

Conference on the Relation between English and Foreign Languages in the Academy: Constructing Dialogue, Imagining Change

The Modern Language Association and New York University are cosponsoring a unique conference on English and foreign languages in the academy. Representatives of comparative literature, English, and foreign language departments will consider the impact of cultural and linguistic diversity on language and literature programs; assess past and present relations between English and foreign language departments; and discuss new modes of collaboration, especially regarding literature courses and programs. Registration materials will be sent to departments in early fall 2001. The conference will be held at New York University, 12–14 April 2002. Space is limited, and registrations will be accepted on a first-come, first-served basis. □

MLA Elections

See pages 6–7 for information on the 2001 MLA elections. The deadline for receipt of ballots is 10 December.

CONVENTION

2001 MLA Annual Convention in New Orleans

The MLA Annual Convention returns to New Orleans after more than ten years. A tropical climate, a rich history, and a prominent position on the Mississippi River have given the Crescent City a complex blend of cultures and a great deal of charm.

New Orleans International Airport is fifteen miles from the Central Business District and the French Quarter. Taxis and airport shuttles to New Orleans are readily available. MLA convention hotels are located in the Central Business District and the French Quarter and are within walking distance of the St. Charles Streetcar and the Riverfront Streetcar lines. Attend the 2001 MLA Annual Convention and wander through the exhibit hall, enjoy the sessions, meet with colleagues and friends, and explore the wonderful place that is New Orleans.

Meetings will be held in the New Orleans Marriott (foreign language and comparative literature sessions and exhibits) and the Sheraton New Orleans (English sessions). The Job Information Center and the child care center will be in the Fairmont. Shuttle buses will operate throughout convention meeting hours between the Sheraton New Orleans and the New Orleans Marriott location and the Fairmont. A complimentary bus service for persons with disabilities will also operate throughout the convention.

The convention will begin at 3:30 p.m. on 27 December and continue until 3:00 p.m. on 30 December. MLA members and others

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involved in the study or teaching of language and literature must register in order to attend or participate in meetings, take part in the job service, or reserve hotel rooms at special MLA rates.

Some of New Orleans's best hotels are offering MLA registrants special rates. Single rooms range from \$89 to \$130 a night and double rooms from \$95 to \$130 a night. MLA rates apply at all convention hotels from 25 December 2001 through 1 January 2002, based on availability and arrival and departure dates.

The MLA has designated ProTravel International / Zenith Group the official travel agency for the 2001 convention. If you purchase your ticket through ProTravel, you will receive specially discounted fares negotiated by the agency, and you will be eligible to win two free tickets to Mexico, the Caribbean, or anywhere in the continental United States. ProTravel's \$22 per ticket fee ensures that your itinerary will be double-checked to be certain that you are booked at the lowest available fare. It also gives you personalized, 24-hour emergency service and a large agency to assist you if your flight is canceled or there is another problem.

To book your discounted ticket through ProTravel and to be entered in the drawing,

US Airways. Call US Airways Meeting Desk at 877 874-7687 and ask for gold file number 80191990.

American Airlines. Call American Airlines Meeting Services Desk at 800 433-1790 and request star file number A64D1AG.

Delta Airlines. E-mail dorothy@protravelinc.com to book on Delta Airlines, giving your full name (as it appears on your photo ID), mailing address, and phone number. Also provide the dates you wish to travel (round-trip), preferred flight times, and Delta frequent-flyer number.

Note that tickets booked at least sixty days ahead of travel receive an additional 5% discount. ProTravel will notify you if a different flight or a different airline offers a lower fare than the one you sought to book. Your tickets will be issued and mailed to you by ProTravel.

The MLA information booths will have brochures on city tours, museums, and public attractions. On the Town, a restaurant reservation service, will be in the Acadia Foyer on 27 December from 12:00 noon to 5:00 p.m. and on 28 and 29 December from 9:00 a.m. to 5:00 p.m. to answer questions about the many New Orleans restaurants and to make restaurant reservations for you. This service is complimentary. □

WWW.MLA.ORG

MLA Web Site News

Featured

- Fall 1999 staffing survey of English and foreign language departments
- 2000 Delegate Assembly resolutions
- "Knowing Other Languages Brings Opportunities," a brochure for young learners

Reports and Documents

- The AAUP *Statement on Distance Education: Special Considerations for Language and Literature*
- *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

- Preregistration and housing materials 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) □

Phyllis Franklin Award for Public Advocacy of the Humanities

More than a hundred members and friends of Phyllis Franklin have contributed to the fund to create an award in her honor. The award, the Phyllis Franklin Award for Public Advocacy of the Humanities, was established by the MLA Executive Council in honor of Phyllis Franklin's twenty years of service to the association. She plans to retire from the executive directorship at the end of her current term, which runs until summer 2002.

A formal announcement of the prize will be made at a reception at the 2001 convention in New Orleans; the reception will be listed in the Program and open to everyone attending the convention. The reception is scheduled for 7:00 p.m. on 29 December.

Members who wish to contribute to the fund for the prize may do so by sending a check to Claudia Gilchrist at the MLA office. Checks should be made payable to the Modern Language Association with a notation on the check or in a cover letter that the check is for the Phyllis Franklin Prize Fund. All contributions are tax-deductible. □

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.

MLA Members May Authorize Use of E-Mail Addresses

In May 2000 the Executive Council approved the limited use of electronic lists of members' e-mail addresses by divisions, discussion groups, allied and affiliate organizations, and MLA committees at no charge, if members approve the release of their e-mail addresses. A question seeking authorization appears for the first time on the membership application and the dues notice for the calendar year 2002.

According to the council's plan, once a year, division and discussion group executive committees, officers of allied and affiliate organizations, and chairs of MLA committees can request an electronic list of the e-mail addresses of an appropriate group of MLA members. MLA divisions and discussion groups would receive lists of their members; MLA committees and allied and affiliate organizations would receive relevant lists of members. The electronic lists could be used several times during the year, so long as the messages sent were in keeping with the MLA's status as a 501(c)(3) not-for-profit organization. Groups requesting electronic lists of e-mail addresses would provide the MLA staff with copies of the messages sent during the year, and groups that used the lists for inappropriate purposes would lose the right to obtain lists in the future. Each year MLA members would have the opportunity to confirm or change their authorization. □

Culture Shock

Not long ago I attended a meeting, together with university administrators and faculty members from a variety of fields, at which academic programs abroad were discussed and compared. It was universally agreed that in times such as ours these programs were, in general, "a good thing" and that all undergraduates would indeed benefit from an experience that would expand their cultural awareness and prepare them for an increasingly globalized world. But, someone asked, what do the institutions running these programs do about culture shock? When asked what she meant, this person indicated that her own institution was looking into ways of finding local therapeutic help for students suffering the effects, presumably adverse, of contact with the country hosting the program. To their credit, most people attending the meeting were more than mildly surprised by the perversity of the concept so innocently put forth. It boiled down to this: send your students abroad to learn something different, then palliate the discomfort of that critical exercise by recourse to a professional who will explain away that discomfort, probably in English, lest the student become too upset to function profitably in this unfamiliar setting. For a moment I toyed with the idea of replacing the phrase "go postal" with "go global": were institutions really worried that students' sanity might be threatened by contact with "the foreign"? Then somebody said, as if to justify our colleague's concern, that he didn't think the main idea was necessarily bad if applied judiciously. The main goal was, after all, to make these foreign programs attractive and useful, not a source of cultural angst. I found this idea—the taming of the foreign in the name of usefulness—provocative. It set me thinking about the ways that the notion, either openly or surreptitiously, pervades many aspects of academic activity today and not just in programs abroad.

As a native of another country, a teacher of a "foreign" language, and a scholar of at least two "foreign" literatures (not counting English), I know a little about usefulness as a means of justifying certain types of knowledge, the benefits of which do not appear to be immediately and universally apparent. Usefulness has long been used as a ploy to attract students to the study of languages other than English. In its most innocent form, back in times when a higher education was still somewhat of a genteel pursuit, it was a usefulness allied with pleasure: when you visit other countries, wouldn't it be nice to know their language? I don't know if this simple-minded cosmopolitan fantasy ever worked with students. I know for sure that it does not work now, when language proficiency is no longer a requisite for travel: one can get by in English anywhere, thank you very much. Instead, a new conception of usefulness is now invoked in academia, more often by students than by the faculty, one that works for some "foreign" languages better than for others: you want to learn Spanish, say, because it will be useful in your future profession, whether you're planning to be a lawyer, a physician, a CEO, or the mayor of New York City. Programs abroad are often seen by students (and sometimes by administrators) as part of that general usefulness, not as an intellectual challenge, not even as a cosmopolitan venture, but as an opportunity to perfect the command of a language that, in some way, one will rely on professionally. The stress seems to be always and only on language; culture shock has no place in this neat arrangement in which continuity, expediency, and transparency in communication seem to be the ultimate goals.

There is nothing basically wrong with this notion of usefulness, and indeed there is much to commend in students' desire to learn "foreign" languages that they will utilize professionally, an awareness, however superficial, of the multilingual reality of the United States for which, realistically, they want to prepare. Nothing wrong with it, that is, but that it stops short of the complexity, discomfort, and perplexity that come from an engagement with "the foreign" in terms not merely of communicative skills but of different cultures. When evaluating a Spanish program recently at an institution other than my own, I purposefully scrutinized students' evaluations of advanced language courses, courses in which students, presumably cognizant of basic language skills, "move on" to cultural texts. I found a variety of judgments, but one stands out in my mind. It said, rather testily, that the literature component of the course was off-putting because the stories (several by Borges, I recall) were difficult; it would have been better had they been "more related to modern culture"—by which I can only guess the student meant "more related to *my* culture." What struck me in this comment was the unexpected yet confident recourse to the word *culture* in order to criticize a component that the student had trouble apprehending and did not, or would not, recognize as (a different) culture. Many reasons might explain the reaction: poor teaching, resistance to the language requirement, even, as another student who also evaluated the course adamantly put it, "wanting to make us think in another language when that is impossible." I would venture that the perception of foreign language acquisition as "just language" and the notion of its uncomplicated, immediate usefulness may well have had a part in the student's reaction.

