheila Teahan (teahan@msu.edu).

KAFKA SOCIETY OF AMERICA

Kafka and Architecture.

Kafka and the City. Abstracts by 25 Mar.; M. Luise Caputo-Mayr (mlcaputo@vm.temple.edu).

KEATS-SHELLEY ASSOCIATION OF AMERICA

Labor and Romanticism. Topics include relations between Romanticism and working-class experiences, aesthetics, portrayals of workers, canon expansion, questions of audience, and differences between industrial, artisan, agricultural, and domestic writers. 1-page abstracts by 1 Mar.; Kevin Binfield (kevin.binfield@murraystate.edu).

Romantic-Era Periodicals. Aesthetic, political, sociological, or commercial aspects of periodical culture; periodicals and the experience of reading; the role of periodicals in the "age of personality." 1-page abstracts by 1 Mar.; Kim Wheatley (kewhea@mail.wm.edu).

D. H. LAWRENCE SOCIETY OF NORTH AMERICA

D. H. Lawrence: The Sacred and the Profane. Papers invited on Lawrence's representation and opinion of the sacred and the profane in any of his works. 150-word abstracts or papers by 15 Mar.; Elizabeth M. Fox, 2 Sparks Place, Cambridge, MA 02138 (emfox@mit.edu).

DORIS LESSING SOCIETY

Doris Lessing and Kate Chopin: Affinities and Differences. 2-page proposals by 15 Mar.; Brenda Bryant (bbryant@dcc.edu).

Doris Lessing: Fairy Tales, Mythology, and Other Folklore. Allusions and intertexts, including creation and journey myths, monstrous birth legends, fairy-tale motifs, and other "old stories," in any of her work. 1–2-page abstracts by 15 Mar.; Sharon Wilson (swilson@bentley.unco.edu).

G. E. LESSING SOCIETY

Lessing and the Seven Years' War. Papers on 18th-century responses to (the) war by Gleim, Ramler, Bräker, and others; *Minna von Barnhelm*, *Philotas*; Lessing in Breslau; Lessing and Tauentzien, Frederick II, etc. 1–2-page abstracts by 15 Mar.; Anne Schmiesing (schmiesi@stripe.colorado.edu).

Reading in the 18th Century. The 18th century has been called the age of the "reading revolution." Who was reading, when, where, what, and how? How did reading influence the self-fashioning of the individual? 1–2-page abstracts by 25 Mar.; Barbara Becker-Cantarino (becker-cantarino.1@osu.edu).

LYRICA SOCIETY FOR WORD-MUSIC RELATIONS

Jazz Forms in Literature and Music. Inquiries and proposals by 20 Mar.; Denise Gallo (gallo@cua.edu).

Technologies of Song. Inquiries and proposals by 20 Mar.; Leslie Dunn (dunn@vassar.edu).

MARLOWE SOCIETY OF AMERICA

Open Topic. Any aspect of Marlowe's life and work. Abstracts, proposals, or 8-page papers by 1 Mar.; Robert A. Logan, 23 Dockerel Road, Tolland, CT 06084-3602 (logan@mail.hartford.edu).

MEDIEVAL AND RENAISSANCE DRAMA SOCIETY

Catherine of Aragon and Tudor Drama. Papers assessing records of Catherine's marriage festival (1501), its influence on Tudor dramatic forms, or Catherine as sponsor, actor, and subject in dramatic performance.

Saint Michael Is a Sissy: The Popularity of Demons and Dragons in Early Drama.

Papers assessing the compelling nature of evil entities in early drama, their portrayal, and sociocultural significance. 1-page abstracts by 9 Mar.; Gloria J. Betcher (gbetcher@iastate.edu).

MELVILLE SOCIETY

New Perspectives on Melville and Ethnicity. Papers should analyze Melville's creative and critical engagement with human diversity and difference. 3-page proposals and vitae by 20 Mar.; Timothy Marr, Curriculum in American Studies, CB 3520, Greenlaw Hall, Univ. of North Carolina, Chapel Hill 27599-3520 (marr@email.unc.edu).

MELUS: THE SOCIETY FOR THE STUDY OF THE MULTI-ETHNIC LITERATURE OF THE UNITED STATES

The Book Cooks! Multiethnic Recipes for American Literature. Papers should explore the relation between food and artistic performance in multiethnic literature of the United States. Presenters must be MELUS members. 1-page abstracts and brief biographies by 15 Mar.; Fred Gardaphe (fgar@aol.com).

MILTON SOCIETY OF AMERICA

John Milton: A General Session I. 8-page papers by 15 Mar.; Achsah Guibbory (aguibbor@uiuc.edu).

John Milton: A General Session II. Receptive to newer voices in Milton studies. 8-page papers by 15 Mar.; Diana Trevino Benet (dianabenet@aol.com).

MODERN GREEK STUDIES ASSOCIATION

Transnational Fields of Neo-Hellenism: Greek Culture and Diaspora Studies. Scholars working within the field of Modern Greek studies are invited to submit papers exploring Greek diaspora from a variety of perspectives. 500-word abstracts by 15 Mar.; Georgios Anagnostu (ganagnostu@eudoramail.com).

WILLIAM MORRIS SOCIETY

Morris and the Pre-Raphaelites: Science and the Natural World.

The Pre-Raphaelite Circle and Early Modernism. Proposals by 15 Mar.; Florence Boos (florence-boos@uiowa.edu).

NORTH AMERICAN CATALAN SOCIETY

Multipolar Constructions: Relations among the Cultural Systems of Iberia.

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Abstracts by 15 Mar.; Thomas S. Harrington (thomas.harrington@mail.trincoll.edu).

NORTH AMERICAN HEINE SOCIETY

Heine and Modernity. Papers on any aspect of Heine's role as a writer on the threshold to modernity. Topics may include tradition and modernity, a paradigmatic shift in German poetry, Heine and the city, modern conceptions of religion or philosophy. 1-page abstracts by 1 Mar.; Roger Cook (cookrf@missouri.edu).

HAROLD PINTER SOCIETY

Transliterations: Pinter for the Screen. Abstracts on any aspect of Pinter and film, especially screenplays and adaptations, by 15 Mar.; Judith Roof (jroof@indiana.edu).

PIRANDELLO SOCIETY OF AMERICA

Luigi Pirandello: The Marta Abba Plays. Papers sought for two sessions exploring the evolution of Pirandello's style, subject matter, and vision in the final plays written specifically for Marta Abba, his leading lady. 500-word abstracts and short vitae by 15 Mar.; Rose Fichera McAloon (roseorca@aol.com).

POE STUDIES ASSOCIATION

Poe and the Art of Violence. Revenge, entombment, crime, catastrophes, apocalypticism, hatred, death, or the death of a beautiful woman in Poe's literary and critical works. Comparative and contextual approaches are especially welcome.

Secrets and Lies in Poe. Duplicity, secret codes, cryptography, hidden messages, verisimilitude, or hoaxing in Poe's life and works. The significance and documentation of the argument is more important than the critical approach. Papers by 1 Mar.; Terence Whalen, English Dept., Univ. of Illinois, 601 South Morgan St., Chicago 60607 (twhalen@uic.edu).

EZRA POUND SOCIETY

Ezra Pound in the Thirties. Pound's response to literary or political developments in the 1930s.

Ezra Pound and Translation. Papers on Pound's translations or his influence on translators. Proposals by 15 Mar.; Alec Marsh (marsh@muhlenberg.edu).

RADICAL CAUCUS IN ENGLISH AND THE MODERN LANGUAGES

An Unwanted Guest: Class in Bourgeois Literature. Class analysis plays an obvious role in the study of proletarian literature. How can radical teachers apply such analysis to bourgeois literature, when class is an unwanted guest in the drawing room?

Using the Master's Tools? The Role of Radicals in Academic Organizations. What role can radicals play in the institutions that shape academic life? How, in particular, can we influence unions and accrediting agencies and what form might that influence take? 1-2-page abstracts by 12 Mar.; Michael Bennett (bennett@liu.edu).

ROMANIAN STUDIES ASSOCIATION OF AMERICA

The Hapsburg Myth in East Central European Literature and Film. Abstracts

by 1 Mar.; Valentina Glajar (glajar.1@osu.edu).

GEORGE SAND ASSOCIATION

George Sand and Her Artistic Circle. Artists, writers, friends, lovers, and their influence on Sand's life and works. Sand's representations of harmony, tension, inspiration based on her relationships with other artists. Proposals by 25 Mar.; Claire Marrone (marronec@sacredheart.edu).

Préfaces de George Sand. Sand n'a pas échappé à la pratique de la préface, accompagnatrice obligée du roman au XIX^e siècle. Cette session s'intéressera aux marques distinctives, tant formelles que thématiques, de la préface sandienne. Proposals by 25 Mar.; Eric Paquin, 6800, ave. de Lorimier, Montréal, PQ H2G 2P9 Canada (paquine@total.net).

SOCIETE RENCESVALS, AMERICAN-CANADIAN BRANCH

The Romance Epic I.

The Romance Epic II. Abstracts by 15 Mar.; Catherine Jones (cmjones@arches.uga.edu).

THE SOCIETY FOR CRITICAL EXCHANGE

Men in Feminism Revisited. Evaluating 1980s debates about sexual politics and identity politics; institutional places of masculinity studies, gender studies, women's studies; racial, class, ethnic valences of men in feminism; theoretical, pedagogical, activist dilemmas. Abstracts by 15 Mar.; Sally Robinson (sallyr@tamu.edu).

Writing Jazz. Historically and theoretically informed papers on jazz aesthetics, poetics, composition, improvisation; heroism, masculinity, sexuality; race, marginality, demonization; individualism versus collectivism; art versus commerce. Abstracts by 15 Mar.; Mark Osteen (mosteen@loyola.edu; osteen@vax.loyola.edu).

SOCIETY FOR GERMAN RENAISSANCE AND BAROQUE LITERATURE

Definitions of Sex and Gender in Early Modern Germany. Constructions of gender identity, definitions of biological sexes, androgyny, homosexuality, cross-dressing, deviant sexual practices. 1-page abstracts by 15 Mar.; Peter Hess (phess@mail.utexas.edu).

SOUTH ASIAN LITERARY ASSOCIATION

Radical Renegotiations: South Asians and African Americans. Despite sharing the same urban spaces, writers, filmmakers, and intellectuals, on both sides, have not often addressed interethnic issues. Theoretical, pedagogical, cultural, and historical issues defining these two communities. 500-word abstracts by 19 Mar.; Lopamudra Basu (lopabasu@aol.com).

South Asians in Public Culture. Papers that explore the situated presence of South Asians in public spaces, media, popular culture. A critique of their visibility and ethnic and gendered representation is encouraged. 350-word abstracts by 15 Mar.; Shailja Sharma (ssharma@wppost.depaul.edu).

WALLACE STEVENS SOCIETY

Early versus Late Stevens. Did Stevens spend his entire career essentially rewriting

the same poem, or did his work evolve to challenge changing critical theories and cultural values? Abstracts or 10-page papers by 15 Mar.; Maureen Kravec (mkravec@esc.edu).

EDITH WHARTON SOCIETY

Edith Wharton Goes Goth! "Being Goth is seeing beauty, and its coming destruction, at the same time."—Beatgrl. Abstracts that consider Wharton's work as it relates to this somewhat idiosyncratic definition or more traditional notions of the gothic, by 13 Mar.; Augusta Rohrbach (rohrbach@radcliffe.edu).

War Writing by Wharton and Other War Writers. Comparison of Wharton's war writing with other writers', especially to men's writing, e.g., Hemingway. 1-2-page proposals by 1 Mar.; Harriet Gold (hgold@total.net).

WILLIAM CARLOS WILLIAMS SOCIETY

Williams and British Poetry. Interested in proposals discussing Williams's comments on or response to any aspect of British poetry or examining an illuminating relationship covered by the topic. Abstracts by 7 Mar.; Chris MacGowan (cjmaccg@wm.edu).

WOMEN IN FRENCH

Femmes voyageuses, femmes déplacées. An investigation into the effects of displacement and travel on French and Francophone women's voices. How do women write themselves abroad? Can these texts find a place in the literary canon? 1-page abstracts by 10 Mar.; Kimberley Healey (hely@mail.rochester.edu).

Les femmes écrivent leur pays. Sujets possibles: le pays écrit du dedans, du dehors ou lors du retour; écrire le pays colonisé ou postcolonial; métaphores utilisées; écriture différente de celle des hommes? 1-page abstracts by 10 Mar.; Michèle Bacholle (bachollem@easternct.edu).

WOMEN'S CAUCUS FOR THE MODERN LANGUAGES

Changing Climates: Feminist Models for Institutional Change. 2-page abstracts by 5 Mar.; Magali Cornier Michael (michael@duq.edu) and Naomi Yavneh (yavneh@earthlink.net).

WORDSWORTH-COLERIDGE ASSOCIATION

The Joseph Johnson Circle. Papers on any of the writers, artists, scientists, and political activists associated with Joseph Johnson, including Wordsworth, Priestley, Malthus, Godwin, Fuseli, Blake, Wollstonecraft, Barbauld, Darwin, and Paine. Papers should examine how Johnson provided a vital center for intellectual collaboration. Abstracts by 15 Mar.; James McKusick (mckusick@umbc.edu).

Special Sessions

These proposed topics for special sessions at the convention have not been approved; the announcements are intended to bring potential organizers and panelists together before organizers send in their final proposals. Organizers and panelists should note the 1 April deadline for membership and the 7 April deadline for submission of final proposals.

Aberrant Women. Papers addressing issues of female "aberrance" in any genre of women's literature. Papers may focus on any period and include treatment of any deviance from traditional gender roles or cultural norms. Abstracts by 10 Mar. to Carol Osborne (carol.osborne@murraystate.edu) or Sarah Aguiar (sarah.aguiar@murraystate.edu).

Acting and Performance in the Films of David Mamet. The David Mamet Society invites papers addressing acting/performance in films scripted by or scripted and directed by Mamet, particularly with Mamet as director. 1-page abstracts by 15 Mar.; Karen C. Blansfield (karenb@email.unc.edu).

Adoption Fiction and Nation Building. Narratives of adoption, child-exchange/relinquishment, or adoptees' discoveries of ancestry in relation to nation building, national identity, national fantasy, acculturation, imperialism, decolonization, multicultural hybridity. Proposals or abstracts by 20 Mar.; Marianne Novy.

