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NEW ORLEANS METRO CVB

The 2001 MLA Annual Convention will be held on 27–30 December in New Orleans. Information on the convention can be found on pages 1 and 8–12.

CONVENTION

Still Time to Preregister for the New Orleans Convention

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. The 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 convention and wander through the exhibit hall, enjoy the sessions, meet with colleagues and friends, and explore the wonderful place that is New Orleans. The preregistration deadline is 1 December.

Registration and information areas in the New Orleans Marriott, the Sheraton New Orleans, and the Fairmont will open at 12:00 noon on 27 December. Members can obtain copies of the *MLA Convention News and Program Update*, which announces program changes, new exhibits, and MLA election results. (The *MLA Convention News* will appear on the MLA Web site around 21 December.) They can also purchase copies of the *Job Information List*, consult the "Who's Where" list for names and local addresses of their colleagues, and pick up brochures on local restaurants and tourist attractions.

Exhibits, in the New Orleans Marriott, Mardis Gras and Grand Ballrooms, will open at 9:00 a.m. on 28 December. The child care center and the Job Information Center will be in the Fairmont. A complimentary shuttle-bus service will operate during convention meeting hours between the Sheraton New Orleans, the New Orleans Marriott, and the Fairmont. A complimentary accessible bus will also operate throughout the convention to transport persons with disabilities to and from convention hotels. □

Mail Service Interruption

Mail service to the MLA was disrupted for several days after the 11 September attack on the World Trade Center. Although most mail has reached us since then, some packages or letters may have been lost or delayed in delivery to the MLA office. If you suspect that something you sent may not have been delivered to the MLA, please get in touch with the relevant department or individual addressee. The MLA's phone number is 646 576-5000. □

GOVERNANCE

Elections Committee Seeks Candidates in 2002

At the end of 2002, the seats of twenty special-interest and thirty-five regional Delegate Assembly representatives will fall vacant. The MLA Elections Committee will meet in January 2002 to begin the process of identifying candidates for these open special-interest and regional seats. Those elected in 2002 will serve in the assembly from 2003 through 2005 and must attend the meetings of the assembly in 2003, 2004, and 2005.

The Elections Committee is charged not only with nominating candidates and overseeing the elections but also with ensuring that the various groups within the MLA find representation in the Delegate Assembly. Committee members are therefore interested in hearing from all MLA members who are willing to be candidates in next year's Delegate Assembly elections. Members whose names are already on file at the MLA office need take no additional action at this time. Others who would like to be considered should write to the Elections Committee, c/o Carol Zuses, at the MLA office. □

ADE and ADFL Online Job Counseling

In October, the Association of Departments of English and the Association of Departments of Foreign Languages launched an online job counseling service to give job seekers year-round access to the advice that senior department chairs have provided annually through both associations at the MLA convention. The Web site currently includes more than one hundred and forty responses to common questions about career planning, applying, and interviewing from chairs; other administrators and faculty members; and PhDs working in business, government, and nonprofits. Many of these responses have links to thirty-five articles from the *ADE Bulletin* and *ADFL Bulletin* archives that provide more detailed discussion of job seekers' concerns.

The eight categories of the site are:

- Planning a Career after Graduate School
- Developing an Academic Career
- Developing a Nonacademic Career
- When and Where to Look for an Academic Job
- C.V.s, Dossiers, Application Letters, Writing Samples, and Portfolios
- Interviews, Campus Visits, Job Talks, and Teaching Demonstrations
- Negotiating Special Situations
- Job Offers

The categories include questions ranging from "What would my job involve as a foreign language faculty member at an MA comprehensive university?" to "How should I handle a telephone interview?" and "How do I negotiate the terms of a job offer?" The site is designed to be flexible and to grow; anyone with suggestions of additional questions or responses should write to James Papp at jpapp@mla.org.