Much thought has been devoted to the concept of the critic as nomad. I am never sure whether that image really means what it implies, whether it truly includes the, if not physical, surely mental discomfort of intellectual dislocation and disruption of familiar critical routines, or whether it merely signifies a willingness to contemplate "the other" from afar and, preferably, in English. Yet it would be great if we expanded that concept in its fullest, and perhaps most uncomfortable, sense to include those whom we teach and started training the students themselves to be nomads, discomfited, yes, by the "foreign," shocked by cultural differences yet sufficiently curious to accept, even appreciate, their challenge. Not easy, I know. But then we would be able to speak in other terms of the usefulness of "the foreign" and welcome culture shock in all its forms as an intellectual endeavor, instead of trying to protect our students from its productive, uncanny effects.

Sylvia Molloy

Letters on Members' Teaching Awards Sought

The president of the MLA, Sylvia Molloy, invites MLA members to write with information on teaching awards they have received during their careers. The letters should identify each citation and indicate where and when it was granted.

Please address the letters to the executive director at the MLA office. □

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

Organizing the MLA Convention

Periodic reviews of institutional arrangements are useful, especially in an organization like the MLA, which serves a diverse membership. This summer I studied the structures that shape the convention program. They've been in place since 1976, and council members asked when they met in May whether such an old system could continue to respond to members' scholarly interests. Trying to answer this question led me to other questions. How flexible have the current mechanisms—the divisions, discussion groups, allied and affiliate organizations, and special sessions—been? Do they allow for a variety of scholarly and professional interests? Do members identify with these units? What follows is a brief account of the formal convention structures that suggests but cannot provide definitive answers to these questions.

The divisions and discussion groups, which are listed each year in the Directory issue of *PMLA*, were defined in the early 1970s during a period of heated debate about new areas of study and about the need for different ways of organizing sessions so that this work and other issues could be considered at the annual meeting. In January 1973, in an attempt to improve members' access to the convention program, the association surveyed members regarding their scholarly interests and received responses from 70% of the membership. Later that year a subcommittee of the Executive Council used the survey findings to draw up a list of broad topics that could provide a general framework for the convention program, and the Delegate Assembly considered the list in December 1973. After sustained debate about the proposal and other matters (the meeting began at 2:15 p.m. and adjourned at 11:30 p.m., with a break for dinner), the assembly approved the list of topics, adopted governance arrangements for the new units, and recommended adding discussion groups to accommodate more specialized areas of scholarship and special sessions so that members could consider "topics of current interest" ("Actions of the Delegate Assembly," *MLA Newsletter* 6.1 [1974] 1–2). When the council met in 1974 to finalize the list of divisions and discussion groups, it took into account concerns expressed by assembly members about topics not on the original list and added divisions on women's and ethnic studies.

The seventy divisions established in 1974 are easily identified in the Directory list because the initial numbering system is carried over from year to year. By 2001 the MLA had eighty-two divisions, a 17% increase, which suggests that these units have been relatively stable. (In 2002 two new divisions, on Chicana and Chicano Literature and East Asian Languages and Literatures after 1900, will bring the percentage increase in the number of divisions to 20%.) The MLA has not kept old records of the divisions members chose to join, but we do have information for the period between 1994 and 2001, when, on average, divisions had about 1,300 members. (In 2001, 93% of MLA members registered in divisions and discussion groups.) By chance, we also have information about division membership in 1984, which allows for some general comparisons regarding changes in members' interests between 1984 and 2001. Listed below in descending order are the ten largest divisions in both years. I include eleven divisions for 1984 because two units had the same number of members. As you can see, there has been remarkable stability in the ten largest divisions in the last seventeen years.

1984	2001
1. Literary Criticism	1. Twentieth-Century American Literature
2. Twentieth-Century American Literature	2. Women's Studies
3. Prose Fiction	3. Literary Criticism
4. Women's Studies	4. Late-Nineteenth- & Early-Twentieth-Century American Literature
5. Teaching of Writing	5. Nineteenth-Century American Literature
6. Nineteenth-Century American Literature	6. Teaching of Writing
7. Late-Nineteenth- & Early-Twentieth-Century American Literature	7. Twentieth-Century English Literature
8. Poetry	8. Victorian Period
9. Victorian Period	9. Prose Fiction
10-11. Shakespeare	10. Comparative Studies in Twentieth-Century Literature
10-11. Twentieth-Century English Literature	

The next ten largest divisions show less stability and a number of significant changes between 1984 and 2001.

1984	2001
1. Drama	1. Poetry
2. Comparative Studies in Twentieth-Century Literature	2. Shakespeare
3. Literature of the English Renaissance, excluding Shakespeare	3. Philosophical Approaches to Literature
4. Philosophical Approaches to Literature	4. Late-Nineteenth- & Early-Twentieth-Century English Literature
5. Teaching of Language	5. Popular Culture
6. Late-Nineteenth- & Early-Twentieth-Century English Literature	6. Film
7. English Romantic Period	7. Teaching of Literature
8. Literature and Other Arts	8. Twentieth-Century Latin American Literature
9. Comparative Studies in Romanticism & the Nineteenth Century	9. Literature of the English Renaissance, excluding Shakespeare
10. Twentieth-Century French Literature	10. Drama

Only three divisions in the second group of divisions are in the lists for both 1984 and 2001: Philosophical Approaches to Literature; Literature of the English Renaissance, excluding Shakespeare; and Late-Nineteenth- and Early-Twentieth-Century English Literature. Two divisions that were in the top eleven in 1984 dropped to the second group of divisions in 2001: Shakespeare and Poetry. And four divisions that were not in the top twenty in 1984 are now there: Film, Popular Culture, Teaching of Literature, and Twentieth-Century Latin American Literature. Present in 1984 but absent from the 2001 list are Teaching of Language, English Romantic Period, Literature and Other Arts, Comparative Studies in Romanticism and the Nineteenth Century, and Twentieth-Century French Literature, which, nevertheless, still attract substantial numbers of members.

I made a comparable list for the ten largest foreign language divisions, which grew from twenty-four in 1976 to twenty-seven in 2001. Between 1984 and 2001 there was remarkable stability in this group of divisions, with one significant change: the division

on Francophone Literature and Culture replaced French Medieval Language and Literature on the top ten list.

1984	2001
1. Twentieth-Century French Literature	1. Twentieth-Century Latin American Literature
2. Twentieth-Century Latin American Literature	2. Twentieth-Century French Literature
3. Twentieth-Century Spanish Literature	3. Twentieth-Century Spanish Literature
4. Nineteenth- and Early-Twentieth-Century German Literature	4. Twentieth-Century German Literature
5. Twentieth-Century German Literature	5. Nineteenth- & Early-Twentieth-Century German Literature
6. Nineteenth-Century French Literature	6. Nineteenth-Century French Literature
7. Eighteenth- and Early-Nineteenth-Century German Literature	7. Francophone Literature and Culture
8. Sixteenth- and Seventeenth-Century Spanish Poetry and Prose	8. Latin American Literature, Independence to 1900
9. Latin American Literature to 1900	9. Eighteenth- and Early-Nineteenth-Century German Literature
10. French Medieval Language and Literature	10. Sixteenth- and Seventeenth-Century Spanish Poetry and Prose

The discussion groups have had a very different history from that of the divisions, growing from fourteen in 1974 to forty-six in 2001, an increase of 228%. And this percentage would have been larger if nine discussion groups had not become divisions over the years: Children's Literature, Gay Studies, Black American Literature and Culture, Life Writing, Literature of Colonial Spanish America, American Indian Literatures, History and Theory of Rhetoric and Composition, Asian American Literature, and Chicana and Chicano Literature (2002). In 1998 we began to track which discussion groups members join. In 2001 the average discussion group had about 500 members, but two groups are very large: Interdisciplinary Approaches to Culture and Society has 4,600 members, and Postcolonial Studies in Literature and Culture has 2,500 members. The discussion groups serve MLA members in a variety of language fields. Eighteen groups focus on languages that are not represented in the divisions: for example, Arabic Literature and Culture, Hebrew Literature, Netherlandic Language and Literature, Provençal and Catalan Language and Literature, and Scandinavian Languages and Literatures.

The governance of the divisions and discussion groups should also be taken into account in judging how well these units are likely to reflect members' interests. Five-member executive committees that are elected by MLA members are responsible for organizing division and discussion group convention sessions. Each year one new member joins each executive committee, replacing the committee member who has completed his or her term. No one can be reelected to an executive committee for seven years. Annually, over 600 members serve on the division and discussion group executive committees and participate in the planning of convention sessions. Divisions, which can organize three convention sessions each year, must issue calls for papers for at least one of their sessions.

Allied and affiliate organizations have also played an important role in shaping the convention program. Early in the twentieth century, a number of learned societies—for example, the Ameri-

can Dialect Society and the American Name Society—organized sessions at the MLA convention. By the early 1970s about thirty organizations met regularly at the convention. At the end of the seventies, with procedures in place for recognizing new organizations, the number of these groups grew. This year the MLA has 114 allied and affiliate organizations, an increase of 280% from the early seventies. Like the discussion groups, the allied and affiliate organizations have greatly diversified the range of subjects on the convention program. Of particular importance are the single-author societies, which constitute 45% of the allied and affiliate organizations. Also important are societies that represent a variety of scholarly and professional interests: for example, community colleges, communication, technical writing, folklore, theater and drama, humor, and the study of literature and the environment. In addition, caucuses—such as the Women's Caucus for the Modern Languages, Graduate Student Caucus, Radical Caucus in English and Foreign Languages, and Gay and Lesbian Caucus for the Modern Languages—have been influential.

Special sessions are the most flexible of the mechanisms members can use to organize convention meetings. Any member can develop a special-session proposal on any topic and submit the proposal to the Program Committee for review. If the proposal is accepted, the session is added to the convention program. If it is not accepted, the session proposer can ask for the committee's comments and resubmit the proposal for the next convention. Unfortunately, in recent years, because the divisions, discussion groups, and allied and affiliate organizations have grown in number, less space has been available for special sessions, and the review process has become increasingly competitive. Trying to balance the growth of discussion groups and allied and affiliate organizations with the need for space for special sessions is one of the challenges the Program Committee will soon have to face.