Alexandria. Seeking papers investigating representations of the modern city of Alexandria from English, French, Arabic, Greek, Italian, or other literary and filmic traditions. Intercultural or interdisciplinary analyses encouraged. Abstracts and vitae by 10 Mar.; Deborah Starr (dstarr@psu.edu).

Alternatives to the Adversarial Academy, Revisited. Let's build on the 2000 Presidential Forum by examining ways changes in conceptual assumptions lead to applicable changes in scholarly practice. Queries or abstracts by 10 Mar.; Kathleen McConnell (kathymac@is2.dal.ca).

The American Empire Writes Back. Papers invited on literary texts that explore the workings of the American empire at home and abroad since 1945. Topics include internal colonization, imperial interventions, proxies, "American Advisor," and others. 1-2-page abstracts and vitae by 1 Mar.; Brady Harrison (harrison@selway.umt.edu).

American Indian Women's Love Poetry and Erotics. The past thirty years have seen abundant expressions of desire and sexuality by native women, without critical acknowledgment or treatment. Why? What is the work of such an erotics? Abstracts by 16 Mar.; Deborah A. Miranda, 1102 North Sheridan Ave., C, Tacoma, WA 98403.

American Literature and the Social Sciences, 1870-1914. Authors as readers of social sciences, or social scientists as readers of literature, in the US. Case studies or analyses of paradigmatic continuity and change. Abstracts by 15 Mar.; Michaela Giesenkirchen.

American Socialist Literature at One Hundred. From its founding in 1901 the Socialist Party attracted left-wing writers. Who were they, and how were they "socialist"? After American socialism's supposed failure, what are its literary legacies? 1-2-page abstracts by 12 Mar.; Mark Van Wienen.

Amerindian Literacies versus Western Writing in Spanish American Texts. Papers invited on Amerindian communication systems and their combination with western writ-

ing from 1492 until today in Spanish American documents. 1-page abstracts by 15 Mar.; Rocio Quispe-Agnoli (quispeag@msu.edu).

The Art of Henry and Thomas Vaughan. Contextual studies; focused readings of poetry and prose. Abstracts or papers by 10 Mar.; Jonathan Nauman, Usk Valley Vaughan Association (jonnauman@hotmail.com).

Arthurian Tradition in Children's Literature. Issues related to Arthurian literature written for children. Various critical perspectives, genres, periods, age levels. Approaches include cultural, historical, social, gender-oriented, interdisciplinary, comparative. Papers or 1-2-page abstracts by 31 Mar.; Judith Kellogg (jkellogg@hawaii.edu).

Aspects of Punctuation. General considerations of punctuation in writing, literature, or linguistics. Papers exploring punctuation in different literary genres or in the work of a specific literary figure are welcome. Abstracts by 1 Mar.; Albert E. Krahn (krahn@punctuation.org).

Avant-Garde Intersections of Modern or Postmodern Literature and Film. 2-page proposal abstracts by 1 Mar.; Laura Hinton (laurahinton@cs.com) and Susan McCabe (mccabe@almaak.usc.edu).

William Barnes at 200. Revisit William Barnes in the year of his 200th birthday. Papers or abstracts examining Barnes's life, career, or critical reception as a poet, wood engraver, linguist, and ordained minister. Don Ulin (ulin@pitt.edu).

Georges Bataille: Virility and the Critique of Idealism. Essays invited exploring Bataille's aesthetics of subversion, especially in the light of a critique of idealism and his construction of virility. Marthe Aponte (maponte@uci.edu).

Bayou Voices: African American Writers of Louisiana. Specific concentration on literary depictions of Louisiana life, folklore, and culture in the writings of Gaines, Komunyakaa, Bontemps, Gordon-Lane, and others. Abstracts by 28 Mar.; Pearlie Peters (petersp@rider.edu).

Alan Bennett's Critical Reputation in Britain and America. Why hasn't Alan Bennett's standing as a public favorite in Britain translated into critical acclaim at home? Why is his work so unfamiliar in America? Send 1-page abstracts by 1 Mar.; Joseph H. O'Mealy.

Beyond the Metropole: Writing in French outside of France during the Colonial Period. Writing in French from the colonies, postcolonial venues like Louisiana, Canada, and others that differentiates itself from French metropolitan writing. 1-page abstracts by 10 Mar.; Leonard R. Koos (lkoos@mwc.edu).

Beyond Uncle Tom's Cabin: Reevaluating Harriet Beecher Stowe. Examinations of unexpected departures, reversals, or continuities in Stowe's post-1852 writing. Readings of later novels, essays, poems, juvenile fiction that challenge current evaluations of Stowe's politics, artistry. 1-page abstracts by 15 Mar.; Jennifer Mason, UCLA Humanities Consortium, 310 Royce Hall, Los Angeles, CA 90095-1461 (masonj@ucla.edu).

Blackness and Heterosexuality. Papers exploring the relation between blackness and

heterosexuality: their structural continuities and discontinuities, anxious proximities, strategic interdependence, specific historical manifestations. 1-2-page abstracts (e-mail preferred) by 15 Mar.; Mason Stokes.

Body and Marginality at the Fin de Siècle. Which bodies have come under suspicion at the fin de siècle? This panel seeks proposals that engage literary and medical renderings of the marginalized body. 1-page abstracts by 15 Mar.; Milla Rosenberg, Program in Intercultural Studies, Franklin Univ., 201 South Grant Ave., Columbus, OH 43215 (millarose00@hotmail.com).

Borges: His Prose and Fiction in Our Time. 1-page abstracts by 1 Mar.; Joseph Tyler (jtyler@westga.edu).

Paul Bowles. Papers on any aspect of Paul Bowles's work, both his own writing and his facilitation of other writers. 1-2-page abstracts by 5 Mar.; David Racker.

Brantlinger's Critical and Pedagogical Impact. For 25th anniversary of Patrick Brantlinger's *The Spirit of Reform*, session weighs influence, pros and cons of all his publications in critical and economic theory, cultural studies, imperialism, literacy, reform literature and politics, Victorian studies. 1-page abstracts and vitae (hard copies, no e-mail submissions) by 9 Mar.; William B. Thesing.

Building and Busting Comics Canons: Teaching American Comics. Is there (or should there be) a canon of American comics? What core texts should an American comics course include? What problems (political, professional, pedagogical) must one overcome to teach a course in American comics? Edward A. Shannon (eshannon@ramapo.edu).

"Camp" in Contemporary Spain. The aesthetics and politics of camp in contemporary Spanish literature, film, and culture; its viability as a critical, political, or cultural term. Innovative approaches are encouraged. Abstracts by 1 Mar.; H. Rosi Song (hrosi@conncoll.edu).

Canon Formation in 19th-Century Spain: Constructions of High Culture from Romanticism to Realism. Papers addressing the interaction of gender, social class, cultural context, and genre are particularly welcome. 1-page abstracts by 15 Mar.; Inigo Sánchez-Llama (sanchezl@purdue.edu).

Caribbean Literature and the Environment. Proposals invited for ecocritical interpretations of 20th-century Caribbean literature. Send 1-page abstracts and brief biographical statements by 15 Mar.; William Slaymaker (wslymak@wscgate.wsc.edu).

Chairing Small Departments: Politics, Protocol, and Pampering. When the department is family-sized, (how) can we keep it together? Open discussion to follow. 1-page abstracts of 10-minute papers by 1 Mar.; Thom D. Chesney (chesneyt@txwes.edu).

Raymond Chandler. New readings, important questions: movies, technique, style, short and long fiction, letters and essays; origins; genre; plot construction; how other writers (e.g., Oates, Parker) view Chandler; Chandler in context; Chandler in cultural studies. Papers, abstracts, proposals by 31 Mar.; Mervyn Nicholson.

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Character Readings. Long after close reading of literary characters has become "traditional," a "new analysis" of the personalities and temperaments of author, character, critic, and reader may (help to) elucidate how these figures collaborate to produce texts. Abstracts before 31 Mar.; Paul Dambowic (globalinstitute@yahoo.com).

Charisma and Criticism. The scholarly persona; the philological personality; or what Lisa Jardine calls "the construction of charisma in print." Emphasis on medieval and early modern studies. 1-page abstracts and vitae (e-mail preferred) by 1 Mar.; Deanne Williams, English Dept., York Univ., 4700 Keele St., Toronto, ON M3J 1P3, Canada (dmw@yorku.ca).

Hélène Cixous: Toward a New Political Language for the Postcolonial World. Abstracts by 7 Mar.; Janice H. Kaufman, Dept. of Foreign Languages and Literatures, 517 Fetzelle Hall, State Univ. of New York, Coll. at Oneonta, Oneonta 13820.

The Class Structure of the Higher Learning in America. A roundtable on the causes and effects of hierarchy in higher education. Proposals welcome from tenured and tenure-track faculty members as well as from non-tenure-track faculty members, adjuncts, and graduate students. Vitae and proposals by 15 Mar.; Sharon O'Dair.

Colonizers, Cajuns, and Creoles: Literature of French Louisiana, 1680–1900. From the LaSalle expeditions to George Washington Cable, New Orleans became the center of a unique culture. Papers on exploration narrative, colonial history, poetry, or fiction. Gordon Sayre (gsayre@oregon.uoregon.edu).

The Confluence of Popular Music and Literature in Contemporary Germany. Papers sought that explore the impact of popular music on literary culture (and vice versa) in contemporary Germany. Send 1-page abstracts by 15 Mar.; Sabine von Dirke.

Constructions of Womanhood and Manhood in Early America. Papers examining the construction of womanhood and manhood, femininity and masculinity in early American texts. Interdisciplinary or comparative approaches are particularly welcome. Abstracts and vitae (hard copy or e-mail) by 15 Mar.; Mary McAleer Balkun (balkunma@shu.edu).

Contemporary Adoption Narratives. How do contemporary narrative or theoretical accounts of adoption transform familial models of social connectedness along international, gendered, or class-conflicted lines? How is public responsibility for unaffiliated children recast by "organizational" adoptions (school, state, corporation)? Abstracts by 15 Mar.; Lisa Fluet, English Dept., 22 McCosh Hall, Princeton Univ., Princeton, NJ 08544 (lfluet@princeton.edu).

Contemporary Multicultural Detective Fiction. This session will explore literary, historical, and political contexts for the proliferation of nonwhite, especially African American, protagonists in recent detective fiction. 1-page abstracts and vitae by 5 Mar.; Daylanne English (denglish@bowiestate.edu).

Copying/Creating: The Copy Clerk and Novelistic Consciousness. Papers exploring

author-hero relations, heroic self-consciousness, intertextual memory as modes of creative copying in foundational narratives (Gogol, Dostoevsky, Melville, Flaubert, etc.), and 20th-century revisions (Nabokov, Borges, Saramago, etc.). Detailed abstracts by 1 Mar.; Sharon L. Allen (slallen@princeton.edu).

Counter-Orientalism in French Culture. Since Said's *Orientalism*, numerous studies have been published on French literary texts, denounced as Orientalist. This panel examines how some writers and artists succeeded in resisting this ideology. 2-page abstracts by 2 April; Cris Reyns-Chikuma (reynsc@lafayette.edu).

Abraham Cowley and the English Revolution. This proposed special session welcomes research that illuminates the controversies surrounding Abraham Cowley's civil war era poetry or prose. 8–10-page papers preferred, abstracts considered; send with vitae by 15 Mar.; Hugh Wilson, Dept. of English, State Univ. of New York, Plattsburgh 12901 (hwilson@together.net).

Amanda Cross Mysteries: Detective in a Tenured Position. Any aspect of the novels of Amanda Cross (a.k.a. Carolyn G. Heilbrun). 1-page abstracts and short vitae by 15 Mar.; Lydia Tonic Gooch (lidtonic@aol.com).

Cross-Cultural Poetics of the Sufi Mystics. Appeal and accessibility of the language of mysticism across cultural boundaries in Sufi poetry (e.g., Rumi and Iqbal) and its philosophical legacy in American literature (e.g., Emerson and Whitman). Mabel Khawaja (mabel.khawaja@hamptonu.edu).

Cuban American Studies in the 21st Century: Challenging Existing Paradigms. The session features three panels. (1) The Literature of the Republic: Text, Context, and Transnationality; (2) The Cuban Diaspora: Theory, Continuity, and Change; (3) Reassessing 19th-Century Cuban Literature: Iconography and Independence. Patricia Pardiñas-Barnes (ppardinasbarnes@ucsd.edu).

Decolonization and Pedagogy. Beyond teaching dominant texts on the margins, papers should elaborate on strategies for revealing colonial dimensions of the contemporary academy: innovative classroom methods, texts, institutional histories, etc. Abstracts by 1 Mar.; Rob Canfield (canfield@rhodes.edu) or Gordon Bigelow.

Deterritorialization. This session will explore both utopia as a prospective conception of the future and exile as a painful remembrance of the past. Papers on Hispanic authors of all periods acceptable. Abstracts by 1 Mar.; José Antonio Giménez Micó (gimenez@alcor.concordia.ca).

Deviance and Early Modern Culture. What role do literature and popular culture serve in regulating deviance or promoting pleasurable interest in deviant behaviors? Particular interest in sociological and anthropological approaches. 1–2-page proposals by 15 Mar.; Julia Garrett (jgarrett@unomaha.edu).

Discrimination in the Teaching of Foreign Languages. Papers should illustrate actual cases of discrimination at the college level. Preferred submissions: papers. Contact Andriř Malýc'kyř.

Dislocation: Exile, Expatriation, and Transnationalism at the End of the Millennium. Papers on German-language texts discussing representations and discourses of loss; of the privileged expatriate position; of cross-cultural identity formation and postmodern nomadism. 1–2-page abstracts by 1 Mar.; Helga G. Braunbeck (braunbeck@social.chass.ncsu.edu).

Drama in the Academy. Studies of recent plays that attempt to critique the academy from within. Topics might include problems of representation, pieties on the left and right, and potential transformation. 500-word abstracts by 10 Mar.; Kelly M. Cresap.

Early Modern Letter Writing, 1500–1800 (excluding Epistolary Fiction). Papers on any aspect of early modern letter writing, including historical, psychological, linguistic, material, transmissive, and theoretical components. 1-page abstracts and vitae by 15 Mar.; Gary Schneider (aa1192@wayne.edu).

Eastern Mysticism and Western Writers. Examining mysticism and Western writers circa the 1930s, possible topics include essays on particular writers or prominent exponents of mysticism (e.g., Krishnamurti or Gerald Heard). Abstracts by 1 Mar.; Paul Eros (paul.eros@ccc.ox.ac.uk).