To access online job counseling, go to the *Job Information List* through the MLA, ADE, or ADFL Web sites and click on "ADE and ADFL Online Job Counseling." The counseling site is a service of the ADE and the ADFL and does not require a password. □

National Defense Education Act

We are trying to determine how important the National Defense Education Act was to MLA members. If you had an NEA grant or fellowship, would you please let Phyllis Franklin know? She can be reached by telephone (646 576-5102), mail (MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789), or e-mail (pfranklin@mla.org). □

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, Committee on Information Technology*
- 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
- MLA Convention News and Program Update* (around 21 Dec.)
- Membership renewal
- Publications information and sales
- What's the Word?* (MLA radio series streamed for modem or high-speed connection) □

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.

Small Comforts

As I write this column, the debris of the World Trade Center, still smoldering, continues to taint the air we breathe, and the magnitude of the destruction weighs heavily on New Yorkers' minds. Yet by the time MLA members read this column, two months from now, the event will be in the past, will have been succeeded by other events impossible to foretell. Thus I find myself in the untenable situation of speaking of an event that has changed the life of most of us—for how could I not speak of it, when it tinges everything I think and feel—while at the same time knowing that whatever I say will, two months from now, necessarily be anachronistic. Never have I felt words to be so elusive, so hard to find.

The new MLA headquarters are located in downtown Manhattan, about five blocks south of what was the World Trade Center. When I heard the news that morning, I immediately telephoned Phyllis Franklin, the executive director of the MLA, who, with admirable fortitude, reassured me that she and the staff were all right and would be evacuated soon. Soon turned out to be several hours later, hours that I can only imagine were fraught with anxiety. At one point Phyllis Franklin told me that the staff was moving to the mail room, where the air was at least breathable. Offices had begun to fill with smoke and dust despite the fact that the windows were closed. At another point I phoned and got no answer. It was impossible to know whether the building had indeed been evacuated or whether the power had gone off. It was only that night, when I spoke to Phyllis at home, that I knew for sure that everybody had safely made it out of the building.

In the following days, throughout the city, certain public spaces spontaneously became sites of commemoration where people brought flowers and candles, posted photographs of the missing, and wrote messages on huge canvas panels. Union Square, Washington Square, Bellevue Hospital, the Armory. When classes resumed four days later, I walked past the memorial site on Washington Square and took the time to read some of the messages. They were melancholy, thoughtful, peaceful, supportive, and rarely hateful. One, in particular, caught my attention. It contained only one word: LEARN. I kept thinking back to this message, in bold black letters, as one goes back to an obscure sign, attempting to worry out its meaning. Its attraction resided in its very opaqueness, an injunction without a specific object or practical resolution. Just LEARN: a message ambiguous, unspecific, intriguing.

What we will have learned from this atrocious event is for each of us to determine, of course. For some it will be a new awareness of this society's others, an awareness more demanding, more urgent, more disquieting but, one hopes, better informed than our often short-sighted critical musings on alterity have been until now. For some, going one step further, it might be a course of practical action—learning languages, becoming more critically involved in other cultures, playing a more active political role in society—that will lead to specific and profitable interaction with those others. It might also be a lesson in solidarity—or a lesson in individual frailty. What we will have learned as teachers and how we translate it into an experience that we can share with our students is the greatest challenge.

People have told me that when they heard the news their first reaction was to grasp at something concrete that they had

to do in the immediate future, I suppose to ensure, or rather to invent, a continuity where there was none. I confess I myself fell into that trap. That day I was to meet a freshman honors seminar for the first time. The topic: Borges the Storyteller. My first reaction, even as I watched the two towers of the World Trade Center collapse, was "I can't teach the class the way I had planned it. What text by Borges could I possibly use that would help me think this through with them?" My denial was so great that I thought, even then, that I would be meeting my seminar; all I had to do was adjust the readings. In answer to my apprehensive query, the only text by Borges I could think of was the ending of "Tlön, Uqbar, Orbis Tertius," in which the narrator, confronted with the stealthy intrusion of an unknown, menacing new order into his familiar world, writes: "A scattered dynasty of solitary men has changed the face of the world. Their task continues. [. . .] The world will be Tlön. I pay no attention to all this and go on revising, in the still days at the Adrogué hotel, an indecisive translation in the style of Quevedo (which I do not intend to publish) of Browne's *Urn Burial*" (18). Needless to say, I did not meet with my class that day.