In 1995 Sander Gilman devoted one of his *Newsletter* columns to the international aspects of what he called the MLAA. (The association's full name is the Modern Language Association of America.) In the course of arguing that MLA members participate in a "world community of scholars," he referred to the association as a "big umbrella," which, he said, "means that we make up a complicated, interesting jumble of interests and approaches" ("The MLAA," Summer 1995, 3). The metaphor and his description seem particularly apt, not only for the association but also for the convention, which is truly a big umbrella sheltering a jumble of interests and approaches. The question is, is the umbrella large enough?

Phyllis Franklin

A Request for Information about the MLA Staffing Survey

After the association published the staffing survey findings at the MLA Web site in December 2000, a number of members who teach part-time called to say that they had used the salary information in the survey to argue for higher salaries for themselves. We would like to hear from MLA members and others who found the data in the staffing survey helpful. Please send information about your use of the survey to Phyllis Franklin by regular mail or e-mail (pfranklin@mla.org). □

GOVERNANCE

Membership Ratification Vote

In December 2000 the Delegate Assembly elected one honorary member and two honorary fellows and approved four constitutional amendments and three resolutions. With one exception (see accompanying article on page 7), these actions were presented to the membership for ratification this spring. The results of the voting are presented below.

Members ratified the election of John Willett to honorary membership in the association and of Griselda Gambaro and José Emilio Pacheco to honorary fellowship in the association. All have been invited to accept the honors.

The membership ratified three constitutional amendments. The first amendment (to art. 11.A) provides for representation on the MLA Nominating Committee from three groups of MLA members: regular members, graduate student members, and life members. The second amendment (to art. 6.D) limits service as second vice president to one term. The third amendment (also to art. 6.D) prohibits the nomination of current Executive Council members for the second vice presidency. The full text of the amended constitution appears on pages 816–23 of the September 2001 (Directory) issue of *PMLA*.

The membership also ratified the three resolutions that the assembly approved. The preamble and text of each resolution are printed below.

Resolution 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 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 members 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 mascots and symbols 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 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 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 US 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 US 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. □

GOVERNANCE

2001 Election Ballot Is in the Mail

The 2001 ballot covering the elections for second vice president, Executive Council, Delegate Assembly, and division executive committees has been mailed to all 2001 MLA members. The ballot is accompanied by a booklet containing information on candidates for second vice president, the council, and the assembly. A return envelope is also included. The constitutional deadline for receipt of ballots at the MLA office is 10 December.

If you are eligible to vote and do not receive the ballot mailing by 9 November or if one of the pieces mentioned above is missing, please write or call Carol Zuses, coordinator of governance, at the MLA office (646 576-5103; governance@mla.org). □

GOVERNANCE

Proposed Amendment to the MLA Constitution

This year, the Committee on Amendments to the Constitution received one proposal for a constitutional amendment. The amendment proposes changes in the configuration of the Executive Council. As required by the MLA constitution (art. 13.B), the amendment was published in the September issue of *PMLA* (pp. 824–25).

The committee will present the amendment to the Delegate Assembly at the assembly's meeting on 29 December in New Orleans. If approved by the assembly, the amendment will be submitted to the members of the association in the spring of 2002 for ratification by mail ballot.

Members who wish to comment on the proposed amendment may do so at either the open hearing of the Delegate Assembly (28 Dec., 1:45 p.m., Grand Couteau, Sheraton) or the assembly meeting itself (29 Dec., 1:00 p.m., Grand Ballroom, Sheraton).

Written comments are also welcome, but they must be received at the MLA office by 15 December so that the Delegate Assembly Organizing Committee can review them during its meeting at the convention. Comments can be addressed to the coordinator of governance at the MLA office or sent by fax (646 576-5107) or e-mail (governance@mla.org). □

GOVERNANCE

Nominations for 2002 Division Executive Committee Elections

One new member is elected annually to each division executive committee. The elections are held in the fall, when the other major association elections (for second vice president, Executive Council, and Delegate Assembly) take place. Division executive committees arrange the contests in accordance with the "Policies for Divisions, Discussion Groups, and Allied and Affiliate Organizations" (Sept. 2001 *PMLA* 810–15). Because the policies require that an executive committee choose one nominee from among the MLA members "suggested by the division membership at large," executive committee members strongly encourage such suggestions.

To suggest someone for nomination in 2002, use the designated space at the bottom of this year's MLA election ballot or send a letter of nomination to the coordinator of governance at the MLA office. Please provide the person's name and affiliation and indicate the appropriate division. To be eligible for nomination, the person must be a member of that division. All valid suggestions received by 10 December 2001 (the deadline for receipt of election ballots) will be considered by the division executive committees during their meetings at the 2001 annual convention. Nominees selected by the executive committees will be invited in the spring of 2002 to accept the nomination. Anyone proposed by ten division members must be included by the executive committee on the slate of candidates (provided the person is a member of the division and agrees to stand for election). □

Withdrawal of Constitutional Amendment

In December 2000, the Delegate Assembly approved a proposed amendment to the MLA constitution that the Executive Council initiated. The amendment established the formal representation of people of color on the Executive Council. In March 2001 the council learned that recent court decisions have held that preferences of the kind expressed in the proposed amendment are discriminatory. Therefore, implementing the amendment would have made the MLA vulnerable to lawsuits. For this reason, after consulting with the MLA Committee on the Literatures of People of Color in the United States and Canada, in which the amendment had originated, the amendment was deleted from the ballot that was mailed to members in April 2001.

Council members wish to affirm their support for the principle of inclusive participation in association governance and activities. They agree with a statement William Bowen and Derek Bok make in *The Shape of the River* (Princeton: Princeton UP, 2000) on the need for full participation:

The problem of "the color line" is so central to American life for reasons that are rooted in the disjunction between the values embedded in the Constitution and the realities of three centuries of collective experience. These reasons reflect a sense on the part of many that, despite all the progress made in the past fifty years, we have not yet succeeded in transcending a racial divide that too often discourages the development of ordinary relationships among individuals based on trust and mutual respect. They include as well persistent gross inequities in wealth, privilege, and position that are hard to explain away simply on the basis of differences in individual effort and initiative, significant as such differences are. Finally, there is a collective concern that we are failing to develop to its fullest the human potential of the country and a growing realization that our society, with its ever more diverse population, cannot ultimately succeed as a democracy if we fail to close the gaps in opportunity that continue to be associated with race. (Preface 1) □

GOVERNANCE

Executive Council Meeting Highlights

The Executive Council held its winter meeting on 23–24 February 2001 at the MLA office in New York. A complete report of this meeting appears in the October 2001 issue of *PMLA*; the following actions may be of special interest to members.

Administration and Finance. The council received the independent auditor's report and financial statements for the year ended 31 August 2000. It also received the Finance Committee's report, which presented several matters relating to the preparation of a budget for the 2001–02 fiscal year. First, the council authorized the staff to prepare a balanced budget. Second, the council reviewed and approved a number of changes in the cost of MLA publications and activities. These changes include the elimination of individual purchases of the hardbound edition of the *MLA International Bibliography*; increases in the prices of the paper-bound volumes of the bibliography, the *MLA Handbook*, and the *Literary Research Guide*; an increase in the fee for renting exhibit booths at the convention; and an increase of \$5 in the convention registration fee for all registrants except those who are unemployed or employed less than full-time.

Revision in the MLA Dues Structure. The Executive Council confirmed the action that the 2000 Delegate Assembly took to establish additional dues categories based on incomes above \$80,000. The new dues categories, which will go into effect for the 2002 membership year, are as follows: dues of \$125 for incomes of \$80,000–\$100,000; dues of \$145 for incomes of \$100,000–\$120,000; dues of \$165 for incomes of \$120,000–\$140,000; and dues of \$175 for incomes over \$140,000.

Conference on Cooperation between English and Foreign Language Programs. Phyllis Franklin reported to the council that questions on ways that English and foreign language departments might cooperate with regard to teaching assignments in world literature and other courses were raised during the meeting of foreign language department chairs held on 27 December 2000 at the MLA convention. A proposal was made for a conference that would bring representatives of English and foreign language departments together to explore a variety of collaborative efforts. The staff suggested that a conference modeled on the ADE and ADFL summer seminars might be arranged for 2002, with support from a host institution, the MLA, and conference registration fees. The council discussed the topics that might be addressed and concluded that holding such a conference would benefit the field. It established a conference planning committee, with Sylvia Molloy as chair, and authorized the staff to develop a conference budget and look for a host institution.

William Sanders Scarborough Prize. The council gave final approval to a request that the association sponsor the William Sanders Scarborough Prize, which will recognize an outstanding scholarly study of black American life and letters. The prize is named in honor of the first African American member of the MLA.

Continuation of the Committee on Community Colleges. The Committee on Community Colleges, which had been established in 1997 for an initial five-year term, reported to the council on its work to date and recommended that the committee's initial term be extended. The committee identified a number of issues that it had begun to address, including the preparation of graduate students and others to teach in community colleges, programs for the professional development of community college faculty members, and problems associated with the employment of adjunct faculty members. The committee also reported that it was working on a book project. The council agreed that the committee's efforts to

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gain visibility within the MLA for community college issues were worthwhile and approved an extension of the committee's term by three years, through June 2005.

Statement on Distance Education. The Committee on Information Technology presented to the council a statement it had developed, "The AAUP Statement on Distance Education: Special Considerations for Language and Literature," and asked the council to adopt the statement as an official MLA document. The council did so. [Note: The statement is available at the MLA Web site, www.mla.org.]

Review of Resolutions and Constitutional Amendments Approved by the Delegate Assembly. As required by the MLA constitution (arts. 7.B.3 and 13.D), the council reviewed the three resolutions and three constitutional amendments approved by the 2000 Delegate Assembly. The council authorized nonsubstantive copyediting changes to the wording of the resolutions and forwarded all three to the membership for the required ratification vote.

The council also forwarded two of the three constitutional amendments to the membership for the required ratification vote. During the council's discussion of the amendments, a council member pointed out that the third amendment's provision for representation by people of color on the Executive Council might be challenged legally as discriminatory. The council therefore instructed the executive director to consult the association's lawyer about any legal issues the amendment might raise. If the amendment did raise legal questions, the council authorized the executive director to withhold the amendment from the ratification ballot. (See article on page 7 for further information.)