The Emergence of Race in British Discourse, circa 1650–1750: Representing Africa and Africans. Imagining Africa, slavery and "the Origins debate," articulating whiteness, race and piracy, transatlantic resonances, race beyond black and white. George Boulukos (george.boulukos@oberlin.edu).

English Renaissance Literature and Sexual Behavior. Relation of Renaissance literature to the control of sexual behavior through legal and cultural practices, especially those concerning the "moral" Reformation, codes governing marriage, pre- and extramarital sex, bigamy, prostitution, sodomy, intimacy. Send proposals. (philmirabelli@aol.com).

Enlightenment Sexualities. Retheorizings of scientific rationality and Enlightenment canons; links among sex, gender, and tropes of exploration and discovery; Diderot; Marquis de Sade; Montesquieu; Rousseau; Swift; others. 500-word abstracts by 10 Mar.; Julie Chun Kim (jck9@duke.edu).

Envelope-ing Genres. Since the 1800s, the epistolary genre has become virtually obsolete. Letters, however, continually infiltrate a variety of genres. What are the cultural and narratological or generic politics behind this persistence? 1-page abstracts and vitae by 15 Mar.; Laura Rotunno (ler556@mizzou.edu).

Ex Libris: Britain, circa 1770–1880. Literary representations (in prose or rhyme) of experience in the library (private or public). What happens in the library during the time when modern print culture comes to be? 1-page abstracts by 1 Mar.; William McKelvy.

Exploring the Range of Life Writing in British Romanticism. 15-minute papers on autobiographies, memoirs, confessions, poetry, letters, journals, essays. 1–2-page abstracts by 15 Mar.; Eugene Stelzig, English Dept., State Univ. of New York, Geneseo 14454 (stelzig@geneseo.edu).

The Female Epic: Texts, Histories, Theories.

The focus is on female epics in English, but consideration will be given to any well-argued discussion of epic texts written by women of all periods and nationalities. Proposals and vitae by 10 Mar.; Bernard Schweizer (schweizerb@yahoo.com).

Fetishism in/and the Victorian Novel. Abstracts accompanied by vitae by 26 Mar.; Eva Badowska (ebadowska@email.msn.com).

Fictional and Autobiographical Works of Albert Cohen: An Open Session. Send 1-page proposals and vitae before 10 Mar.; Nell Kupper, Dept. of Languages, Northern Michigan University, 1401 Presque Isle Ave., Marquette 49855-5375 (nkupper@nmu.edu).

Film and the Problem Body. Submissions that look critically at the normative body. We're particularly interested in papers that theorize the body in all its problematic constructions: as ill, obese, aged, disabled, etc. Biographies and abstracts electronically by 15 Mar.; Sally Chivers (schivers@interchange.ubc.ca) and Nicole Markotic (markotic@ucalgary.ca).

Fin de Siècle Marriages. What is the state of marriage at the end of the 19th century? Papers on the institution itself, literary depictions of or specific "real-life" marriages. 1-2-page abstracts and vitae by 1 Mar.; Molly Youngkin (youngkin.2@osu.edu).

Food, Literature, and Culture. Importance of food for issues of identity, memory, globalization, postcoloniality, cultural theory, or "the practice of everyday life." How do recipes or images of food function narratologically? Interdisciplinary approaches welcome. Abstracts by 24 Mar.; Lynn Houston, 2025 South Forrest Ave., 4, Tempe, AZ 85282 (lynnhouston@yahoo.com).

Francophone Voiceovers: Negotiating Identity in Another(s) Tongue. Aporia and tangentiality inherent in writing in French as an adopted language, particularly for women writers struggling with the issues of self-translation and secondary status. Abstracts by 15 Mar.; Deborah Gaensbauer (dgaensba@regis.edu).

Anne Frank at the New Millennium. Representations of Anne Frank in theater, film, biography. As Holocaust and universal symbol, has her Jewishness been forfeited in a half century? Theoretical, political, historical considerations of Anne as diarist, symbol, text, Jew. Papers or 2-page abstracts by 20 Mar.; Sandra K. Stanley or Marilyn Moss, 6065 Cashio, Los Angeles, CA 90035.

French Masculinities. Papers on constructions of hegemonic or marginalized masculinities in France from the Middle Ages to the 21st century. 2-page abstracts or papers before 20 Mar.; Todd Reeser, Dept. of Languages and Literature, Univ. of Utah, 1400 LNCO, Salt Lake City 84112 (treeser@mail.hum.utah.edu).

Fright and Melville. Herman Melville often represents encounters with the colonial other, with disease, and with sexual "deviance" through the experience of fright. Presentations invited exploring fright and othering in Melville's works. Proposals by 15 Mar.; Kenneth Speirs (kspeirs@yahoo.com).

From Cult Author to Classic: DeLillo and the Canon. Has DeLillo achieved canonical status? What does recurrent critical interest in and curricular inclusion of DeLillo's works suggest about the politics of canon formation? 500-word abstracts by 15 Mar.; Jeremy F. Green (jg@stripe.colorado.edu).

Carmen Martín Gaité, in Memoriam. This panel will explore women's condition in Spain as seen in Gaité's novels and essays. 1-page abstracts by 10 Mar.; José L. Murillo Amo (murillo@marshall.edu).

Georgian Poets and Their Public. Papers that consider the reception of individual poets and poems included in the Georgian poetry anthologies or the Georgians as a group. 500-word abstracts by 15 Mar.; Steven Woodward (stevenw@unipissing.ca).

Germanies 1977. Terror in the FRG, civil liberties dismantled. Biermann expatriated by the GDR, many others to follow. "Hamletmaschine," "Kein Ort. Nirgends," "Maennerphantasien," queer writing degree zero, and Kleist 200. Papers welcome that take into account French influences. Abstracts by 15 Mar.; Arnd Wedemeyer (arnd@jhu.edu).

"Get Cash for Your Papers!": A Roundtable Discussion. Is the buying and selling of student essays a problem? What, if anything, can or should we do about it? Abstracts by 15 Mar.; Marcy Tanter (tanter@tarleton.edu).

Global Fiction. Are we beyond the postcolonial moment? Any approaches and works welcome. 1-page extracts by 15 Mar.; Sangita Gopal (sgopal@odu.edu).

Great Books and Canonicity: Great Books Programs, Politics, Power, Pedagogies. What do Great Books programs look like in the academy today? Are they reactionary or progressive? 2-page abstracts or 6-8-page papers by 15 Mar.; Cathy Milton, Norwalk Community Coll., Norwalk, CT 06854 (nk_milton@commnet.edu).

Haiku as International Culture. How haiku influenced world cultures. 8-page drafts by 15 Mar.; Toru Kiuchi, Nihon Univ., Narashino, Japan 2750005 (fax: 81-474-73-1227; tkiuchi@sta.att.ne.jp).

Haunting, Suspense, and the Confusion of Tongues: Film, Literature, Gender, and Psychoanalysis. Session explores relations between haunting and gender identification, suspense and transference, "confusion of tongues," and psychoanalytical healing. 500-word abstracts by 15 Mar.; Lance Duerfahrd (lance.duerfahrd@yale.edu and luc.kinsch@aya.yale.edu [copy]).

Healing and Literature. Interdisciplinary papers that engage the dialogue between healing and literature in the Americas and in Africa. Send 250-word abstracts and vitae by 9 Mar.; Cécile Accilien (caccili@tulane.edu) or Claudia Nadine, Dept. of Languages and Literatures, Pacific Lutheran Univ., Tacoma, WA 98403 (nadineca@plu.edu).

Hellenism in 19th-Century Britain. Papers on both scholarly and popular interest in Hellenism in 19th-century British writing and culture. Detailed abstracts or papers and vitae

by 16 Mar.; Kevin R. Swafford (swaffokr@jmu.edu).

Histories of 19th-Century Popular French Literature. The field of popular literary production, democracy and literature, the "representativeness" of literature for different readerships, alternative uses and contested values for literature, etc. 1-page abstracts by 10 Mar.; Mark Wolff (wolffm0@hartwick.edu).

History, Memory, and Literature: French Intellectuals Remember World War II. Session will focus on literary memories and the experience of WWII in all genres. Papers that focus on the teaching of these texts are encouraged. Abstracts by 15 Mar.; Mary McCullough, Dept. of Modern Foreign Languages, Baylor Univ., Box 97391, Waco, TX 76798 (254 710-4425; fax: 254 710-3799).

El iberismo en la literatura. La relación entre España y Portugal a través de los siglos. Álvaro A. Ayo.

Images of Latinas in 21st-Century American Literature. Papers on the images of Hispanic women in literary works by contemporary authors. Nicolás Kanellos.

Imagining German Masculinities: German Men's Studies in the American and German Academy. Papers addressing the form, effect, validity, feasibility of men's studies in Germanic studies in the US and Germany. Papers or 250-word abstracts by 15 Mar.; Roy Jerome (rcj6@columbia.edu).

The Impact of the Journalist-Critic, 1900-40. Papers that address the powerful influence of nonacademic critics writing in magazines and newspapers on modern American letters and criticism—including Mencken, Wilson, Van Doren, Mumford, Rascoe, Monroe. Complete papers by 15 Mar.; Gail Shivel (shivel@earthlink.net).

Indefinable Boundaries: Rachel Carson before *Silent Spring*. Any aspect of Carson's "marine" science writing, from *Under the Sea Wind* to *The Edge of the Sea*, with possible influences on *Silent Spring*. Interdisciplinary approaches especially welcome. 1-2-page abstracts by 1 Mar.; Christoph Irmscher, English Dept., Univ. of Maryland, Baltimore County, Baltimore 21250 (irmscher@umbc.edu).

The Information Super-Railway. Literary and cultural relations of the 19th century's media and information systems: e.g., penny post, photograph, electric telegraph, phonograph, motion picture, bureaucracy. Literature in the 19th-century media ecology. Proposals, brief vitae by 15 Mar.; Richard Menke (rmenke@arches.uga.edu).

Innovations in Spanish Epistolary Fiction. The aesthetic and political uses of letter writing; evolution of the genre of epistolary fiction. Innovative approaches to epistolarity such as e-mail are particularly encouraged. 1-2-page abstracts by 1 Mar.; Patrick Paul Garlinger (patrick-garlinger@uiowa.edu).

Intertextualité durassienne. La session se propose d'explorer les modalités de l'emprunt, de la citation ainsi que les procédés de réécriture dans l'oeuvre de Marguerite Duras. 2-page abstracts before 15 Mar.; Cécile Hanania.

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Irritable Tension in Postcolonial Contexts. Intellectuals' strategies to connect with the "social ground" (Jameson); "modesty" of theory (Hall); area-specific historical considerations of literature in/and society; "organic" moments in writing, theoretical work, pedagogy, academy. Detailed abstracts by 10 Mar.; Anjali Prabh. u.

The Italian Avant-Garde. Papers examining aesthetics, politics, or gender in representative works of the Italian avant-garde. Comparisons between the Italian and other avant-garde movements are welcome. 1-page abstracts and vitae by 1 Mar.; Paola Sica (psica@conncoll.edu).

Kabbalism and British Romaniticism. Approaching Kabbalism rather broadly, papers can be about either Jewish or Christian modes and can take a contemplative, speculative, or practical approach. Abstracts by 15 Mar.; Sheila Spector (sheilaspector@aol.com).

Labored Texts: Social Class Theory and Literature. Examinations of poverty-class and working-class experience against canonical literary portrayals of poverty, labor, unionism, and social-class theory. Abstracts and vitae by 2 Mar.; Sandra L. Dahlberg (dahlberg@zeus.dt.uh.edu).

Lacanian Approaches to Contemporary American Culture. Papers invited that employ Lacan's psychoanalytic concepts to explore issues such as identity (race, gender, class), desire, and aggression in film, art, and literature. 1-2-page abstracts and vitae by 15 Mar.; Erik Redling (erik.redling@phil.uni-augsburg.de).

Languages of Neoliberalism. Papers considering specific literary or theoretical engagements with any aspect of contemporary free-market discourse: financial journalism, trade policy, "development," neoclassical economics, financial services, choice, "flexibility," etc. Brief proposals by 9 Mar.; Gordon Bigelow.

Late Colonial British Novels. How do post-WWII British colonial novels (e.g., Burgess's, Durrell's, Greene's) relate to the crisis of decolonization in Britain? to previous colonial novels? to postcolonialism? 1-2-page abstracts by 15 Mar.; Ken Seigneurie (kseigneurie@lau.edu.lb).

Law and Native American Literatures: Negotiating Tribal Sovereignty. Considering both Native and non-Native systems of law, how have notions of tribal sovereignty or federal Indian policies shaped Native literary expression? Detailed abstracts, bibliographies, and brief vitae by 15 Mar.; David Lewis Moore (dlmoore@selway.umt.edu).

Law as Literature. Papers sought for panel exploring law as literature, e.g., language of law, literary criticism of legal writing, literary influences on legal writing. 1-page abstracts by 15 Mar.; Bruce Carolan (bruce.carolan@dit.ie).

T. E. Lawrence: Myth and Genre. Evaluations of Lawrence as writer (autobiography, travel writing, translation, letter writing, etc.); relation between his life and his life writing. 1-page e-mail abstracts (no attachments) by 15 Mar.; Mary Bryden (lfsbrydn@reading.ac.uk).

Lenz in 2001: Storm and Stress Re-assessed. 1-page abstracts; Helga Madland.

Le transcolonialisme dans les textes maghrébins. Send a 1-page abstract in French or English. Yolande Aline Helm (helm@oak.cats.ohiou.edu).

The Literacy Narrative. Papers invited on historical or contemporary "literacy narratives" (F. Douglass, R. Wright, K. Gilyard, L. Brodkey, etc.) that explore race, class, gender issues in education or define the genre. Also, original narratives. Send 1-2-page proposals with brief biographies by 10 Mar.; Caroline Pari (cpari@bmcc.cuny.edu).

Literature and the Bible in Early Modern France. Literary representations of biblical subjects, accounts of the creation of the world, exploration of the interconnections between the literary and the biblical. Proposals (in English or French) by 15 Mar.; Andrzej Dziedzic (dziedzic@uwosh.edu).

Local Englishes. Papers describing how local forms of language and literature in English persist and emerge because or in spite of 20th-century trends toward globalization. E-mail abstracts and vitae by 10 Mar.; John Marx (jmarx@richmond.edu).