Delegate Assembly Recommendations. The council considered thirteen recommendations from the 2000 Delegate Assembly, four of which are presented here. First, the assembly approved a motion that called on the MLA to establish "a minimum 50/50 ratio of sections taught by tenured or tenure-track/nontenured or non-tenure-track labor," to create a committee that would "establish appropriate full-time/part-time staffing ratios in modern language departments by institutional circumstances," to advocate for the minimum standard and for full-time jobs, and to encourage accrediting agencies to "address the exploitation of part-time, adjunct, and graduate student labor as part of the accrediting process."

During their discussion of the motion, council members reiterated their concerns about the difficulty of identifying an appropriate staffing ratio that would not have adverse effects on different kinds of English and foreign language departments. They reviewed an analysis of the MLA staffing survey completed in November 2000. The analysis showed that if the ratio recommended in the motion were adopted, it could lead to a loss of tenure-track lines in departments that had a higher ratio of full-time faculty members than the motion called for. In addition, the proposed staffing ratio posed special problems for foreign language departments. Administrators might use the standard set by the field as a justification for eliminating foreign language programs or departments that did not meet the standard. Programs in the less commonly taught languages, which are generally staffed by part-time faculty members because of low student enrollments, would also be vulnerable to elimination. Because these programs provide important learning opportunities for students, the council did not wish to take an action that might jeopardize their existence. The analysis also showed that PhD-granting departments would have difficulty meeting the standard unless they converted some number of graduate student teaching assistantships to tenure-track positions, increased tenure-track faculty members' teaching loads, or eliminated upper-division courses so that more tenure-track faculty members could teach lower-division courses.

The council decided that it could not implement the motion. It established an ad hoc committee of Delegate Assembly members and charged it with reporting to the council and the 2001 Delegate Assembly on other approaches to the problems the motion identified, including exploitative employment practices that affect part-time and adjunct faculty members. The following assembly members were appointed to the ad hoc committee: Nora M. Alter, Univ. of Florida; Michael Bennett, Long Island Univ., Brooklyn; Mary Burgan, Amer. Assn. of Univ. Professors; Thadious Davis, Vanderbilt Univ.; Rosemary G. Feal, State Univ. of New York, Buffalo; Catherine (Katy) Fraser, Indiana Univ., Bloomington; Deborah H. Holdstein, Governors State Univ.; Steven Mailloux, Univ. of California, Irvine; Noreen T. O'Connor, George Washington Univ.; Rosemarie Scullion, Univ. of Iowa; Charles J. Stivale, Wayne State Univ.; and Jane Tylus, Univ. of Wisconsin, Madison.

Another motion that the assembly approved addressed the issues of academic freedom and faculty control of the curriculum.

The council approved the following text of the motion for publication in its minutes and in the *Newsletter*.

Whereas trustees of some colleges and universities, and some 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.

The assembly also approved a motion calling on the MLA to tell job candidates about departments' adherence to the job-search policies that the council adopted in 2000. These policies call on departments to do four things: (1) to reimburse job applicants for the cost of mailing application materials by express courier if the department requires such shipment, (2) to reimburse job applicants for the cost of duplicating writing samples and other materials if the department requires multiple copies of these materials, (3) to return books to applicants if the department



The Texts and Translations Series Editorial Board, which last met on 20 April 2001. Pictured (left to right): Edward Gunn, Jane K. Brown, English Showalter, Jr., Kathleen Ross, and Carol S. Maier

DANIEL ROOT

requires the submission of books, and (4) to reimburse job applicants whom the department invites to on-campus interviews for the costs the applicants incur for travel and accommodations. The motion provided for the collection of the necessary information by requiring departments that advertised in the *Job Information List (JIL)* to state, when they placed their announcements, whether they adhered to the policies; information that departments provided would be disseminated through a notation on position announcements in the *JIL*. In the first year of implementation, however, only those departments answering positively would be noted. To allow some time for departments to become familiar with the new policies, the council instructed the staff to implement the motion in the first year in the following way. Departments submitting job announcements will be asked, not required, to provide a statement about their adherence to the policies. Departments that guarantee the reimbursement of expenses and the return of materials will be noted in the *JIL*. In addition, the staff was asked to encourage a field-wide consensus on the policies through discussions to be held at the ADE and ADFL summer seminars. The council also asked the staff to prepare a report on departments' compliance for the council's February 2002 meeting.

Finally, the council agreed to the assembly's recommendation that the MLA publish a book on the pros and cons of faculty and graduate student unionization and on the practical steps involved in seeking collective bargaining rights. The council decided to implement the motion by following the usual MLA procedures for developing a book publication, which involve the oversight of the Publications Committee.

Election of a Council Member to the Delegate Assembly Organizing Committee. The council elected Françoise Lionnet to the Organizing Committee for a two-year term (2001-02).

Appointments to MLA Committees. The council made fifty-three appointments to the standing committees of the association and appointed seven committee chairs or cochairs. The September 2001 (Directory) issue of *PMLA* lists all new and continuing committee members. □

COMMITTEES

MLA Committee Meetings, October 2001–May 2002

The following schedule of MLA committee meetings is current as of 21 August 2001. Members who wish to bring issues to the attention of a committee may write to the committee chair listed in the September 2001 *PMLA* (pp. 779–89) or address letters to the executive director's office.

OCTOBER

- 1–2 ADFL Executive Committee
- 1–2 Committee on Disability Issues in the Profession
- 4–5 Advisory Committee on Foreign Languages and Literatures
- 18–19 ADE Ad Hoc Committee
- 18–19 Committee on the Future of Scholarly Publishing
- 18–19 *PMLA* Editorial Board
- 24–26 Delegate Assembly Organizing Committee
- 26–27 Executive Council
- 29–30 Advisory Committee on the *MLA International Bibliography*
- 29–30 Committee on Information Technology

NOVEMBER

- 1–2 Committee on the Status of Women in the Profession
- 1–2 Committee on Academic Freedom and Professional Rights and Responsibilities
- 8–9 Community College Committee
- 8–9 Publications Committee

DECEMBER

- 7 Radio Committee

JANUARY

- 25 Elections Committee

FEBRUARY

- 1 Committee on the New Variorum Edition of Shakespeare
- 7–8 *PMLA* Editorial Board
- 8 Nominating Committee
- 14–15 Advisory Committee on Foreign Languages and Literatures
- 14–15 Committee on the Status of Graduate Students in the Profession
- 22–23 Executive Council

MARCH

- 4–5 ADE Executive Committee
- 7–8 Committee on the Literatures of People of Color in the United States and Canada
- 15 Committee on Honors and Awards
- 21–22 Committee on the Status of Women in the Profession

APRIL

- 4–5 Committee on Information Technology
- 12 Texts and Translations Series Editorial Board
- 18–19 Committee on Academic Freedom and Professional Rights and Responsibilities
- 25–26 Publications Committee

MAY

- 2–3 Program Committee
- 9–10 *PMLA* Editorial Board
- 17–18 Executive Council

CONVENTION

2001 Convention Invitation

The invitation to the 2001 MLA Annual Convention in New Orleans was mailed to members during the first week of September; it includes complete information about convention hotels, travel arrangements, and preregistering at member rates. The priority mailing of the convention preregistration packet was sent the last week of August to departmental chairs whose departments were members of ADE or ADFL by 30 June 2001. Suites will be assigned on a first-come, first-served basis. Members can register for the convention and make hotel arrangements through the MLA's Web site (www.mla.org) starting in September. Suites cannot be reserved through the MLA Web site. □

CONVENTION

Job Clinic on Business, Government, and Not-for-Profit Careers

A job clinic for MLA members interested in employment outside the academy will be held at the 2001 convention in New Orleans. The clinic will be conducted by Howard Figler, career consultant, author (*The Complete Job Search Handbook*), and former director of the University of Texas Career Center. The workshop, consisting of three sessions, will begin at 4:00 p.m. on Wednesday, 26 December, the day before the formal opening of the convention, and conclude at 12:00 noon on Friday, 28 December. Conflict with other sessions should be limited.

The job clinic is designed to help participants learn to identify career options and marketable skills, prepare effective letters of application and résumés, locate jobs, and improve interviewing and negotiation skills. It is especially recommended for those considering nonacademic professional careers in business, government, and the not-for-profit sector.

The first job clinic was held at the 1984 convention. Response over the years has been enthusiastic. One participant praised a previous clinic for being "very well organized, reasonably priced." Another observed, "I feel that I now have a concrete picture of available opportunities and practical approaches to the job search. Dr. Figler really helped build my confidence and change my frame of mind to a more positive attitude. I especially appreciated that Dr. Figler's own background and the slant given to the seminar were pertinent to my own specific situation as an academic in transition."

The cost is \$215. Participants must be registered for the convention. Since enrollment is limited, those interested should write as soon as possible to the Job Information Service at the MLA office (646 576-5133; joblist@mla.org). □

CONVENTION

Airline Raffle

ProTravel will enter your name in a raffle for two free tickets to Mexico, the Caribbean, or anywhere in the continental United States. To enter the raffle, purchase your airline ticket through ProTravel. □

CONVENTION

Using the MLA Job Information Center

Changes at the New Orleans Convention. Starting in 2001, the Job Information Center will computerize its operations and provide a staff ombudsperson and troubleshooter for users of the center.

- The MLA staff will create a prealphabetized computer database of all the institutions that have advertised in the *Job Information List*. When interview committees bring their interview location (hotel room number or MLA interview area) to the center, the staff will enter the information in the database. A new directory of all the departments that have checked in with the center will be printed out every fifteen to thirty minutes.
- The Job Information Center will discontinue the telephone inquiry service. The MLA has not been able to find a reliable telephone system for use at the convention, and in the past the phone system has created confusion and delays.
- A staff ombudsperson and troubleshooter will move through the Job Information Center to look for potential problems, respond to emergencies, answer questions, and offer advice.

Moving from the previous interview information system, which was based on handwritten forms filed in binders, to the new system of printouts of a continuously updated database should speed up the retrieval of information for candidates, improve the information's accuracy, and shorten lines. The staff ombudsperson will make sure that personal emergencies are solved as quickly as possible and that job candidates are guided through individual job counseling and other services the Job Information Center provides.

Suggestions for an Effective Interviewing Process. Whether or not interview committees use the Job Information Center, there are ways that they and interviewees can make the convention period less stressful and more productive.