Locating the Self inside the Vesalian Body. Construction of private spaces for the early modern self inside the new post-Vesalian anatomy. Abstracts and brief vitae by 15 Mar.; Enrique Fernandez (enrique_fernandez@umanitoba.ca).

The Lost Voices of Our Hispanic Heritage: Recovering the US Hispanic Literary Heritage. Papers on recovered Hispanic literature (written between the colonial period and 1960) that reflect the Hispanic contribution to American literature and history. Alejandra Balestra (abalestr@bayou.uh.edu).

Magical Practices in Medieval and Renaissance Literature. Literary representations of objects and activities connected to the practice of magic and the occult. Proposals (in English or German) by 15 Mar.; Elizabeth Wade (wade@uwosh.edu).

Making Pedagogy Visible. Calls to document teaching make new demands on scholar-teachers. How can (complex) teaching practices be made visible? How should such "visibility" be theorized? What are the implications (for individuals, for the profession) of such demands? E-mail proposals by 10 Mar.; Margaret Willard-Traub (willardt@oakland.edu).

Mann in the New Millennium. Critical reevaluations of Thomas Mann invited in the light of recent theoretical debates. Topics encouraged include the body and technology, disease, medical discourse and the clinic, gender, dandies, national identity, and fascism. Julian Nelson, Modern Languages and Literatures, Catholic Univ. of America, Washington, DC 20064 (nelson@cua.edu).

Harriet Martineau: Spirit of the Victorian Age. In honor of Martineau's bicentenary in 2002, proposals are invited for papers addressing her impact on Victorian culture. Topics reflecting the interdisciplinary aspects of Martineau's work especially welcome. By 15 Mar.; Deborah Logan (deborah.logan@wku.edu).

The Meaning(s) of History in the Scottish Enlightenment. Papers on the articulation of models of modernity, the primitive, history writing itself, and the relation of history to other genres, including philosophy, fiction, travel writing, and journals. 1-page abstracts by 5 Mar.; Maureen Harkin (harkin@leland.stanford.edu).

Medicine in a World Gone Mad, 1914-45. Examination of works by European writers that explore the physical, sociopolitical, and ethical challenges of medicine from WWI to the Holocaust. 1-page proposals by 10 Mar.; Melanie G. Krob (mgkrob@hotmail.com).

Medieval Textual and Political Communities. This panel invites papers on communities as defined by late medieval writers and readers, particularly where ideas of political community overlap with reading communities. Abstracts by 30 Mar.; George Shuffelton (george.shuffelton@yale.edu).

Melodrama and Popular Culture, 1790-1930: Theater, Opera, Operetta, Novel, Film. Abstracts by 15 Mar.; Anastasia Nikolopoulou, Dept. of Foreign Languages and Literatures, Univ. of Cyprus, Kallipoleos 75, POB 20537, 1678 Nicosia, Cyprus (anastasi@ucy.ac.cy).

Minority Criticism and International Organizations. Examinations of the relation between minority issues in literary and cultural studies and the discourses and policies of international organizations such as the United Nations and the World Trade Organization. Perspectives from non-Western nations particularly welcome. 1-page abstracts by 15 Mar.; Steven Venturino (sventurino@earthlink.net).

S. Weir Mitchell and Pain: Civil War to Rest Cure. Papers addressing Civil War medicine, including such topics as gunshot wounds, causalgia, and phantom limbs and their representations in medical and literary discourse. Proposals by 15 Mar.; Nancy Cervetti (cervettin@mail.avila.edu).

Modernism, Partition, and the End of Empire. How do modernist texts account for pressures on metropolitan culture from the imperium? To what extent do modernist texts register the spatial disjunction between the colony and the metropole? E-mail 1-2-page abstracts and short vitae by 15 Mar.; Andrew Rubin (anr5@columbia.edu).

Modernist Materiality: Aestheticizing the Commodity. The ideological valences and tensions of aestheticized representation of the material. Emphasis on modernist narratives that engage commodified culture. 1-page abstracts and vitae by 5 Mar.; John Hilgart (hilgart@rhodes.edu).

Toni Morrison's Paradise and the American Canon. Morrison's revision, appropriation, or reclamation of "controlling narratives," dominant tropes, and formal devices from the classic American literary canon. 2-page abstracts or drafted papers by 1 Mar.; Michael Nowlin (mnowlin@uvic.ca).

Multiculturalism and the Gothic. How does literary multiculturalism turn to the Gothic for a critique and (re)articulation of resistance and identity? Papers on any area of 19th- or 20th-

century literature are welcome. Dana Luciano (dluciano@hamilton.edu) or Yung-Hsing Wu (yhwu@att.net).

Mystical Convulsions and Hysterical Conversion in the Age of Charcot. This panel invites interdisciplinary investigations on the continuities and discontinuities of the divine and the pathological in literary, iconographical, and/or historical discourses of 19th-century France. Send 1-2-page proposals by 1 Mar.; Nancy I. Rubino, Univ. of Washington, Box 354361, Seattle 98195 (nirubino@u.washington.edu).

Narrative and Gay Liberation. The relation between a lesbian-gay movement aesthetic and such formal concerns as narrative syntax, voice, structural (in)coherence, and closure in texts of the 1970s. 2-page abstracts by 15 Mar.; Matthew Bell.

Narrative Ethics: Approaches to Literary Theory. How do the discussion and use of narrative ethics in philosophy, medicine, and law intersect and inform literary theory? Can we distinguish between "narrative ethics" and the ethics of fiction? 1-2-page abstracts by 23 Mar.; Rebecca Potter (rpotter@wvu.edu).

Narratives of Return: Exile, Expatriation, Homecoming. Examinations of narratives of real, projected, or imagined homecoming, exploring how the end of exile challenges, changes, ratifies the terms in which it is conceived. Abstracts by 10 Mar.; Susan Winnett (winnett@uke.uni-hamburg.de).

The Native American South: New Constellations. Papers addressing intersections between Native American and Southern studies, i.e., the role of Indians in the Southern imagination (and vice versa), the politics of canon inclusion and exclusion, etc. 1-page abstracts and vitae by 1 Mar.; Annette Trefzer (atrefzer@olemiss.edu).

Negotiating Masculinities in the Works of Robert Penn Warren. Topical papers sought on critical applications lacking in previous explorations of Warren's works: manhood and masculinity, identity performativity, queerness, miscegenation, feminism, trauma, simulacra, or the postmodern "self." 250-word abstracts by 1 Mar.; Nathan G. Tipton (ntipton@postoffice.memphis.edu) or Aaron Shaheen (ashaheen@arches.uga.edu).

New Approaches to Elizabeth Stuart Phelps. This panel seeks papers that contextualize works by Phelps other than the three Gates novels. Papers considering Phelps's aesthetic concerns are especially welcome. 250-500-word abstracts by 1 Mar.; Naomi Sofer (nzsofer@mediaone.net).

New Historicism and the "Novela Histórica Española." Evolution of the genre, time frame, settings, and theoretical perspectives. 1-2-page abstracts by 12 Mar.; Julia Bordiga Grinstein (julia.b.grinstein@ttu.edu).

New Media Art. How does new media art—Web-based textuality, interactive CD-ROMs, digital and virtual reality environments, etc.—impact the materiality of the signifier? Both theoretical and practical explorations welcome. 1-page abstracts by 15 Mar.; Mark Hansen.

New Paradigms for Fiction-Film Study. What kinds of "crossovers" between fiction and film can we envision for our writing and teaching? Theoretical and text-oriented submissions welcome. 1-2-page submissions by 1 Mar.; Gavriel Reisner (gavrise@post.tau.ac.il).

New Research in English Literature, 1660-1840. Emphasis on primary documents research rather than critical spin or pedagogic approaches. Airmail papers or 1-2-page abstracts, plus concise vitae, by 5 Mar.; Helene Solheim.

The New Transatlantic Novel. Papers on contemporary novelists writing in English whose fiction transgresses Anglo-American cultural, national, and textual boundaries to speak, in some significant way, of "France." 2-page abstracts by 8 Mar.; Carolyn Durham.

Nonspeaking Characters. Speech and language disorders in literature and other discourses, from early modern to contemporary. Especially interested in cultural status of non-verbal conditions and individuals and in relations between aesthetic and scientific-medical representations. 10 Mar.; James Berger.

Patrick O'Brian's Aubrey-Maturin Novels. Papers requested, addressing genre questions (aesthetics, traditions, relation to historical fiction), literary antecedents, contexts (historical, scientific, or political), or theories of popularity. 350 words before 15 Mar.; Michael Sinowitz (msinowitz@depauw.edu).

The Oedipus Family and Modern Kinship. Reinterpretations or rewritings of Oedipus, Antigone, etc., in relation to family and kinship issues. Proposals or abstracts by 15 Mar.; Marianne Novy.

Of All Sorts and Conditions: Class and Class Consciousness in Late Victorian and Edwardian Narrative. Analysis of the coding of class in late-19th- and early-20th-century British literature. Abstracts and vitae by 16 Mar.; Kevin R. Swafford (swaffokr@jmu.edu).

Orientalist Representation in Latin American Literature. Concept of Orientalism has been useful as a tool to examine literary representation, to uncover discourses of domination, production of knowledge, configurations of self/other, etc. Abstracts by 15 Mar.; Silvia Nagy-Zekmi (silvia@nycap.rr.com).

The Overhearing of Lyric. After Mill, Eliot, Frye, after critiques of subjectivity, voice, positionality, how do we conceptualize lyric utterances' position vis-à-vis readers? Theorizing and qualifying the unconscious nearness Mill's metaphor pointed to. Abstracts and vitae by 15 Mar.; William Waters.

Paris-Vienna. Papers will treat aspects of the cultural intersections between Paris and Vienna. Possible topics include decadence, aestheticism, psychoanalysis, symbolism, the flaneur, architectonics, sexuality. Papers or abstracts by 1 Mar.; Peter Schulman (pschulman@odu.edu) or Heidi Schlipphacke (hschlipp@odu.edu).

Parisian Thoroughfare: Jazz and French Culture. This panel will explore the importance and influence of jazz on French culture in terms of reception, film, literature, or discourse. Papers or abstracts by 1 Mar.; Peter Schulman or Terri Gordon.

Parody, Popular Culture, and the Contemporary Latin American Novel. This panel welcomes new, critical inquiries into how contemporary Latin American novels use parody as a strategy to critique commodity culture. Rachel Aponte (rtaponte@ucdavis.edu).

Performing DeLillo. Papers sought on any aspect of performance and performativity in DeLillo's fiction or theater works. 500-word abstracts by 15 Mar.; Jeremy F. Green (jg@stripe.colorado.edu).

Perspectives on 15th-Century England. We invite papers on any aspect of 15th-century poetry or drama for a panel that will explore literary and material culture in late medieval England. 1-page abstracts by 15 Mar.; Seeta Chaganti (seeta.chaganti@yale.edu) or Robert J. Meyer Lee (robert.meyerlee@yale.edu).

Phantom Bodies in the Enlightened Public Sphere. Abstracts on the persistence of the corporeal in 18th-century discussions of publicness. Why or how the disembodiment that produces a disinterested "public spirit" is imaged in terms associated with haunting. 10 Mar.; Deidre Lynch (e-mail only) or Janet Sorensen.

Philosophical Approaches to Literature after Cultural Studies: German Romanticism. What are the best approaches to German Romanticism today, and what is their relation to the philosophical? What speaks for or against philosophical approaches to literature? Abstracts by 20 Mar.; Laurie Johnson (laurie.r.johnson@vanderbilt.edu).

The Physicality of Literary Labor. How and why do authors call attention to their own laboring bodies? What significance has been or should be ascribed to physical components of the act of literary creation? 500-word abstracts by 15 Mar.; Daniel Hack.

The Poetics and Politics of Fashion in Latin America. Will explore 19th- and 20th-century Latin American fashion narratives and theories. What role do fashion, excess, and disguise play in literature? Abstracts by 20 Feb.; Regina Root (rroot@odu.edu).

Pokémon: Rethinking (American) Cultural Imperialism. How does it read as a text in the age of commercial capitalism? What is its sexual-cultural politics? How does it compare with Disney or other (jap-)animations? Perspectives of non-Japanologists welcome. 1-2-page abstracts by 15 Mar.; Takayuki Yokota-Murakami (murakami@lang.osaka-u.ac.jp).

The Politics of Mobility in 19th-Century American Literature. Papers are sought that investigate the intersections between geographic mobility, movement, displacement, and other "mobilities" (i.e., social, economic, legal, political, creative, subjective). 2-page abstracts by 10 Mar.; Susan L. Roberson.

Politics of Power, Identity, and Performance in the Humanities. How is one's identity constructed and defined in relation to power dynamics and "performance (anxiety)" in the profession? E-mail 1-2-page proposals by 10 Mar.; Barbara Tilley (babsie@grove.ufl.edu).

Pop Watanna: Winnifred Eaton in Context. Possible topics include Eaton's negotiations with the literary marketplace and Hollywood; (continued on next page)

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fanzine articles on Maurice Chevalier, etc.; collaborative culinary projects with her sister. Send 1-page abstracts and brief vitae by 23 Mar.; Lisa Botshon (botshon@maine.edu).

The Portuguese Diaspora in the Indian Ocean and Beyond. Portuguese presence from Mozambique and "O Estado de India" to Macao, East Timor, and Malacca, from the end of the 15th century to the present day. Abstracts, short bibliographies, and vitae by 16 Mar. (papers in Portuguese, English, or both); Joseph Abraham Levi (jalevi21@juno.com or josephlevi@hotmail.com [with attachments]).

Postcolonial Pynchon and the Re-vision of History. Pynchon's works in terms of dramatization of historiography, imperialism and narrative form, Western adventurism versus ethnic Otherness, recycling or parodying history to question Western sociopolitical assumptions. E-mail abstracts by 1 Mar.; Victoria Ramirez (vramirez@weber.edu).

Postmodern Freaks: Disability, Metaphor, and Performance. This panel invites investigations of the tension between disability representations as metaphors for the postmodern condition and the depiction of lived experience in contemporary films and performances. 1-page abstracts and vitae by 1 Mar.; Petra Koppers (aerfen@aol.com).

Postuniversal Aesthetics. What aesthetics have emerged from the ashes of postmodernism and its so-called dismantling of the universal? What has taken the place of irony and pastiche? Why the "return" for formalism? 1-page extracts by 15 Mar.; Sangita Gopal (sgopal@odu.edu).

Probing the Limits of Genre: Depicting Catastrophes in Recent Theoretical Debates. Deconstruction and new historicism raise questions about generic fault lines between different narratives of catastrophes: what sorts of disciplinary, historical, ethical, and political implications result from alternative lines of emplotment? Amir Eshel.

Provincial Playing in Early Modern England. This session aims to balance London-based drama studies with a panel of papers on public and popular entertainments in provincial towns of England. Of particular interest are papers making connections such as those between performing, playing, and punishment; music, oration, and drama; English and foreign performers; tricks, freaks, and wonders; local and national acts; England versus Wales, Scotland, Ireland, or the Continent. Papers or abstracts by 15 Mar.; Lloyd Edward Kermode (lkermode@csulb.edu).

Psychoanalytic Ambivalence, Subjective Pain Effacement, Ontological Ethics. Papers dealing with shame, trauma (especially interdependency), masochism (especially Wurmser and Lacan) using Butler, Bourdieu, Caruth, Deleuze (and Guattari), Derrida, Jameson, Levinas, Wittgenstein, Žižek. Papers by 1 Mar.; William Alejandro Martin (martinwa@mcmill.cis.mcmaster.ca).

The Pub. The political, social, literary, and cultural space of pubs in 19th- and 20th-century Britain. Especially welcome are papers

addressing class, gender, and national identity. 1-2-page proposals and vitae by 10 Mar.; Christine Roth (croth@nwe.ufl.edu).

Queer Reason. Reassessing the Frankfurt School. Queer theory and individual thinkers (Adorno, Benjamin, Bloch, Habermas, etc.); re-visiting Enlightenment legacies through queer thought; problematics of critical theory, morality, culture industry, social integration, etc.; and queer politics and culture. 1-2-page abstracts by 1 Mar.; Eric Clarke (eclare@pitt.edu).

Race and Identity in Postwar European Cinema. 500-word abstracts electronically by 1 Mar.; Colleen Ryan-Scheutz (ryan.104@nd.edu).

Racing and E-race-ing: Multiraciality in Literature, Film, and Performance. In an era preoccupied with racial classifications, how do the various experiences and representations of multiraciality operate within and against such classifications? Proposals by 15 Mar.; SanSan Kwan (sansankwan@yahoo.com).

Radical Poetics and the Writing of History. We seek to challenge in diverse ways the notion that radical formalism in 20th-century literature is necessarily ahistorical or counterhistorical and to redefine how the avant-garde constructs history. Georgette Fleischer (gf24@columbia.edu) and Barrett Watten (b.watten@wayne.edu).

Reading Contemporary South Asian English Literature, 1980-2000. What critical challenges does this new writing present? How can we attend to both the literariness and politics of individual writers and trends? Proposals and vitae by 15 Mar.; Ambreen Hai (fax: 413 585-3339; ahai@smith.edu).

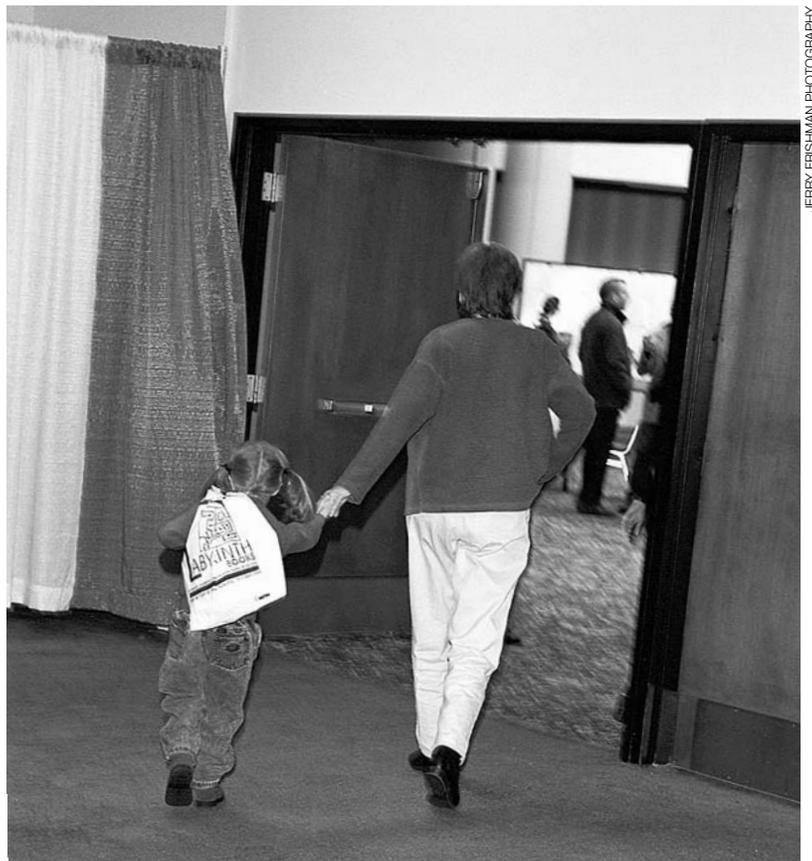
Reading Sexual Violence. What's at stake? How is interpretation impacted by feminist and other activist agendas? Issues of historical and geographical specificity, feminist or antifeminist history. Various critical approaches welcome. Abstracts by 15 Mar.; Sondra Guttman (sguttman@alcor.concordia.ca).

Reciprocating Rhetorics of Identity. Papers invited exploring formations of identity crossing lines of nation, gender, or sexuality in late medieval and early Renaissance cultures. How do performances of identity seek to persuade through reflection, situation, or appropriation? 1-2-page abstracts by 10 Mar.; Holly A. Crocker, English Dept., Saint Lawrence Univ., Canton, NY 13617.

"Red Blues": Jazzy Natives. Rural Delta blues and roots of American jazz have influenced aesthetic forms of expression and literary focuses of Native American writers such as Alexie, Harjo, and Welburn. Papers linking Native oral traditions and folk blues and jazz musical traditions especially welcome. Abstracts by 16 Mar.; Susan Scarberry-García.

Redefining Graduate Studies. This panel seeks papers about the graduate school experience and professionalization. Issues to be considered include job preparation; interviews and résumés; balancing classes and teaching, publishing, conferences; economic impact and future of graduate studies. Cécile Accilien (caccili@tulane.edu) and Katherine Gracki (kgracki@tulane.edu).

Reimagining English Renaissance Poetic Subjectivity. Complicate the period's theorization of poetic subjectivity beyond Freudian, Foucauldian, Marxist formulations. Explore



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ideological, rhetorical, phenomenological, and aesthetic pressure on interiority. 1-page abstracts and vitae by 1 Mar.; Gary Ettari, Dept. of English, Box 354330, Univ. of Washington, Seattle 98195-4330 (poetboy@u.washington.edu) and Joseph Tate (jtate@u.washington.edu).

The Reinvention of Jean-Paul Sartre. On the twentieth anniversary of his death, new books reevaluating Sartre's career were published in France. How is Sartre rewritten, and what is his significance in the intellectual climate of contemporary France? Abstracts by 23 Mar.; Martha Kuhlman (mbk6409@is.nyu.edu).

Re-placing Social Conscience: Politics, Social Justice, and Contemporary United States Fiction. Seeking papers that analyze any aspect of social justice and contemporary US fiction. 1-page abstracts by 1 Mar.; Stephanie Girard (sgirard@shc.edu).

Rethinking Genres for Medieval Drama. The question of the utility of generic classification; generic blending and bending; prolegomena to new approaches; English and other traditions. E-mail 500-word abstracts by 10 Mar.; Ruth Sternglanz (sterngr@adelphi.edu) or Erick Kelemen (ekelemen@email.ccis.edu).

Rethinking the "Spätaufklärung." Innovative approaches to German literature, 1770-1800. Theories of Enlightenment; interdisciplinary readings of texts focusing on the problematic legacy of the Enlightenment. Selected papers will be published. E-mail abstracts by 15 Mar.; Carl Niekerk (niekerk@uiuc.edu).

Revisiting Stephen Henderson. Seeking papers on the historical and theoretical significance of *Understanding the New Black Poetry*. Also seeking fresh applications of Henderson's theories. Abstracts and 2-page vitae by 9 Mar.; Kevin Meehan.

Rhetoric of Postcoloniality in America. Papers on the rise of postcoloniality; its rhetorical transference. How does postcolonial discourse become localized, domesticated, and translated within American literary, political, and academic dimensions? Abstracts and vitae by 10 Mar.; Moneera Al-Ghadeer (moneera7@aol.com) and Moustafa Bayoumi (bayoumi@brooklyn.cuny.edu).

The Rise of the "Public Sphere" in 18th-Century Spain. Analysis of 18th-century intellectual discourses confronting print culture or feminist approaches on the 18th-century Spanish "public sphere" are particularly welcome. 1-page abstracts by 15 Mar.; Inigo Sánchez-Llama (sanchezl@purdue.edu).

Rituals, Tradition, and Contemporary African Literature. Discussion of rituals and traditions in African cultures introduced in original or modified form in contemporary literature. Papers in English, but seeking panelists representing different languages of Africa. 1-page abstracts; Cheryl Toman.

Romantic Geopoetics. Papers concerning the ways poets such as Smith, Williams, Southey, Wordsworth, and Coleridge synthesize georgic, pastoral, and sentimental topoi and develop a poetics that speaks to their geographical and geopolitical circumstances. Abstracts by 10 Mar.; Jack Vespa, Univ. of Utah, 255 South

Central Campus Dr., Room 3700, Salt Lake City 84112 (jack.vespa@m.cc.utah.edu).

Romanticisms in Translation. Translation has moved from the periphery to the center of the humanist curriculum. Session devoted to translation, in any language or tradition, as it was practiced or theorized during the Romantic period. By mid-Mar.; George Rueckert, V. Ormissoni 1, Tartu 51011, Estonia (rueckert@u.washington.edu).

Edward Said's Modernism. The significance of Said's provocative appeal to high modernism (Joyce, Freud, Woolf, et al.) as the source of heroic renewal of contemporary intellectual life. Tensions between political commitment and mental self-reliance. Proposals by 10 Mar.; David Heckerl (afaber@po-box.mcgill.ca).

Self-Assessment: Theory, Practice, Problems. This panel seeks to present a faculty perspective on the challenges of assessing programs, including creating appropriate methods of assessment, implementing assessment requirements of university administration and responding to the results of a completed assessment. Ted Hovet (ted.hovet@wku.edu) or Karen Schneider (karen.schneider@wku.edu).

Self-Reflexive Cinema. This panel will explore narrative and thematic issues in self-referential films (Hollywood, indie, or otherwise). Papers treating individual films, genres, and directors welcome. E-mail full essays or 1-page abstracts by 1 Mar.; Christopher Ames (comes@agnesscott.edu) and Benjamin Schneider (terrapi@uw.edu).

Sexual Difference, Encore. Sexual difference versus "gender" in Anglo-American and French feminisms; sexual difference and homosexuality; nature, culture, and the real; identification and object choice in the clinic; Lacan with feminism and queer theory. 400-word abstracts by 9 Mar.; James Penney, 201 1/2 Wycoff Ave., Ithaca, NY 14850 (jdp34@cornell.edu).

Sexuality and Subjectivity. What is the relation between a period's sex-gender-marriage system and its representations of inwardness? How are the sexual and domestic codes of, say, Christianity, the Reformation, or capitalism connected to models of subjective depth? Proposals to Philip Mirabelli (philmirabelli@aol.com).

Shadow, Foil, and Doppelgänger: Reading Psychological Fiction in a Post-Jungian World. 250-word abstracts by 1 Mar.; E. Flynn (510 723-6816 [info]; lflynn@transbay.net).

Slavery and the Contemporary Literary Imagination. Why do so many contemporary writers of the African diaspora place their stories in settings that depict slavery? Single-author or comparative essays. Proposals with vitae by 15 Mar.; Renee Schatteman (schatteman@gsu.edu).

Slavery: History and Memory in Postcolonial Francophone Literatures. Doris Garraway, Dept. of French and Italian, Kresge 152, Northwestern Univ., 1859 Sheridan Road, Evanston, IL 60208-2204 (d-garraway@northwestern.edu).

The Sound of Writing. The role of sound in literature: writing about music, reading aloud or in silence, nib meets paper, the telltale

heart, etc. Comparisons across arts welcome. 1-2-page proposals by 15 Mar.; Aden Evens, 76 Brantwood Road, Arlington, MA 02476-8004 (aden@who.net).

Southern Africa, North America: Atlantic Crossings and Encounters. Abstracts welcomed on mutual ties and exchanges in fiction, nonfiction (history, philosophy, politics, trade, etc.), arts and cultural studies between Southern Africa and North America. 300-word abstracts by 1 Mar.; Thomas Olver, Dept. of English, Zurich Univ., Plattenstrasse 47, CH-8032, Zurich, Switzerland (p.mettler@worldonline.ch) and Stephan Meyer (sdmeyer@bluewin.ch).

Madame de Staël in International Perspective. Staël's widespread literary and political reputation left a lasting impact on the intellectuals of her age, especially women. Papers welcome on any comparative aspect of Staël's influence, literary or extraliterary. 1-page abstracts by 1 Mar.; Judith Martin (judithmartin@smsu.edu).

Staging the Academy: Theatrical Representations of Academic Life. How do contemporary stage representations of academics and the academy support, challenge, or complicate public opinion? How do they differ from treatment in other genres? 1-page abstracts by 20 Mar.; Janet E. Gardner (jgardner@umassd.edu).

Stalking the Mouse: Doing Disney Studies. Why "do Disney"? Papers that explore new directions for this field of critical inquiry. Interdisciplinary projects encouraged. Abstracts or papers with brief vitae by 16 Mar.; D. K. Peterson (d.k.peterson@wayne.edu).

Stoppard and Shakespeare, Coward, Gleick, et Al. Postmodern parody? Pastiche? Pointless pyrotechnics? Papers addressing the changing relations of Stoppard's plays to their array of sources and ongoing critical controversy concerning this signature feature of his work. 1-2-page abstracts by 1 Mar.; Leigh Harbin (leigh.harbin@angelo.edu).

The Surrealist Journals: Literature, Art, and Politics. This panel will explore the major role played by the various Surrealist journals in the ongoing expression of the movement. It will focus on both their aesthetic and their political dimensions. 1-page abstracts by 15 Mar.; Pierre Taminiaux (taminia@gunet.georgetown.edu).