- Interviewers should give, and candidates should ask for, as much information as possible before the convention when the interview is being arranged, including whether the interview will take place in the MLA Interview Area or a hotel room, what hotel the room will be in, what name the room will be registered under, and the exact time the interview will take place. Candidates should not be told, for instance, "We'll be in the Fairmont." The committee should make clear whether the interview will be in a hotel room at the Fairmont or in the MLA Interview Area at the Fairmont.
- The interview committee should let candidates know whether it will be checking in with the Job Information Center or whether candidates should call the switchboard of the committee's hotel to find out its room number. Unless a committee checks in with the Job Information Center, the center will not know where it is interviewing. The center opens at 12:00 noon on 27 December and will not be able to give location information to candidates for any interviews scheduled before that time.
- Hotels do not give out the room numbers of guests, and rooms are listed by the names of individuals rather than by their institutions. Candidates should ask the hotel operator to be connected to the room of the person under whose name the committee has told them the room will be registered. The occupant of the room or suite can then give out the number.
- Many candidates are interviewing for the first time. The department faculty or staff member arranging appointments should ask candidates if they have questions about how to find the interviewing committee and should also find out where candidates will be staying, in case the interview committee needs to contact them.
- The MLA Interview Area can accommodate all departments that wish to use it. Candidates who know that their interviews will take place in the interview area can go there directly to find

the right table number without stopping at the Job Information Center desks. Interviewing committees using the Interview Area should not schedule interviews outside scheduled hours (12:00 noon to 8:00 p.m. on 27 December, 9:00 a.m. to 8:00 p.m. on 28 December, 9:00 a.m. to 6:00 p.m. on 29 December, and 9:00 to 11:30 a.m. on 30 December). Interviewers and interviewees who use the Interview Area need to be registered for the convention and display a name badge to enter.

- The ADE and ADFL, as well as MLA English and Foreign Language Programs, provide services for job candidates and interview committees, including the sessions "Preconvention Workshops for Job Seekers" and the "Preconvention Workshop for Members of Search Committees" (3:30–4:45 p.m., 27 December), the "Mock Interview for Job Seekers in Foreign Languages" (8:45–10:00 p.m., 27 December), "The Job I Got: Successful Job Seekers Tell All" (1:45–3:00 p.m., 29 December), and "Where Teaching Comes First: Preparing for Jobs at Two-Year and Baccalaureate Colleges" (7:15–8:30 p.m., 29 December). Senior ADE and ADFL department chairs from a variety of institutions provide individual job counseling on 28 and 29 December in the MLA Interview Area, where candidates can sign up for the service. Those who would like counseling should bring a c.v. and sample cover letter.
- Before going to the convention, candidates and interview committees should review the guidelines for job seekers and guidelines for hiring departments in the *Job Information List* section of the MLA's Web site.

MLA staff members are looking for ways to improve service to job candidates in a period of candidates' professional lives that will be challenging but, we hope, also fulfilling. We invite candidates, graduate and career directors, members of hiring committees, and department chairs to ask us questions or make suggestions at jpapp@mla.org.

*David Laurence
Elizabeth Welles
James Papp
David Goldberg*

CONVENTION

Accommodations and Services for Persons with Disabilities

The MLA is committed to making arrangements that allow all members of the association to participate in the convention. Meeting rooms in the headquarters hotels are accessible by elevator, and the doors are wide enough to accommodate wheelchairs. There will be desks in the convention registration and information areas at the New Orleans Marriott (Acadia Foyer), the Sheraton New Orleans (Third floor), and the Fairmont (International Ballroom Foyer) staffed by personnel who can provide assistance to convention attendees with disabilities. To reserve hotel rooms that are specifically equipped for persons with permanent or temporary disabilities, write or call Karin Bagnall in the MLA convention office by 15 November. The convention housing form also includes a space for attendees to request particular equipment or accommodations.

Shuttle Bus. A complimentary bus service for attendees with disabilities will be available throughout the convention. Arrangements for this accessible bus should be made at the desk for persons with disabilities in the New Orleans Marriott, the Sheraton New Orleans, or the Fairmont.

Sessions. Speakers are asked to bring five copies of their papers, even draft copies, for the use of members who wish to follow the written text. Speakers who use handouts should prepare some copies in a large-print format (fourteen- to sixteen-point). Speakers should indicate whether they want their papers and handouts returned. Sign language interpreters are available on request. To arrange for an interpreter, write or call Karin Bagnall by 15 November.

Karin Bagnall in the MLA convention office handles arrangements for persons with disabilities (646 576-5265; kbagnall@mla.org).

Please report any problems on-site to the MLA staff members in the headquarters offices at the New Orleans Marriott (Bonaparte, Fourth floor) or the Sheraton New Orleans (Edgewood A and B, Fourth floor), and they will do their best to assist you. Hotel staff members may not be able to respond. □

CONVENTION

Travel Assistance for Advanced Graduate Students

The Executive Council has voted to allot funds to provide partial travel reimbursement of \$100 to advanced graduate students who are members of the MLA by 30 June 2001 and will travel to the 2001 convention in order to attend preconvention workshops, sessions in their areas of scholarly interest, meetings with job counselors, or interviews. The council is particularly concerned with helping students who have no support for convention attendance from their institutions or other sources and who incur substantial costs for travel to and from the convention. Funds are available to cover awards for up to 150 students; if more apply, recipients will be selected in a random manner.

Letters of application must reach the MLA by 2 November 2001, by mail to the MLA Travel Assistance Program, 26 Broadway, 3rd floor, New York, NY 10004-1789, or by fax at 646 835-4067. Further information is available on the MLA Web site (www.mla.org). Fax transmissions may be used to meet the deadline, but they must be followed by signed letters. (Applications by e-mail will not be accepted.) Each letter should include a brief statement by the student stipulating that he or she has no external support for travel to the convention, together with a statement on university letterhead signed by the student's dissertation director or department chair confirming that the student is enrolled in a doctoral program at the signer's institution and has met all requirements for the PhD except the dissertation.

Since 1997, the Executive Council has invited MLA members to donate money to a professional education assistance fund that will provide ongoing support for these travel reimbursements. A space on the membership renewal form allows members to indicate that they have added to their dues payments a tax-deductible contribution to the fund. Advanced graduate students who have paid dues for the 2002 calendar year will be eligible to apply for travel reimbursements in 2002. □

MLA Policy on Membership Mailing-List Rentals

From time to time the MLA rents mailing lists—of members, groups within the membership (e.g., divisions), and departmental administrators—to individuals and organizations wishing to reach scholars and teachers in the fields served by the association. The manager of the member and customer services department reviews the contents of mailings by prospective customers and approves only those that are relevant to teachers and scholars of modern languages and literatures; the rental of a list does not, however, imply endorsement of a product or of the sponsoring organization. Lists are frequently rented to announce calls for papers and forthcoming conferences and to promote new book titles and software products. Members who wish to be omitted from list-rental mailings should notify Allegra Millan, member and customer services office, in writing. □

CONVENTION

ADE- and ADFL-Sponsored Sessions for Job Candidates and Interviewers

ADE and ADFL will sponsor several sessions at the MLA convention to help job candidates and interviewers with interview protocol and job search procedures. ADE and ADFL also provide an individual job counseling service in the interview area of the Job Information Center. Department chairs will offer their experience and expertise in 25-minute one-on-one counseling sessions on 28 and 29 December. Job candidates who take advantage of the counseling service should bring a copy of an application letter and c.v.

ADE-sponsored convention sessions for job candidates. "A Preconvention Workshop for Job Seekers: The Job Search in English" will provide job candidates an opportunity to hear experienced department chairs from four different types of institutions describe how their departments approach interviewing and reaching decisions about who should receive the offer of a faculty position. Speaking are Don Bialostosky (Penn State Univ., University Park), Leslie Prast (Delta Coll., MI), Sara Layne Steen (Montana State Univ., Bozeman), and Delores B. Stephens (Morehouse Coll.). "The Job I Got: Successful Job Seekers Tell All" will feature reflections of three recent PhDs about the tenure-track positions they successfully sought. Speaking are Holly G. Henry (California State Univ., San Bernardino), A. Michael Matin (Warren Wilson Coll.), and Laureen A. Tedesco (East Carolina Univ.).

ADE invites graduate students and job seekers to the session "Where Teaching Comes First: Preparing for Jobs at Two-Year and Baccalaureate Colleges"; speaking are Neil Grill (Bronx Community Coll., City Univ. of New York), Douglas Dean Hesse (Illinois

State Univ.), and Kathleen A. McCormick (State Univ. of New York, Purchase).

ADFL-sponsored convention sessions for job candidates. "A Preconvention Workshop for Job Seekers: The Job Search in Foreign Languages" will offer job candidates and interviewers opportunities to participate in a roundtable discussion of interviewing and hiring practices led by experienced department chairs who serve on the ADFL Executive Committee. Participating will be Joseph Chrzanowski (California State Univ., Los Angeles), Michael R. Katz (Middlebury Coll.), Jacqueline Green (City Coll. of San Francisco), Phyllis H. Larson (Saint Olaf Coll.), and Elizabeth Welles (MLA). In a second session, "Mock Interviews for Job Seekers in Foreign Languages," recently successful candidates will be publicly interviewed by department chairs; discussion will focus on what went right and wrong, what the interviewers were expecting or looking for, and how the interviewee might improve his or her performance. Participating will be Richard Chi (Univ. of Utah) and Geraldine Cleary Nichols (Univ. of Florida).

ADE and ADFL jointly sponsor "A Preconvention Workshop for Members of Search Committees," which will provide members of departmental search committees an opportunity to discuss the hiring process, including writing advertisements, reading vitae and dossiers, interviewing at the MLA convention and on campus, and negotiating job offers. Discussion leaders will be Peter Pfeiffer (Georgetown Univ.), Linda Ray Pratt (Univ. of Nebraska, Lincoln), and Patricia Ward (Vanderbilt Univ.). □

CONVENTION

Child Care Arrangements

KiddieCorp will provide child care during the annual convention in New Orleans. The KiddieCorp staff consists of professional child care specialists who have designed a program for convention groups that includes age-appropriate crafts projects, toys, games, and entertainment. KiddieCorp stresses carefully selected staff; sturdy, safe equipment; and close supervision of play and rest.