Tea. Representations of tea during the period of the East India Co., 1600-1858. Circulations of this commodity within imperial economies, especially British and American. Travel writings, Sinophilia, missionary societies, domestic rituals, China trade, Orientalist critiques. 1-page abstracts by 9 Mar.; Brigitte Bailey and Rachel Trubowitz.

Teaching Composition and Literature in Proprietary Colleges. How does teaching in for-profit, higher-education institutions reflect the impact of business interests on the humanities? 5-7-page papers or 1-page abstracts and vitae by 15 Mar.; Michael Gooch (mgooch@ny.devry.edu).

Teaching Smarter. Short papers on principles and practicalities of improving teaching in literature, languages, and writing without increasing workload. Analyses rather than demonstrations; should lead to discussion.

(continued on next page)

250-word abstracts by e-mail by 22 Feb.; James Papp (james.papp@mla.org).

Teaching Writing in and across the Discipline: A Roundtable Discussion on Teaching Writing. An opportunity for us instructors to compare experiences (theory and practice) and envision future models of writing courses. Abstracts by early March; Li-Ping Geng.

Textual Constructions of Authorial Myth in Latin America. Deduction from fictional and poetic texts of authors' efforts to manipulate reputation and biography toward their own mythification. Preference for postindependence authors. 250-word abstracts and vitae by 9 Mar.; Todd S. Garth, Language Studies Dept., US Naval Acad., 589 McNair Road, Annapolis, MD 21402-5530 (garth@usna.edu).

Theater in the Digital Age. Papers discussing multiple aspects of theater productions involving new technology. Contribution to the role of internet and live Internet performance are welcome. 1-page abstracts by 10 Mar.; Johannes Schmidt (schmidj@clemsun.edu).

The Theater of Beth Henley. Send abstracts and vitae by 23 Mar.; Gene A. Plunka.

Traveling Literature: American Literary Studies Abroad. Presentations investigating the ways American literature "travels" to other cultures. How is it received globally? How can we apprehend the multicultural dimensions of American literature? Proposals by 15 Mar.; Kenneth Speirs (kspeirs@yahoo.com).

"The Troubles" on Stage: Performance and Oral Interpretations of the Northern Ireland Conflict. Formal papers on theatrical arts, individual or group performances in the form of monologues, dramatic readings, etc., or multimedia presentations that could include original video or creative composites of documentary footage, film clips, etc. that engage issues relating to the Northern Ireland conflict. Detailed 1-page abstracts for 15-minute presentations by 15 Mar.; Khani Begum (khani@bgnnet.bgsu.edu).

A True Religious Alchemy. The role and uses of alchemy and hermetic philosophy in the literature and scientific thought of the early 17th century. An interdisciplinary discussion on the role played by alchemy and occultism in the English rise of scientific empiricism. Yaakov Akiva Mascetti (mascety@012.net.il).

"Turning Pro": Sex, Scandal, and the 18th-Century Stage. "She-males," transvestitism, incest, prostitution, murder, and divorce scandals, in life and in fiction; the prominence of women authors and actors; audience appetite and outrage. Abstracts by 9 Mar.; Nora Nachumi, Stern Coll., 245 Lexington Ave., New York, NY 10016 (nnachumi@aol.com).

(Un)Covering Lost Voices: Serialized Fiction for the 19th-Century Working Class. Examinations of discourses within fiction for British or American working-class audiences. Any aspect or approach. 1-2-page proposals and vitae by 5 Mar.; Juliette Berning Schaefer, 1697 Sheffield Dr., Ypsilanti, MI 48198 (jdschaefer@msn.com).

(Un)Covering the Holocaust? How can an "unspeakable" event such as the Holocaust effectively and appropriately be presented in the classroom? Papers invited that examine disci-

pline-specific challenges and explore innovative approaches to Holocaust pedagogy. 1-page abstracts by 1 Mar.; Amir Eshel.

Untouchable! Caste and Postcoloniality. Papers may deal with the occlusion or elaboration of caste and class in postcolonial theory or in the construction of the normative citizen subject in postcolonial fiction pertaining to South Asia. Karni Bhati (bhati.2@nd.edu).

Unveiling the Middle East in the West: Reading and Teaching the Literature of Women and Islam. Formal papers or other creative presentations addressing pedagogical and interpretative problems in reading and teaching literary and media representations of Islamic culture and the role of women and gender. Of particular interest are presentations that could suggest strategies for interrogating the role of literature and media in explaining Islamic culture to the West. Detailed 1-page abstracts for 15-minute presentations by 15 Mar.; Khani Begum (khani@bgnnet.bgsu.edu).

Utopia and Technology: French Novelists and the New Millennium. How do you write novels in a world of total illusion? A reading of postmodern times and spaces in the texts of Dantec, Echenoz, Houellebecq, and others. 250-word abstracts by 1 Mar.; Frédéric Pallez (fpallez@selu.edu).

Vested Interests: Cross-Dressing and Cultural Anxiety and Its Afterlife Ten Years Later. Literary or theoretical influences of this text regarding traditional English studies (Renaissance); cultural, gender, or gay and lesbian studies welcome. Where are we now in relation to this text? 1-2-page abstracts by 30 Mar.; W. Reginald Rampone, Jr., English Dept., Univ. of Connecticut, 337 Mansfield Road, Storrs 06269-1025.

Victorian Heroines, Queer Readers. Papers exploring relations and disjunctions between women in Victorian novels and poetry and their queer audiences, including (dis)identifications with or desire for fictional heroines and other alternatives to heteronormative reading. 1-page abstracts (e-mail preferred) by 15 Mar.; Vincent Lankewish (val4@psu.edu).

Victorian Music and Literature. Papers that historicize Victorian musical culture and subsequent literary responses. Papers might address issues of sexuality, morality, spectacle, consumerism, or spirituality. 1-page proposals by 5 Mar.; Alisa Clapp-Itnyre (aclappit@indiana.edu).

Victorian Poetry of Self. "The selfless self of self, most strange, most still" (Hopkins). "And ah for a man to arise in me, / That the man I am may cease to be!" (Tennyson). Abstracts by 1 Mar.; Paul Beidler (beidlerp@rc.edu).

Virtual Embodiments. Consider relations between "virtual" and "real" body states; impact of technologies (cyber-, genetic, prothetic, hormonal, imaging) on subjectivity, sexuality, (trans)gender, race, (dis)ability; technoromanticism, technoimaginary; digital citizenship and community, MUDs; "natural" versus "artificial" embodiments. 2-page abstracts and vitae by 1 Mar.; Kim Surkan (virtualbodies@netscape.net).

Eudora Welty's and Our Usable Pasts: Scribbling Female Forebears. Route/root authorizing tradition of 19th-century popular adventuresses and angels through and in

precocious Welty's modernist disguises for postmodern salvage and critique. Queries ASAP; proposals by 20 Mar.; Jo Ellyn Clarey (francior@gvsu.edu).

When Hate Groups Target Campus Newspapers. Practical and theoretical approaches; case histories; First Amendment considerations; students' rights; the role of the faculty adviser. Proposals by 1 Mar.; Laraine Fergenson.

Women and Class in Contemporary Fiction. Issues of class broadly construed: urban, rural, regional, environmental, prison. Reception analysis: tension between political and aesthetic critiques. Examples: Chute, Allison, Wozencraft, Bambara. 250-word abstracts by 15 Mar.; Sandra Baringer (sbaringer@aol.com).

Women Artists in 18th- and 19th-Century Literature. Representations of female creativity in literature (by women or men). Have women authors successfully depicted female creativity? Can femininity and genius be represented as anything but incompatible? 1-page abstracts by 1 Mar.; Judith Martin (judithmartin@smsu.edu).

Women at Teaching Institutions. What problems and possibilities do women encounter at teaching institutions? What's life like for women under a heavy teaching load? How do women balance academic careers and living a life? Abstracts and vitae by 15 Mar.; Ann E. Green (agreen@sju.edu).

Women's Literary Tradition. Does women's literary tradition exclude or distort marginalized women? Does the mother-daughter construct prevent multiple subjects and social-situated knowledge? Should the tradition be dismantled? If not, how can it be reenvisioned for the twenty-first century? Lucindy Willis (lwillis@unity.ncsu.edu).

Women's Speculative Fiction. "Alternative" fiction by, for, and about women. What concerns (political, pedagogical, professional) reside within the study of these texts? Papers on utopianism, transgression, and noncanonical works appreciated. Abstracts by 15 Mar.; Michelle M. Sauer (sauer@misu.nodak.edu).

John Woolman Speaks to Our Time. This 18th-century Quaker can speak to students in ways that today are underappreciated. How can his life and journal be explained and understood? 1-page abstracts; Allan Kohrman.

Writers, Politics, and Occultism. Examples include Bulwer-Lytton's influence on proto-Nazi ideologues; Yeats's occultism as an impetus for cultural nationalism; Aleister Crowley as poet/spy; Dion Fortune's *Magical Battle of Britain*. 1-page abstracts by 9 Mar.; Susan Johnston Graf (sjg9@psu.edu).

Writing the Student Body: Narratives of College Life. Novels, memoirs, or films dealing with academia's student side as it relates to sociopolitical, sexual, or moral issues. Abstracts or papers by 27 Mar.; Gene H. Bell-Villada (gbell@williams.edu).

You Can't Kick Me Out; I'm Leaving. If exile is inherently a social act committed by the many against the one, isn't "self-exile" an oxymoron? Field, period, and perspective open. Send vitae and proposals; Joseph M. Sullivan (sullivanjoseph@email.msn.com). □

CONVENTION

ADE and ADFL Department Chairs to Receive Early Notice about Reserving Hotel Rooms

In August 2001 the MLA convention office will mail chairs of departments that are paid members of ADE or ADFL by 1 May 2001 early information about making hotel room reservations for the MLA convention. While the early notification does not guarantee that department chairs will be able to reserve a suite for interviewing job candidates at the convention, it does give them the best opportunity to do so. Chairs who would like membership forms or information about their departments' 2000-01 membership status should contact Roy Chustek at the MLA office (646 576-5133; roy.chustek@mla.org). □

Correction

An article on the 2001 ADE Summer Seminars in the Winter 2000 *MLA Newsletter* included the wrong dates for ADE Summer Seminar East. The seminar will take place from 12 to 15 July 2001. □



Actor Bill Irwin in a program arranged by the Samuel Beckett Society.

MEETINGS

2001 ADE and ADFL Summer Seminars

ADE Summer Seminar East will take place 12-15 July at the Radisson Hotel Bethlehem, Bethlehem, Pennsylvania, and will be hosted by Barry Kroll (Lehigh Univ.). Seminar West will take place 28 June to 1 July at the Monterey Beach Hotel, Monterey, California, and will be hosted by Mark Hennelly (California State Univ., Sacramento) and Linda Morris (Univ. of California, Davis). For further information, consult the ADE Web site (www.a-de.org) or contact David Laurence, Director, ADE, at the MLA office (646 576-5130; ade@mla.org).

ADFL Seminar East will be held at Middlebury College on 7-9 June and will be hosted by Michael Katz. Summer Seminar West will be held at the University of Texas, Austin, on 21-23 June and will be hosted by Janet Swaffar. Speakers and topics will be announced in the *ADFL Bulletin* and on the ADFL Web site (www.adfl.org), and a brochure detailing housing, meals, and excursions will be mailed to ADFL members in early spring. For additional information, contact Elizabeth Welles, Director, ADFL, at the MLA office (646 576-5132; adfl@mla.org). □

BOOK NEWS

Call for Contributions in Approaches Series

The Publications Committee has approved development of two new titles in the series *Approaches to Teaching World Literature*. The first volume, *Approaches to Teaching Langland's Piers Plowman*, will be edited by Thomas A. Goodmann. The second, devoted to the novels of Samuel Richardson (*Pamela*, *Clarissa*, and *The History of Sir Charles Grandison*), will be edited by Jocelyn Harris and Lisa Zunshine. If you wish to contribute to either volume, please send your name and mailing address to Sonia Kane at the MLA office by 15 March (sonia.kane@mla.org; fax: 646 835-4043). □

BOOK NEWS

Three New MLA Titles Published

The MLA published three new titles in winter 2000. *Approaches to Teaching Balzac's Old Goriot* (edited by Michal Peled Ginsburg), like all books in the MLA's *Approaches to Teaching World Literature* series, contains two parts. The first, "Materials," reviews French editions and English translations of *Old Goriot*, background readings, and audiovisual materials. In the second part, "Approaches," instructors describe strategies that have proved successful for teaching Balzac's work in a variety of course settings. The volume is 203 pages; it costs \$37.50 (members \$30.00) in cloth and \$18.00 (members \$14.40) in paperback.

In December, the updated and revised fifth edition of *A Research Guide for Undergraduates: English and American Literature* was published. Authors Nancy L. Baker and Nancy Huling, reference librarians for over thirty years, draw on their experience to provide a clear and concise tour of the typical college library and easy-to-understand summaries of the print and electronic research tools available to students. Nearly fifty reference works and research aids are described. The book is 105 pages; it costs \$10.00 (members \$8.00) in paperback.

Teaching Tudor and Stuart Women Writers was also published in December. This seventeenth volume in the MLA's *Options for Teaching* series summarizes the latest scholarship on British women writers who lived from roughly 1500 to 1700 and suggests strategies for presenting their works in the classroom. Thirty-six essays discuss frequently anthologized pieces by such authors as Margaret Cavendish, Elizabeth I, Mary Sidney, and Mary Wroth as well as the writings of women who have only recently come to the notice of scholars. The volume is 433 pages; it costs \$40.00 (members \$32.00) in cloth and \$22.00 (members \$17.60) in paperback.