Parents are urged to preregister by Friday, 7 December, since only a limited number of on-site registrations may be available, depending on space, insurance, and staffing. To secure a reservation, write or call the convention office (646 576-5000) and request a registration form. Please return the completed form to the convention office by Friday, 7 December, along with the registration fee: \$45 a day for the first child and \$15 a day for each additional child; for graduate students, \$25 a day for the first child and \$15 a day for each additional child. The preregistration process will ensure the appropriate child-to-caregiver ratio.

The child care center will be located in the Fairmont Hotel. Child care will be available for children between the ages of six months and eleven years during the following days and times: Friday and Saturday, 28 and 29 December, 8:00 a.m.–6:00 p.m., and Sunday, 30 December, 8:00 a.m.–3:30 p.m.

KiddieCorp has the right to refuse child care to children who are seriously ill and to refuse on-site child care registrations if accepting additional children would adversely affect the quality of child care. A morning snack and an afternoon snack will be provided. Lunch will also be provided for children who are in child care at lunchtime. Parents must indicate each morning whether their children will need lunch, so that the staff can order the appropriate amount of food. Parents should inform the staff of any special dietary needs. □

CONVENTION

Meeting Times for Allied Organizations

For allied organizations sponsoring two meetings, one meeting will take place on Thursday evening, 27 December, or on Sunday afternoon, 30 December, beginning at 1:45 p.m. Please keep this in mind when making travel arrangements. □

MLA Fund Subsidizes Dues

Permanent residents of soft-currency or developing nations who apply for membership in the MLA may apply to have their dues paid by the Good Neighbor Fund. Each applicant should enclose with the membership application a letter stating his or her annual salary and citing an authority for claiming that he or she resides in a soft-currency or developing nation. Applications are due by 30 April and are processed in the order received until funds are depleted. Individuals may receive assistance for no more than two years. On request, the fund will pay for airmail delivery of the Spring and Winter *MLA Newsletter* for members receiving assistance. Members should alert potential applicants to this notice. Address applications and inquiries to Alicia Walker (646 576-5141; alicia.walker@mmla.org). □

CONVENTION

Calls for Papers for 2002 Convention in New York

The 2002 convention will be held in New York. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2001 *PMLA* (pp. 803–15), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2001 *PMLA*. All participants in convention sessions must be MLA members by 1 April 2002. Organizers are responsible for responding to all inquiries. A member may participate as speaker or respondent only twice (e.g., by organizing and chairing a meeting, reading a paper, or serving as a speaker, panelist, or respondent in one or two sessions) at a single convention.

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

English Literature

CHAUCCER

Women's Chaucer. Papers on any aspect of how women have read Chaucer from the Middle Ages to the present. Possible figures include Dorothy Wordsworth, Elizabeth Barrett (Browning), Virginia Woolf. Abstracts by 10 Dec. (e-mail preferred); Jennifer Summit and Susan Schibanoff.

German Literature

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

The Emergence of Psychoanalytic Paradigms.

The Rise of the Renaissance: Interest in the Renaissance and the Underpinnings to the Emergence of the Concept "Renaissance."

After the Family: Alternative Models to the Family of Bourgeois Tragedy. 1-page abstracts by 1 Mar.; Jane K. Brown (jkbrown@u.washington.edu).

Interdisciplinary Approaches

CHILDREN'S LITERATURE

Guns and Barbies. What is the role of material culture in children's culture? How do children use, or subvert, branded products to generate imaginative narratives? Abstracts or complete papers by Feb.; A. Waller Hastings (hastingsw@northern.edu).

Children's Periodicals: Historical or Contemporary. How has periodical literature, in-

cluding new forms such as zines and serialized Web sites, shaped the field of children's literature (or vice versa)? Abstracts or complete papers by 15 Mar.; Kenneth Kidd (kkidd@english.ufl.edu).

Children's Literature and the Academy:

A Roundtable Discussion. Short abstracts of 10-min. presentations on any topic pertinent to the present challenges and opportunities facing children's literature scholar-teachers by 15 Mar.; Lynne Vallone (l-vallone@tamu.edu).

Teaching

THE TEACHING OF LITERATURE

Teaching and Resisting Genre: Autobiography. Have Western-defined genre categories aesthetically colonized non-Western autobiography? Has non-Western autobiography resisted these categories? How does the teaching of genre affect our sociocultural understanding of autobiography? 500-word abstracts by 15 Mar.; Sara Castro-Klarén (sck@jhu.edu).

Discussion Groups

MEDIA AND LITERATURE

Digital Narrativity. Readings of hyperfiction and hypermedia narratives, new vocabularies, concepts, typologies: interactivity, ergodicity, immersion, story/discourse, literacy versus audiovision, ephemerality, authorship, hoaxes and ethics, cyberdrama, technocultures, etc. Papers or 250-word abstracts and biographies by 1 Mar.; Eckart Voigts-Virchow (eckart.voigts-virchow@anglistik.uni-giessen.de).

MLA Committees

COMMITTEE ON THE STATUS OF GRADUATE STUDENTS IN THE PROFESSION

Faculty Mentoring of Graduate Students: How to Build a Successful Relationship.

Papers addressing the how-tos of successful mentoring in today's graduate school environment. Submissions might approach the issue from a faculty member (how to be a good mentor) or a graduate student (how to find a good mentor, and then to be a good mentee) perspective. 250-word abstracts by 10 Feb.; Dongfeng Xu (dxu@midway.uchicago.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

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.

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.

C. S. Lewis: Poetry and Poetics. Papers dealing with Lewis as poet, his theories on poetry, individual poems about poetry or the role of the poet. Brief e-mail queries (dlandrum@cornerstone.edu) by 1 Mar.

Allied and Affiliate Organizations

ASSOCIATION FOR BUSINESS COMMUNICATION

Business, Technical, and Professional Communication: Past, Present, and Future. How have our theory, research, and practice evolved historically? What trends do you envision in the future? What has been the impact of technology? 1-page abstract (e-mail submissions preferred), contact information, brief biographical statement, and proof of MLA membership by 1 Mar.; Melinda Knight (knight@simon.rochester.edu).

NATHANIEL HAWTHORNE SOCIETY

The Blithedale Romance: 150 Years After. New views of the formal structure or of the relation of politics and sexuality, of power and principle, or of public and private in this problematic topical "romance."

Hawthorne and Reform. Papers on any aspect of Hawthorne's writing or any of his works in particular that seem to exhibit his response to the reform movements as well as the utopianism of his day. 500-word abstracts by 1 Mar.; Millicent Bell (millibell@aol.com). □

BIBLIOGRAPHY

Field Bibliographers Invited

The Advisory Committee on the *MLA International Bibliography* invites scholars and other professionals to serve as field bibliographers and graduate students to serve as assistant bibliographers. Both examine scholarly materials and send citations and indexing information to the MLA office. Service to the bibliography is performed under the supervision of MLA staff members, who provide extensive training in indexing practices. Address inquiries to Bibliographical Information Services at the MLA headquarters office (bibliography@mla.org; 646 576-5053). □

COMMITTEES

Guidelines for Good Practice, by the Committee on the Literatures of People of Color in the United States and Canada

The Committee on the Literatures of People of Color in the United States and Canada (CLPCUSC) began as the Commission on Minority Groups and the Study of Language and Literature (1973–77). The Commission on the Literatures and Languages of America (CLLA) was established to replace the previous commission in 1978 and became a standing committee in 1988. The committee changed its name to the present form in 2000. The CLPCUSC now consists of ten scholars representing research and teaching in African American, American Indian, Asian and Pacific American, Chicana and Chicano, and Puerto Rican literatures. The committee takes the term *people of color* to refer to groups that historically have been considered to be racialized minorities in the United States and Canada.

Throughout its history, the committee has urged that approaches to American literature, culture, and languages be reconceptualized to include and to regard the texts, narrative traditions, and critical practices of so-called minority literatures as essential to the canons of college-level literary studies. The committee has implemented this reconceptualization by fostering curriculum development through NEH seminars in Native American and African American literatures, panels at the MLA Annual Convention, and six volumes of critical essays and course designs. A seventh volume that had its origin in the work of the committee addresses issues of race, power, and gender in the academic workplace.

The committee seeks to institutionalize its approach to American literature, culture, and languages and its concern for faculty members of color by publishing the following two statements of good practice. The first encourages departments of English and foreign languages to continue to broaden the areas of literature, culture, and language in their curricula. The second describes issues that departments need to address as the number of faculty members of color increases. In the twenty-first century, the recruitment, retention, and promotion of scholars of color is of crucial importance for the North American academy.

The guidelines for good policy grew out of a meeting at the 1999 MLA convention with the members of the CLPCUSC, ethnic studies representatives of the Delegate Assembly, and officers of divisions and discussion groups on literatures by people of color.

I. The Study of Literatures, Cultures, and Languages of People of Color in the United States and Canada

Departments of English and foreign languages that teach the literatures, cultures, and languages of the United States and Canada should offer a wide selection of courses, including those in literatures and cultures of people of color and those that take into account the rich diversity of local and regional language varieties. In addition, these departments should incorporate literatures by people of color in traditional courses whenever appropriate. Departments also should include in their language and linguistics courses the study of local and regional language varieties spoken in the United States and Canada, as well as the critical examination of language variation.

Commentary: CLPCUSC urges both departments of English and foreign languages and MLA members to implement this statement of policy in the curricula of their institutions.

An important educational goal is to help students develop an understanding of diversity through the study of the literatures, cultures, and languages of people of color in the United States and Canada. As the populations of these nations become increasingly

diverse, departments of English and foreign languages should evaluate and revise their curricula to be sure they adequately foster this goal. Courses in fields described above help all students become more sensitive to cultural differences in these nations and in the world, assist students of color to develop the sense of self-worth necessary to their success in higher education, and train future teachers to be aware of and appreciate cultural diversity.

II. Recruitment, Mentoring, and Evaluation of Junior Faculty Members of Color

CLPCUSC recognizes that many departments already follow the guidelines below, which are designed to assist departments that have not yet adopted or are in the process of developing such procedures.

Recruitment. To attract applications from faculty members of color, English and foreign language departments should reexamine their definitions of positions in traditional fields by including diverse approaches to literature, language, and culture, such as analysis based on race, citizenship, class, gender, and sexuality. Departments should also consider creating curricula and positions that either focus entirely on or include literatures written and spoken by people of color.

Departmental and program administrators should use nontraditional places to advertise available positions: e-mail discussion lists, journals, and newsletters for various organizations dealing with literatures of color. Additional advertising sites include the e-mail discussion lists and newsletters for recipients of Ford, Mellon, and Javits dissertation and postdoctoral fellowships. These can sometimes be more effective in recruiting faculty members of color than traditional media.

Mentoring junior faculty members. Mentors can play an important role for all junior faculty members, but they are particularly important for junior faculty members of color throughout the probationary period. Whenever possible, such mentors should be senior faculty members of color or senior faculty members familiar with both literatures by people of color and the issues that faculty members of color face in traditional English and foreign language departments. Mentors should be senior faculty members committed to the mentoring process.

Evaluation of faculty members for retention, tenure, and promotion. Departments should disseminate to faculty members written information about evaluations and reviews for retention, tenure, and promotion; the time these occur; specific procedures; and opportunities for faculty members to participate in or appeal the process. Such information should be distributed when new faculty members are hired and at appropriate stages in the review and evaluation process.

When evaluating the dossiers of faculty members of color for renewal or promotion, departments should pay particular attention to the following areas:

Teaching. Departments of English and foreign languages need to be aware of the possible effects of race, gender, and sexuality bias on teaching evaluations. Covering or discussing these areas for literary studies can create tensions in the classroom that can be reflected in students' or senior faculty members' evaluations of a faculty member of color, as well as of other faculty members.

Departments should also develop teaching evaluation procedures that will be sensitive to the impact of these issues on stu-

dents' or faculty members' evaluations of individual faculty members of color.

- Departments should give faculty members of color the opportunity to teach upper-division and, if relevant, graduate courses in their fields, whether these fields are ethnic studies or traditional areas of literature. For example, scholars hired for their expertise in the Harlem Renaissance should be encouraged and allowed to develop courses on American modernism, and those hired to teach Asian American poetry should be encouraged and allowed to teach post-World War II American literature surveys.
- Departments should assign new course preparations to faculty members of color or those teaching ethnic studies in the same proportion as they assign them to other faculty members. Because faculty members teaching literatures by people of color are often called on to create new curricula, they may teach a disproportionate number of new preparations.

Scholarship. Departments of English and foreign languages need to be aware that faculty members of color may do their research in fields unfamiliar to departmental colleagues. When evaluating the scholarship of any faculty member of color (and that of any other faculty member), departments should seek external reviewers with expertise in the candidate's area of research.

Some of the important presses publishing research on literatures by people of color may not be the traditional ones familiar to English and foreign language departments, colleges, and universities. Consequently, departments should request that external reviewers include in their evaluations comments about the significance of the press to the scholarship in the candidate's field. Further, the department is obligated to inform itself of the significance of the press.

Statements about the importance of the press should accompany the retention, tenure, and promotion materials of the candidate when they are submitted for approval, both in departmental reviews and in those conducted at other levels of the college or university.

Service. Departments should recognize that because there are so few faculty members of color in most colleges and universities overall, whether they teach ethnic or more traditional literatures, these faculty members are frequently asked or expected to perform more service than are others of their rank. Examples of such service include the following:

- Faculty members of color are often asked to serve on departmental, college, and university committees. Many faculty members of color have joint appointments or serve in interdisciplinary programs. These appointments increase their service commitments. In addition, faculty members of color advise and mentor students of color and student organizations.
- Faculty members of color are frequently asked to serve on the committees of students whose theses and dissertations deal with issues of race.
- In addition to their service on campus, faculty members of color are often asked by community organizations to help develop educational and cultural programs.

Such heavy service loads decrease the time faculty members of color can devote to their scholarship. Consequently, departments should monitor and limit the number of department- or program-related committees on which junior faculty members of color are asked to serve. Further, departments should limit the service of junior faculty members of color on college and university committees.

When, however, junior faculty members of color have performed substantial and outstanding service to the department, college, university, or professional organizations, departments should recognize this service and consider it carefully in their evaluation of these faculty members' qualifications for retention, tenure, and promotion.

A. LaVonne Brown Ruoff and Margarita Barceló, *cochairs, 2000–01*
 Jacqueline Goldsby and Lavina Shankar, *cochairs, 2001–02*
Committee on the Literatures of People of Color
in the United States and Canada

PMLA

PMLA Special Topic: Science Fiction and Literary Studies: The Next Millennium

PMLA is soliciting manuscripts for a special topic, to be published in the May 2004 issue. The subtopics listed below are provided by way of example and suggestion only.

Science Fiction and Literary Studies: The Next Millennium. The central concept of the special topic is the future, particularly in Ernst Bloch's sense of a utopian Not-Yet, a drive felt in the present toward the potential reconfiguration of the world. As futurity becomes an ever more urgent concern, the importance of science fiction (the genre of the future par excellence) is increasingly evident, and science fiction criticism becomes a privileged mode of literary and cultural analysis. The special topic is less a stocktaking of past achievements in science fiction criticism (though there is room for that) than an exploration of the potential of this criticism to define the literary profession in this decade, as postcolonial criticism did in the late 1980s and early 1990s. Contributors might address the following specific issues, among others: what is science fiction?; science fiction and its generic others (e.g., fantasy,

realism, modernism, postmodernism); the history of science fiction (whether this history is held to begin as recently as the 1920s, with the American pulp magazines, or as long ago as Lucian or even the *Epic of Gilgamesh*); science fiction and critical theory, gender, race, or the canon; global science fiction (the genre's expansion beyond its traditional homelands—Britain, the United States, France, and eastern Europe—to such new frontiers as Brazil, Japan, and Australia); science fiction and film or electronic media like radio, television, video games, and the Internet; science fiction and an increasingly science-fictional real world.

The coordinators of the special topic are Marleen S. Barr (Columbia Univ.) and Carl Freedman (Louisiana State Univ., Baton Rouge). The deadline for submissions is 31 May 2002. Manuscripts should be submitted to the Managing Editor, PMLA, Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004-1789. Submissions to PMLA must meet the requirements given in the statement of editorial policy. □

J. Hillis Miller to Receive the ADE Francis Andrew March Award

The ADE Executive Committee is pleased to announce its selection of J. Hillis Miller, Distinguished Professor of English and Comparative Literature at the University of California, Irvine, to receive the eleventh Francis Andrew March Award for Distinguished Service to the Profession. ADE President Don Bialostosky will present the award to Miller at a special session the ADE is arranging in Miller's honor at the 2001 MLA convention in New Orleans.

Established in 1984, the ADE Francis Andrew March Award recognizes distinguished service to the profession of English at the postsecondary level. March (1823-1911) was a professor of English at Lafayette College and the first professor of English in the United States. In establishing the award, the ADE committee wanted to affirm the ideal of the scholar and teacher who accepts responsibility for strengthening the life and work of departments, the field, and the English studies community considered as a whole. □



*The ADE Summer Seminars for department administrators were hosted this year by California State University, Sacramento, and the University of California, Davis, in Monterey, California, and by Lehigh University in Bethlehem, Pennsylvania. Clockwise from top: participants at Monterey relax on the beachfront after the Workshop for New Chairs and Workshop for Directors of Graduate Study; Mark Minor (Morehead State Univ.), Linda Morris (Univ. of California, Davis), Opal Moore (Spelman Coll.), and Margaret Simonton (Albertson Coll. of Idaho) discuss interinstitutional cooperation; participants at Bethlehem listen to a presentation on legal issues facing department chairs; plenary speakers Elaine Hansen (Haverford Coll.), Jonathan Culler (Cornell Univ.), John Day (Saint Olaf Coll.), and Mary Burgan (American Assn. of University Professors) discuss the implications of the "University of Excellence" from Bill Readings's book *The University in Ruins*. Next year's ADE Seminars will be hosted 30 May-2 June by Louisiana State University, Baton Rouge, on its campus and 13-16 June by Hartwick College in Cooperstown, New York.*

BOOK NEWS**New MLA Title and Revised Software Program Published**

The MLA published one new title and released a new version of a software program in summer 2001. *Approaches to Teaching the Works of D. H. Lawrence* (edited by M. Elizabeth Sargent and Garry Watson), like all books in the MLA's Approaches to Teaching World Literature series, contains two parts. In part 1, "Materials," the editors survey editions, anthologies, biographies, reference works, and audiovisual and electronic aids. Part 2, "Approaches," contains thirty-three essays. The first three offer "words of encouragement and caution," including a discussion of how Lawrence's writing and themes changed dramatically during the course of his career; a vindication for feminist scholars who both love and loathe his works; and an exploration of how to deal with his treatment of sexuality. The next thirteen essays, on numerous works by Lawrence, present classroom strategies that are theoretically or thematically based, focusing especially on the author's fascination with otherness. The remaining contributions suggest a variety of ways to teach representative works among Lawrence's poems, short fiction, major novels, plays, and nonfiction. The volume is 270 pages; it costs \$37.50 (members \$30.00) in cloth and \$18.00 (members \$14.40) in paperback.

In August 2001, the MLA released *Editor for the Macintosh*, a newly revised proofreading software program previously available only for PC users. The program, created by Elaine C. Thiesmeyer and John E. Thiesmeyer, helps writers eliminate problems such as wordiness and vagueness, poor usage and phrasing, mechanical and punctuation mistakes, common spelling errors, and confusion about possessive and plural forms. *Editor for the Macintosh* is available in both CD-ROM and 3.5-inch floppy disk formats. The program can read files produced by many popular programs, including *Microsoft Office 97-2001*, *Microsoft Word* for the Macintosh, and *WordPerfect 2.0-3.5* for the Macintosh, and can be used on systems 7.1 and higher. The CD-ROM costs \$50.00 (members \$40.00) and is available through MLA customer services. The floppy disk version is available through the Academic Software Library (800 955-8275; fax: 919 515-2682) for the same price. Information about site licenses is available by calling MLA customer services.

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

GRANTS AND PRIZES**Competition Open for MLA Book Awards**

The MLA Committee on Honors and Awards invites authors and editors to compete for the association's twenty-one publication prizes, including two new prizes that will be offered beginning in 2002, the William Sanders Scarborough Prize and the Fenia and Yaakov Leviant Memorial Prize. Five prizes that are awarded only in even-numbered years will be presented at the 2002 convention: the Leviant Memorial Prize, the MLA Prize for a Distinguished Bibliography, the Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures, the Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work, and the Howard R. Marraro Prize.