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

Table 1
Percentage of Instructional Staff by Category of Instructor,
Based on the Total Number of Instructors Reported by
Responding Departments

<i>Category of Instructor</i>	<i>English</i>	<i>Foreign Language</i>
All responding departments		
Full-time tenured or tenure-track	36.3	35.5
Full-time non-tenure-track	9.5	12.4
Part-time	32.0	28.9
Graduate student TA	22.2	23.3
Number of departments	673	889
Doctorate-granting departments		
Full-time tenured or tenure-track	30.5	28.4
Full-time non-tenure-track	8.1	11.7
Part-time	16.9	12.1
Graduate student TA	44.6	47.9
Number of departments	106	161
Master's-granting departments		
Full-time tenured or tenure-track	39.9	38.5
Full-time non-tenure-track	10.9	11.6
Part-time	33.9	27.2
Graduate student TA	15.3	22.8
Number of departments	155	112
Bachelor's-granting departments		
Full-time tenured or tenure-track	53.6	46.3
Full-time non-tenure-track	10.5	14.8
Part-time	35.8	35.4
Graduate student TA	0.2	3.5
Number of departments	260	468
Associate's-granting departments		
Full-time tenured or tenure-track	31.8	26.2
Full-time non-tenure-track	6.3	4.9
Part-time	61.8	68.8
Graduate student TA	0.1	0.0
Number of departments	76	51

Table 2
Average Per-Course Pay for Part-Time Faculty Members Paid by
the Course, by the Highest Degree Granted by the Department

	<i>English</i>	<i>Foreign Language</i>
All responding departments		
Average per-course pay	\$2,428	\$2,951
Number of departments	572	647
Doctorate departments		
Average per-course pay	\$3,492	\$4,742
Number of departments	87	94
Master's departments		
Average per-course pay	\$2,273	\$2,826
Number of departments	134	94
Bachelor's departments		
Average per-course pay	\$2,438	\$2,768
Number of departments	216	342
Associate's departments		
Average per-course pay	\$1,715	\$1,953
Number of departments	73	42

Findings from the MLA Survey of Staffing in English and Foreign Language Departments, Fall 1999

A recently completed MLA survey provides timely information about staffing practices in college and university English and foreign language departments in the United States and Canada. The survey collected information about the numbers of tenured and tenure-track faculty members, full- and part-time non-tenure-track faculty members, and graduate student teaching assistants who taught undergraduate courses in fall 1999. Information was also collected about the salaries, benefits, and professional support available to teachers holding full- and part-time non-tenure-track appointments.

The survey was designed as a census of all modern language departments in the United States and Canada. Accordingly, in November 1999 the MLA contacted the 5,245 two- and four-year college and university departments included in its database of departmental administrators. Overall, 2,182 of the departments returned questionnaires, a 42% response rate. Findings presented here are for the 673 responding English departments and the 889 responding foreign language departments. Because the survey was designed as a census, collective findings such as those reported here are most accurately regarded as indicative of conditions in the responding departments rather than as a statistically verified sample intended as a basis for broader generalization.

The survey's design as a census of all departments in the United States and Canada originated in a motion that the MLA Delegate Assembly approved at its meeting in December 1998. The motion also provided for the MLA to make results available in a report that identifies departments and institutions by name, along with the information the departments provided. The information reported by individual departments and institutions can be accessed at www.mla.org, the MLA's site on the World Wide Web.

Table 1 shows the makeup of the fall 1999 corps of instructors in the responding English and foreign language departments, by head-count percentage and the highest degree the departments grant. Almost all (98%) the responding English and foreign language departments in four-year institutions reported employing tenured or tenure-track faculty members. The percentages are lower for two-year associate's-granting departments—79% for English and 84% for foreign languages. Part-time non-tenure-track faculty members were employed by 91% of the responding English departments and 83% of the responding foreign language departments. Whether full-time non-tenure-track faculty members were employed varied considerably depending on the highest degree the responding departments grant. Eighty-six percent of the responding doctorate-granting departments and 81% of the responding master's-granting departments reported employing full-time non-tenure-track faculty members in fall 1999, in comparison with 59% of the bachelor's-granting and 34% of the associate's-granting departments.

Table 2 shows average per-course pay reported for part-time faculty members who are paid by the course. Table 3 and table 4 show average annual salaries reported for full-time non-tenure-track faculty members and part-time faculty members who are paid on a fractional basis, respectively. Annual salaries are for academic year 1999–2000; per-course pay rates are for fall 1999.

Table 5 shows the significant differences in benefits offered full-time non-tenure-track faculty members and part-time faculty members. No more than 20% of the responding English and foreign language departments reported that health benefits were offered to part-time faculty members who were paid by the course,

and 70% of the English departments and 65% of the foreign language departments reported that these faculty members were offered no health, retirement, or life insurance benefits at all. By contrast, three-quarters or more of the responding English and foreign language departments reported offering health, retirement, and life insurance benefits to full-time non-tenure-track faculty members, and fewer than 2% of the departments reported that these faculty members were offered no benefits. Percentages of the responding departments reporting that benefits were offered to part-time faculty members paid by the fraction fall between those reported for full-time non-tenure-track faculty members and part-time faculty members who are paid on a per-course basis.

Instructors of all categories and across all degree-granting types of departments generally receive basic professional support such as office space; access to a computer, a telephone, a mailbox, and photocopying; and library privileges. The quality of the support, however, differs markedly with the category of instructor. Three-quarters or more of full-time non-tenure-track faculty members in

the responding English and foreign language departments enjoy a private office and private computer access, whereas more than three-quarters of part-time faculty members who are paid on a per-course basis must share office space and two-thirds must share computer access.

Nine of the other disciplinary societies participating in the Coalition on the Academic Workforce (CAW) also did surveys parallel to the one the MLA conducted, including societies representing the fields of anthropology, art history, cinema studies, independent composition programs (conducted by the Conference on College Composition and Communication), history, linguistics, philology (classics), and philosophy. Comparative data for all ten disciplines can be accessed at the American Historical Association's Web site (www.theaha.org). For further information about the MLA's fall 1999 staffing survey, contact David Laurence (646 576-5130; david.laurence@mla.org).

David Laurence

Table 3
Average Annual Salary for Full-Time Non-Tenure Track Faculty Members, by the Highest Degree Granted by the Department

	English	Foreign Language
All responding departments		
Average annual salary	\$33,832	\$34,303
Number of departments	429	521
Doctorate departments		
Average annual salary	\$32,874	\$35,246
Number of departments	89	132
Master's departments		
Average annual salary	\$31,865	\$32,684
Number of departments	128	84
Bachelor's departments		
Average annual salary	\$35,506	\$33,739
Number of departments	139	256
Associate's departments		
Average annual salary	\$34,562	\$35,092
Number of departments	25	14

Table 4
Average Annual Salary for Part-Time Faculty Members Paid by Fraction, by the Highest Degree Granted by the Department

	English	Foreign Language
All responding departments		
Average annual salary	\$22,352	\$21,267
Number of departments	112	114
Doctorate departments		
Average annual salary	\$23,274	\$23,951
Number of departments	30	35
Master's departments		
Average annual salary	\$19,208	\$20,491
Number of departments	40	54
Bachelor's departments		
Average annual salary	\$24,876	\$19,436
Number of departments	40	54
Associate's departments		
Average annual salary	*	*
Number of departments	2	1

*Too few departments reporting part-time paid-by-fraction faculty members for averages to be calculated.

Table 5
Percentage of Responding Departments Reporting Benefits for Non-Tenure-Track Faculty Members

	Full-time non-tenure-track		Part-time paid by the course		Part-time paid by a fraction	
	English	Foreign Languages	English	Foreign Languages	English	Foreign Languages
Health plan paid by both	75.5	77.3	17.1	20.1	58.3	65.2
Health plan paid by the school	29.3	28.2	4.7	6.4	20.8	22.2
Health plan paid by staff	3.6	4.3	5.9	7.3	3.3	6.7
Retirement plan	81.1	82.7	15.9	16.6	62.5	51.9
Life insurance	75.7	78.9	9.5	13.2	54.2	46.7
No benefits offered	1.8	1.1	70.1	64.8	20.0	18.5
Minimum requirement*	37.3	37.9	20.2	24.4	55.0	62.2
Number of departments	440	560	579	657	120	135

*Benefits depend on some minimum such as class load, length of service, percentage of full-time salary, etc.

GOVERNANCE

Summary of Delegate Assembly Actions in Washington, DC

At its meeting on 29 December 2000 in Washington, DC, the Delegate Assembly took the following actions.

The assembly conducted four elections. In the balloting for the Delegate Assembly Organizing Committee, Miriam Balboa Echeverría (Spanish, Southwest Texas State Univ.) and Anne Ruggles Gere (English, Univ. of Michigan, Ann Arbor) were elected to three-year terms (2001–03). Rosemary G. Feal (Spanish, State Univ. of New York, Buffalo), John Guillory (English, New York Univ.), John W. Kronik (Spanish, Cornell Univ.), and Andrea A. Lunsford (English, Stanford Univ.) won two-year terms (2001–02) on the Nominating Committee. Elected to the Elections Committee for two-year terms (2001–02) were Frances R. Aparicio (Univ. of Illinois, Chicago), Margaret Maurer (Colgate Univ.), and Kristen Poole (Univ. of Delaware, Newark). Finally, John Willett was elected an honorary member of the association and Griselda Gambaro and José Emilio Pacheco were elected honorary fellows. The assembly's election of honorary members and fellows is subject to ratification by the membership. This ratification vote will be conducted in the spring.

In addition to annual reports from the association's standing committees, the assembly received a number of reports that did not require action: the report of the Delegate Assembly Organizing Committee (DAOC); reports on staffing standards from the ADE Executive Committee, the ADFL Executive Committee, and the Graduate Student Caucus; the executive director's report, and the Finance Committee's report.

The assembly also received a report from the Committee on Amendments to the Constitution that required action. The report contained the four constitutional amendments published in the September 2000 issue of *PMLA* (495–97). The assembly approved three of the four proposed amendments. The first approved amendment ensures representation of regular members, student members, and life members on the Nominating Committee. The second amendment consisted of two sentences, which the assembly discussed and voted on separately. The first sentence, which was approved, limits service as second vice president to one term. The second sentence, which was also approved, prohibits the nomination of sitting members of the Executive Council for second vice president. The last approved amendment ensures representation of people of color on the Executive Council. In accordance with article 7.B.3 of the MLA constitution, the Executive Council must review the amendments before forwarding them to the membership for the required ratification vote, which will be conducted in the spring.

The Executive Council presented two recommendations to the assembly. The first recommendation was based on a member's request "that the MLA give consideration to the establishment of additional dues brackets past the \$80,000 level, or at the very least an \$80–90K bracket." In the current dues structure, the final category covers incomes above \$80,000, for which the dues amount is \$125. The council asked the Delegate Assembly to consider the following extension of the dues structure: dues of \$125 for incomes ranging from \$80,000–\$100,000; dues of \$145 for incomes ranging from \$100,000–\$120,000; dues of \$165 for incomes ranging from \$120,000–\$140,000; dues of \$175 for incomes over \$140,000. The assembly approved the extension, which will go into effect for the 2002 membership year.

The council's second recommendation dealt with holding conventions in California. In 1994, the assembly approved a resolution calling for a ban on holding conventions in California if California's Proposition 187 were implemented. In 1999, the state agreed not to appeal a federal judge's ruling that Proposition 187 is unconstitutional. Since Proposition 187 will never be imple-

mented, the terms of the resolution will never be met. The assembly therefore voted to rescind the 1994 resolution and lift the ban on holding conventions in California.

In other business, the assembly approved thirteen motions. The text of each motion appears below. All the motions will be forwarded to the Executive Council in February, and the council will consider their implementation.

Motion 1999-11

Whereas dramatic cutbacks in government funding for higher education continue despite a very strong economy, a huge budget surplus, and high corporate profit levels, and have accompanied a decline in the number and quality of educational resources in all affected institutions, among full-time, tenured and tenure-track faculty, and higher tuition at virtually all of them; and

Whereas, without regard to funding levels, institutions of higher education continue to increase the employment of underpaid adjunct, part-time, graduate- and teaching-assistant faculty, a large and growing minority of the members of the MLA, at less than a living wage; and

Whereas salaries, benefits, and working conditions for full-time, tenured and tenure-track faculty are directly threatened both by funding cutbacks and by increasing reliance upon superexploited part-time, adjunct, and graduate- and teaching-assistant faculty; and

Whereas a nationwide political movement exists which claims that the crisis in higher education stems not from the denial of resources but from the admission of "unqualified" students to higher education; and

Whereas this political movement seeks to pit middle-class students against working-class students, and especially to pit white students against nonwhite, and especially against African American students, concurrent with an upsurge of racist incidents at institutions of higher education; and

Whereas, in contrast, the academy has witnessed a dramatic upsurge in unionization in the profession which has the potential to help reverse the erosion of educational quality, lack of equal opportunity, growth of racism, and decline in educational facilities, faculty and staff security, pay, and benefits; and

Whereas, therefore, unionization represents one essential step in struggling to arrest the decline of our profession, the erosion of educational opportunity and facilities,

We, therefore, move that the MLA shall

- (1) Encourage its members, and all those employed in teaching and research in the modern languages and literature, to unionize as an essential step toward defending decent teaching and learning conditions where they exist, and fighting to gain them where they do not, and to encourage faculty or professional staff, and all other campus workers, when already represented by a union, to join that union;
- (2) Organize and publish in *Profession* a forum or roundtable encouraging such unionization;
- (3) Issue public statements of support for part-time and full-time faculty, teaching and graduate assistants in their efforts to form unions and caucuses within existing unions and thereby improve the conditions of work for teachers of English and the Modern Languages. Such activity could include, wherever practicable, expert testimony before legislative bodies on the compatibility of unionization and the professional needs of MLA members; letters of support; press releases; and, submission of amicus curiae briefs on the compatibility of unionization and the professional needs of MLA members during adjudication before government labor bodies such as NLRB and PERB.

Motion 2000-1

Whereas various economic forces have had a deleterious impact on U.S. higher education in terms of budget cuts, work speedups, the

elimination of full-time jobs, and, in some cases, of entire departments; and

Whereas the increasing use of part-time and adjunct faculty, combined with reliance on undercompensated graduate student labor, perpetuates exploitative practices that undermine our profession; and

Whereas there is an urgent need for an activist movement on campuses that unites tenured and untenured professors, adjunct and part-time faculty, graduate and undergraduate students, and other campus workers to resist this trend;

We move that the MLA establish a minimum 50/50 ratio of sections taught by tenured or tenure-track/non-tenured or non-tenure track labor, with the expectation that we should work towards a 75/25 ratio or better, and that, beginning in 2001, the MLA publish and publicize a list of institutions that meet or exceed this minimum in their modern language departments, including a notation in the *Job Information List*, as reported through surveys or by other means.