Prizes awarded annually by the MLA are the James Russell Lowell Prize for an outstanding book by a member of the association; the MLA Prize for a First Book; the MLA Prize for Independent Scholars, awarded for a distinguished scholarly book on language or literature; the Kenneth W. Mildener Prize for an outstanding research publication in the field of teaching foreign languages; the Mina P. Shaughnessy Prize for an outstanding research publication in the field of teaching English; the Katherine Singer Kovacs Prize for an outstanding book published in English in the field of Latin American and Spanish literatures and cultures; the Aldo and Jeanne Scaglione Prize for Comparative Literary Studies; the Aldo and Jeanne Scaglione Prize for French and Francophone Studies; the Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies; and the William Sanders Scarborough Prize for an outstanding scholarly study of black American literature or culture. A work published in 2001 may compete for one of the annual prizes that will be presented in 2002 if it meets the specific eligibility requirements for

the prize. The deadline for entries for the 2001 James Russell Lowell Prize is 1 March 2002; for the First Book Prize and the Scaglione Prize for a Translation of a Literary Work it is 1 April; for the Scaglione Publication Award it is 12 July; for all other MLA awards it is 1 May.

Six prizes that are awarded only in odd-numbered years will be presented at the 2001 convention: the Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages and Literatures, the Aldo and Jeanne Scaglione Prize for Italian Studies, the Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature, the Morton N. Cohen Award for a Distinguished Edition of Letters, the MLA Prize for a Distinguished Scholarly Edition, and the Lois Roth Award. Biennial prizes are open to books or editions published in either of the two calendar years preceding the year in which the prize is presented, except for the Scaglione prizes for Italian studies and translation of a literary work and the Lois Roth Award, for which works must have been published in the year prior to the year in which they are presented.

Only members of the association may compete for the MLA Prize for a First Book, the Lowell prize, the Marraro prize, and the Scaglione prizes for comparative literary studies, French and Francophone studies, Italian studies, studies in Germanic languages and literatures, and the Scaglione Publication Award for a Manuscript in Italian Literary Studies. Authors who are not members may compete if they join the association before the deadline. For detailed information about eligibility and the number of copies required to compete for any MLA prize, please call or write the Office of Special Projects (646 576-5141; awards@mla.org). □

GRANTS AND PRIZES

Seiichi Makino to Receive the ADFL Award for Distinguished Service in the Profession

The ADFL will present its seventh Award for Distinguished Service to the Profession to Seiichi Makino, professor of Japanese and linguistics at Princeton University. The award honors eminent scholar-teachers for exceptional contributions to the field of foreign languages and literatures at the postsecondary level.

As his peers attest, the record of Makino's professional activities is the record of the development of Japanese studies in this country.

An admired scholar with a PhD in linguistics from the University of Illinois, Makino uses his firm grounding in both English and Japanese linguistics to ex-

plain difficult points in the structure of Japanese to the satisfaction of learners and specialists alike. He has published books on Japanese linguistics as well as two fundamental reference grammars and coauthored a two-volume language textbook, *Nakama*. His books, the tools of the trade, can be found on the shelves of all Japanese language teachers.

Makino is considered an exemplary teacher, and his career spans English teaching in Japan and, in the United States, twenty-three years of Japanese teaching at the University of Illinois and at Princeton since 1991. It is, however, in the training of other teachers that Makino has left his most indelible mark on the profession. In the 1980s he directed the Middlebury Summer Japanese School, the most distinguished locus of summer Japanese instruction available to students in this country, and in the 1990s he created a summer program leading to an MA degree in Japanese pedagogy at Columbia Teachers College. He was one of the original architects of the language-specific proficiency guidelines through the American Council on the Teaching of Foreign Languages and has been a tireless advocate of the Oral Proficiency Interview as an objective means of measuring competency in Japanese. His insistence on high pedagogical standards was of particular importance during the formative boom years of the 1980s, when many speakers of Japanese, with no expertise in teaching, were needed to fill positions and required training.

Makino has also served the profession generously through association and editorial work, notably as a board and committee member of the Association of Teachers of Japanese. He has served as a reviewer of different kinds of language learning materials in Japanese, reviewed countless applications for grants and study programs, and has promoted Japanese language education in the secondary schools.

Makino's efforts have helped Japanese language study advance to a position of prominence equal to some of the more commonly taught languages. As one of his nominators said, the enthusiasm he invests in and derives from his work is legend. Intellectually vigorous, modest, kind, and good-humored, he exemplifies the very best in the profession as teacher, scholar, mentor, and leader. □



ADFL Seminar West, above, was sponsored by the University of Texas, Austin, 21–23 June 2001. ADFL Seminar East, below, was sponsored by Middlebury College, 7–9 June 2001. In 2002 ADFL Seminar East will be hosted by the University of Maryland, College Park, 6–8 June, and ADFL Seminar West will be hosted by California State University, Long Beach, 20–22 June.



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.

Sabbatical in Paris? Available Feb. 1 2002, 2-bedroom; in 3eme/edge of Marais; fully furnished; shower/washer/dryer; sunny with balcony; \$1000 plus utilities; Call (973) 408-5920.

Illinois Humanities Post-Doctoral Fellowships

The Illinois Program for Research in the Humanities at the University of Illinois at Urbana-Champaign anticipates the appointment of two external postdoctoral Fellows for 2002-03, during which the IPRH annual theme will be "The South." Each Fellow will receive \$35,000 for the year, as well as a \$2,000 research account. Each Fellow will be invited to teach one course based on their current research and writing to interested graduate students, and to participate in the yearlong interdisciplinary seminar coordinated by the IPRH in conjunction with the annual theme and the Program's resident fellowship program.

Qualifications and Requirements

- Fellows will have completed their Ph.D. degree between 1996 and 1999.
- Fellows must have two or more years of teaching experience; teaching done as an advanced graduate student counts toward the fulfillment of this requirement.
- Fellows will spend most of their time at the University of Illinois at Urbana-Champaign engaged in research and writing, and will teach one course based on their research.

Application Procedures

Complete guidelines and information about the theme "The South" can be found at <http://www.iprh.uiuc.edu>.

Application materials must be postmarked on or before December 7, 2001. Awards will be announced on or about February 1, 2002.

Questions about the postdoctoral fellowship program can be addressed to:

Telephone: (217) 244-3344

E-mail: catanzar@uiuc.edu (Christine Catanzarite, IPRH Associate Director)

Website: <http://www.iprh.uiuc.edu>

D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 2 November and 31 December. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2001 PMLA, pages 1191-209. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

NOVEMBER

- 8 Woodrow Wilson National Fellowship Foundation
- 13 Andrew W. Mellon Postdoctoral Fellowships in the Humanities at Stanford University
- 15 American Academy in Rome
- 15 American Association of University Women Educational Foundation
- 15 American Research Institute in Turkey
- 15 Archaeological Institute of America
- 15 Center for Lesbian and Gay Studies of the City University of New York
- 15 Institute for Advanced Study
- 15 Andrew W. Mellon Postdoctoral Fellowship at Wesleyan University's Center for the Humanities
- 15 Stanford Humanities Center Fellowships
- 30 Center for Judaic Studies, University of Pennsylvania
- 30 International Research and Exchanges Board

DECEMBER

- 1 American Classical League
- 1 Bibliographical Society of America
- 1 Shelby Cullom Davis Center for Historical Studies, Princeton University
- 1 Dictionary Society of North America
- 1 John Simon Guggenheim Memorial Foundation Fellowships
- 1 Institute for Advanced Studies in the Humanities
- 1 International Research and Exchanges Board
- 1 William Morris Society in the United States
- 1 Virginia Center for the Humanities
- 5 American Research Center in Egypt
- 7 Andrew W. Mellon Fellowships in Humanistic Studies
- 8 Pembroke Center for Teaching and Research on Women
- mid-Dec. Harvard University's Kathryn W. and Shelby Cullom Davis Center for Russian Studies
- mid-Dec. Charlotte W. Newcomb Doctoral Dissertation Fellowships
- 15 American Association of University Women Educational Foundation
- 15 Gladys Krieble Delmas Foundation Grants for Venetian Research
- 15 Huntington Library
- 15 Kosciuszko Foundation
- 15 Oregon State University Center for the Humanities
- 15 Thurber House Residencies
- 19 Andrew W. Mellon Fellowships in Humanistic Studies
- 20 American Association of University Women Educational Foundation
- 31 Association for Canadian Studies in the United States
- 31 University of California, Los Angeles, Fellowship Program in Ethnic Studies
- 31 Cushwa Center for the Study of American Catholicism

Modifications in Dues Structure

The Delegate Assembly and the MLA Executive Council have voted to expand the MLA dues structure to provide categories for higher salaries. The new categories appear as part of the 2002 dues notice and on membership applications for 2002. Members should note that all information about individual members' salaries is confidential. □

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

OCTOBER

- 15 Deadline for receipt of resolutions to be considered and voted on at the 2001 Delegate Assembly meeting (see MLA constitution, articles 9.C.10 and 11.C.3-5); deadline for receipt of motions to be placed on the agenda of the 2001 Delegate Assembly meeting (see Delegate Assembly bylaw 7)
- 19 Deadline for receipt of departmental administrators' job listings for the December 2001 *Job Information List*

NOVEMBER

- 1 Deadline for applications from advanced graduate students for partial reimbursement for travel to the 2001 convention

DECEMBER

- 1 Preregistration deadline for 2001 convention
- 10 Deadline for receipt of MLA election ballots (covering contests for second vice president, Executive Council, Delegate Assembly, and division executive committees)
- 10 Deadline for receipt of 2001 convention addresses for "Who's Where"

JANUARY

- 5 Deadline for receipt of convention calls for papers for Spring 2002 *Newsletter*
- 18 Deadline for receipt of departmental administrators' job listings for the February 2002 *Job Information List*
- 31 Deadline for receipt of proposals for honorary members and fellows
- 31 Deadline for receipt of proposals for MLA Award for Lifetime Scholarly Achievement

MARCH

- 1 Deadline for receipt of forum proposals for 2002 convention
- 1 Deadline for submission of books competing for the 2002 James Russell Lowell Prize
- 8 Deadline for receipt of departmental administrators' job listings for the April 2002 *Job Information List*
- 15 Deadline for receipt of submissions for *Profession 2002*

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