We further move that the association build on this minimum by fulfilling the charge of the 1997 Delegate Assembly to establish appropriate full-time/part-time staffing ratios in modern language departments by institutional circumstances, creating a new Committee on Staffing Standards to be appointed by the Graduate Student Caucus, Radical Caucus, and Executive Council in equal parts.*

We further move that the MLA encourages the ADE, ADFL, *Profession*, other professional organizations interested in this issue (e.g., the AAUP and the Coalition of Graduate Employee Unions), and our members to promote discussion of and activism aimed at establishing acceptable ratios of full-time/part-time labor that meet or exceed this minimum 50/50 standard while continuing to advocate that non-graduate student teaching positions should whenever possible be full-time, with full benefits, at a living wage, and carrying reasonable expectations of job security and that teaching assistants should receive a living wage and full benefits; and

We further move that the MLA make every effort to bring these same issues to the attention of various accrediting agencies, while encouraging our membership to work with these agencies to insure that they address the exploitation of part-time, adjunct, and graduate student labor as part of the accrediting process.

*The parliamentarian advised the assembly that the provision for appointing the proposed committee could only be considered advisory because it violates article 11.D of the MLA constitution, according to which the Executive Council determines the membership of all committees of the association not provided for in the constitution itself.

Motion 2000-2

Whereas many research materials are located in restricted databases or other digitized form—for example the MLA biblio database, MAGS, Current Contents etc.—that require a password that is provided only to current faculty, staff, and students at institutions of higher learning.

Whereas the proprietary nature of such databases and digitized materials means that independent scholars, as well as academically unaffiliated or unemployed MLA members, do not have access to critical research tools.

Be it resolved that the MLA will investigate the possibility of providing access for independent scholars who are MLA members to its own databases; will urge other restricted databases to provide reasonable access for independent scholars; and urge university and other research libraries to consider independent scholars as their natural constituency who should have access to electronic databases and digitized materials.

Motion 2000-3

Whereas many independent scholars and academically unaffiliated or unemployed MLA members reside in locations that are at a great distance from research libraries at which they might secure privileges;

Whereas these scholars must rely in some cases on small public teaching institutions or local public libraries to secure research materials;

Be it resolved that the MLA will cooperate with other learned societies and ACLS to encourage research libraries to rethink their interlibrary loan policies to lend materials more broadly (such as out-of-state and to public libraries) especially in light of the new possibilities for economies from electronic systems.

Motion 2000-4

Whereas the Delegate Assembly, at the 1996 national convention, voted, by an overwhelming majority, to establish an ad hoc Committee against Campus Bigotry as a result of alarming bias incidents at United States colleges and universities, involving both verbal and physical attacks on students in various minority groups and the targeting of students for recruitment by racist groups;

Whereas in response to this vote, the MLA established a Task Force against Campus Bigotry, which was listed in the 1998 MLA Directory, but has not been listed in the last two directories;

Whereas the Task Force has made a good start by issuing a report that calls for an ongoing effort by which the MLA can act to help to create on American campuses "an environment in which acts of bigotry can neither thrive nor survive";

Whereas the MLA Delegate Assembly in December 1999 approved by a vote of 97 to 3 a motion to maintain the Task Force against Campus Bigotry;

Whereas the establishment of a more permanent body on campus diversity and tolerance would be a sign of the MLA's continuing commitment to the struggle against prejudice;

Whereas the MLA has established committees on Disability Issues in the Profession and the Status of Women in the Profession and has sustained these committees over time, thereby showing its ongoing commitment to these important issues;

Whereas the MLA represents thousands of professors on campuses all across America and abroad and has the resources to reach thousands of people in order to spread a message of resistance to campus bigotry;

Whereas the MLA can work cooperatively with other bodies such as the Southern Poverty Law Center, which has established a "Teaching Tolerance" project and whose director has recently underscored the importance of "recognizing and reversing thoughts and acts of prejudice among college students";

Whereas the Modern Language Association as a body of educators has a clear responsibility to become involved in a moral issue that directly affects large numbers of students and faculty;

Whereas the Modern Language Association has a clear responsibility to respond to bigotry when it involves the misuse of language;

Therefore, we move that the Modern Language Association establish a special Committee on Campus Diversity and Tolerance that will take into account the important work of the former Task Force against Campus Bigotry; and

We move that this committee be charged with working to establish a climate in which all students, faculty, and other college employees, no matter what their religion, race, ethnic identity, gender, sexual orientation, socioeconomic status, or disability status, can work, learn, and develop together in harmony; and

We move that this committee continue to function and to be listed in the MLA Directory from 2001 until 2005, when it will report to the Delegate Assembly.

Motion 2000-5

Whereas the vital nature of higher education in the development, understanding, and dissemination of ideas makes it essential that our profession maintain the highest standards of accountability and accomplishment;

Whereas, meanwhile, the speed and variety of technological development is changing the fundamental nature of work and the relationships
(continued on next page)

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of intellectuals and the institutions through which they address the broader public;

Whereas in responding to these changes in the nature of intellectual work, the American Association of University Professors and The Newspaper Guild-CWA on June 11, 2000, jointly issued a "Statement on Intellectual Workers & Essential Freedoms" which delineates principles, goals, and commitments to guide their actions in the coming years;

Therefore be it moved that the MLA endorses the principles set forth in the "Statement on Intellectual Workers & Essential Freedoms," committing itself to:

- the principles and objectives of the First Amendment.
- the principles of academic freedom, and mechanisms that protect them.
- legal and public advocacy of journalistic freedom under the First Amendment.
- protection of intellectual property rights for creators in the new digital environment.
- development of workplace democracy and diversity.
- insulation of intellectual work from commercial concerns.
- encouragement of broader access to knowledge in all its forms and venues.

Motion 2000-6

Whereas it is well documented that many institutions of higher education pay insufficient wages and provide insufficient benefits to many members of the teaching staff, especially to graduate employees and other contingent workers,

We move that the Association adopt, publicize, and update on August 15th of every year a minimum wage for higher education in literature, language, and literacy in the United States, those minimums for 2001–2002 to begin at: \$36,000 plus health-care benefits and shared contributions to a portable retirement plan for persons in a full-time job but not holding the terminal degree in their field (typically a PhD or MFA); \$42,000 plus health-care benefits and shared contributions to a portable retirement plan for those in a full-time job and holding the terminal degree in their fields; and

We further move that the Association calculate and publish a minimum per-course part-time wage applying to graduate students as well as other contingent labor faculty, based on one-eighth of the full-time wage, to begin at \$4,500 for persons without the terminal degree; and \$5,250 for persons with the terminal degree, but including in all cases health-care benefits, shared contributions to a portable retirement plan, and full tuition waiver.

Motion 2000-7

Whereas for many graduate students the logic of replacement in the academic labor system—which means that new generations of graduate student teachers are repeatedly recruited and discarded—means that receipt of the doctoral degree signifies the end and not the beginning of a long teaching career,

We move that the MLA form a partnership with AAUP, the GSC, the CGEU, and other academic labor organizations to formulate the terms of a policy aimed at eradicating the logic of replacement in the exploitation of graduate student labor and guaranteeing the right of graduate-employee faculty to continuing employment in higher education upon receipt of the doctoral degree. It will be up to this coalition to determine exactly what "continuing employment" will mean and how to put the principle into practice. We are not proposing a specific solution but rather charging our professional organizations to address the problem.

Motion 2000-8

Whereas the trustees of the State University of New York have set general education requirements for students without faculty consultation; and

Whereas the trustees of the University of Texas are calling for standardized tests to measure student competency in general education and for assessments of students' competency in their majors; and

Whereas many other trustees of colleges and universities, and state legislatures of public universities are attempting to determine what courses students must take and what must be taught in those courses; and

Whereas by taking these actions trustees and regents not only violate the tenets of faculty governance and academic freedom established by the AAUP and the MLA, but compromise sound educational practice;

Moved that the MLA affirms that one of the basic tenets of academic freedom is faculty control of curricula.

Motion 2000-9

Be it moved, That the Modern Language Association formally endorse and adopt both the letter and the spirit of the "Statement on Graduate Students" issued by the American Association of University Professors, June 2000.

Motion 2000-10

Whereas, The Delegate Assembly adopted as MLA policy motion 1999-8; and

Whereas, Job candidates have a compelling interest in knowing before applying whether they can expect to be reimbursed for the expenses and can expect the return of materials enumerated in motion 1999-8; now, be it

Moved, That submission forms for positions to be advertised on the *Job Information List* be amended—at the point immediately following the text delineating the MLA's policy on reimbursement—to include the following text:

Please check one:

- Our department guarantees candidates for this position reimbursement for expenses and return of sample materials consistent with MLA policy, as stated above.
- or
- Our department **does not** guarantee candidates for this position reimbursement for expenses or return of sample materials consistent with MLA policy, as stated above.

Your choice of the above options will be noted in the Job Information List listing.

and

Moved, That the above choice will be presented as a dialog box—which must be answered, affirmatively or negatively, before proceeding further in the application—in electronic submission forms; and

Moved, That each new *Job Information List* listing that has been given the above choice on its submission form prominently display one of the following two statements—or symbols legended to represent these statements—as appropriate:

The department offering this job **guarantees reimbursement** for expenses and return of sample materials consistent with those enumerated as MLA policy.

or

The department offering this job **does not** guarantee reimbursement for expenses or return of sample materials consistent with those enumerated as MLA policy.

Moved that in the first year only those departments answering positively will be noted.

Motion 2000-11

Moved, that the MLA give due consideration to cosigning amicus briefs written by the AAUP or other higher education organizations when those briefs support basic academic rights—including academic

freedom and tenure, fair employment practices, and the right of campus employee groups to engage in collective bargaining.

Moved, that the MLA when appropriate will call on individual college and university administrations to honor the results of petition or card drives that express the majority sentiment of employee groups regarding collective bargaining—including requests to hold a formal election to choose a bargaining agent.

Moved, that the MLA when appropriate will call on individual college and university administrations to honor the results of employee group votes on collective bargaining taken by secret ballot and supervised by neutral third parties—such as state, regional, or National Labor Relations Boards or the American Arbitration Association.

The Delegate Assembly remains the most broadly representative and most effective place to introduce MLA resolutions censuring colleges or universities for practices that violate the basic rights of our members. Recognizing, however, that the DA meets only once a year, and that action may occasionally be urgent at other times, we urge the Executive Council to give due consideration to warning and then censuring institutions that violate the rights of students and faculty in fields represented by the MLA. These rights include the right to collective bargaining wherever it is legal.

Motion 2000-12

Whereas, The MLA has a vested interest in the working conditions of its membership; be it

Moved, That the MLA will initiate a substantial publication on the pros and cons of faculty and graduate student unionization and on the practical steps involved for faculty and graduate employees seeking collective bargaining; and

Moved, That the aim is not necessarily equal representation in terms of space, since the need to detail practical procedures may require more space than a full expression of views against unionization. Rather, the aim is to offer a fair and balanced representation of diverse points of view on the subject of unionization; and

Moved, That the MLA will produce this substantial publication in a timely fashion.

The assembly also approved three resolutions. They are presented in the accompanying article on page 7, which also describes how the resolution comment process will be carried out this year on the MLA's Web site. In accordance with article 7.B.3 of the MLA constitution, the Executive Council will review the resolutions before forwarding them to the membership in the spring for ratification.

Ballots covering all items subject to membership ratification will be mailed to members by the beginning of April. These ballots must be returned by 1 June. A complete report of the Delegate Assembly meeting will appear in the May 2001 issue of *PMLA*. □

Classified Advertisements

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

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I will be 80 years old on June 9 and would love to hear from former students and colleagues. Herbert Lederer, 143 Separatist Road, Storrs, CT 06268.

D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 April and 15 June. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2000 PMLA, pages 858-76. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

APRIL

- 1 Center for Advanced Holocaust Studies
- 1 Helen Ann Mins Robbins Fellowship
- 1 Zhonghua Scholarship Program
- 3 National Endowment for the Humanities
- 10 National Endowment for the Humanities
- 15 National Endowment for the Humanities
- 15 National Foundation for Jewish Culture Dissertation Fellowships

MAY

- 1 National Endowment for the Humanities
- 10 Rockefeller Foundation
- 15 Woodrow Wilson National Fellowship Foundation

JUNE

- 1 IREX (International Research and Exchanges Board)
- 1 Women's Caucus for the Modern Languages
- 15 Canadian Studies Grant Programs
- 15 Fordham Medieval Fellows Program

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

MARCH

- 1 Deadline for receipt of forum proposals for the 2001 convention
- 1 Deadline for entries in the 2001 James Russell Lowell Prize competition
- 9 Deadline for receipt of departmental administrators' statements for the April 2001 *Job Information List*
- 15 Deadline for receipt of submissions for *Profession 2001*

APRIL

- 1 Deadline for receipt of entries competing for the 2001 MLA Prize for a First Book and for the Lois Roth Award for a Translation of a Literary Work
- 1 Deadline for receipt of requests for waivers of membership requirements for participants in the 2001 convention
- 1 Deadline by which organizers and panelists in the 2001 convention must be listed on the MLA membership rolls
- 1 Deadline for receipt of books and articles for listing in the 2000 *MLA International Bibliography*
- 7 Postmark deadline for proposals for special sessions for the 2001 convention
- 7 Deadline for receipt of requests for audiovisual equipment for the 2001 convention
- 7 Postmark deadline for program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 15 Deadline for receipt of requests for funds for speakers at the 2001 convention
- 20 Deadline for submission of manuscripts for the *PMLA* special topic *America: The Idea, the Literature*
- 30 Deadline for applications for dues subsidies for residents of developing or soft-currency nations

MAY

- 1 Deadline for receipt of entries in the 2001 competitions for the MLA Prize for Independent Scholars, the Kenneth W. Mildener Prize, Mina P. Shaughnessy Prize, Katherine Singer Kovacs Prize, and Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies and for French and Francophone Studies; and for the biennial competitions for the MLA Prize for a Distinguished Scholarly Edition, the Morton N. Cohen Award for a Distinguished Edition of Letters, the Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures, the Aldo and Jeanne Scaglione Prize for Italian Studies, and the Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature
- 25 Deadline for receipt of departmental administrators' statements for the 2001 Summer Supplement of the *Job Information List* (no solicitations will be made)

JUNE

- 1 Deadline for receipt of ballots on resolutions and other matters
- 15 Deadline for submission of manuscripts for the *PMLA* special topic *Imagining History*
- 15 Notification of decisions on funding requests mailed to discussion leaders who have applied for funds for speakers at the 2001 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2001 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2001 (Directory) issue of *PMLA*

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