In the week following 11 September, I puzzled over why I had thought of that specific text, a text that, as always in Borges, is subject to multiple, even contradictory, readings. At first I felt somewhat chagrined that I had spontaneously resorted to that precise passage. Why would I think of a story that, at first glance, appeared to privilege intellectual solipsism and aloofness in the face of crisis? Yet as I sought to make sense of my reading in the context of the terrible, confusing events, I began to see other possibilities to Borges's ending, began to value the narrator's isolated gesture as one that, despite its limitations, was quietly valiant. Browne's *Urn Burial* was resignified, thanks to the task of the translator: a reflection on death was turned, through the labor of an obscure Latin American narrator, into a homage to intellectual persistence. This reading provided me with unexpected comfort; like a mantra, I repeated Borges's words to myself. They allowed me to go about my work without completely giving in to dejection.

I met my class the following week and asked if they wanted to discuss the events. The students suggested that we talk about the stories they had read for that day, not in lieu of a discussion, someone said, but as a way into a discussion. Again Borges helped. The stories of *A Universal History of Infamy* provided substance for one of the most thoughtful debates I have ever had in a class, a debate where literature and the events of 11 September profitably intersected, where notions of courage, cowardice, betrayal, resentment, loyalty, oppression, and deceit were discussed in many different (at times conflicting) contexts, a debate in which we all learned something about one another, something about ourselves. I thought back to the message scribbled on the canvas on Washington Square—LEARN—and I gave thanks for literature.

Sylvia Molloy

WORK CITED

Borges, Jorge Luis. *Labyrinths*. Trans. James E. Irby. New York: New Directions, 1964.

The MLA Office: 11 September 2001

Because the MLA office is in lower Manhattan, a number of members have asked how the association staff and office fared on 11 September, when terrorists destroyed the World Trade Center. The short answer is: we were—and are—very much affected.

What began as an ordinary, though unusually beautiful, day quickly became surreal. Above all, the early hours were confusing. Most staff members were on their way to work when the first plane hit the north tower. A few saw what was happening from a distance and did not try to come into the office. Others saw the flames and people jumping from the towers but continued on their way, unable to believe what they were seeing. A number of people spent hours on trains or buses that went out of service in New Jersey and Manhattan. Several got out of the subway in or near the World Trade Center in time to see the hole in the north tower, or hear the explosion in the south tower, witness the collapse of the buildings, and run from the wall of smoke, dust, and debris created by the collapse. Those of us who got to the office early that day learned that a plane had hit the north tower from family members who called or from colleagues who came in a little before 9:00. We couldn't see the World Trade Center, which was five blocks away, but we felt and heard the explosion when the second plane hit the south tower. One staff member whose daughter's school is three blocks from the World Trade Center left immediately to pick up her child. People who live in New Jersey also left right away. (Though they were able to get ferries out of Manhattan, they did not reach their homes until late in the day because transportation outside the city was also disrupted.)

A little before 10:00 we were told to evacuate the building. By the time we reached the lobby, the air outside was dark with the swirling smoke, dust, and debris that came from the collapse of the south tower, and we were advised to return to our offices.

The heavy smoke that was apparent as we walked down the stairs to the lobby led many to wonder whether other buildings, including our own, had been bombed, and so they walked out into the darkness to make their way to various destinations. A number of staff members walked together across the Brooklyn Bridge to get home. Others walked uptown on city streets or on the FDR Drive, one as far north as 92nd Street. A few staff members who left our building to walk through the dust and smoke took refuge in another building. The rest of us returned to the office to wait. Radio and Internet reports dispelled some of the earlier confusion. We learned what had happened in our neighborhood. We also learned about the attack on the Pentagon and the plane crash in Pennsylvania. Though little was said, we could not forget that, a few blocks away, thousands of people had surely died. We tried to pick up the telephones, which rang constantly. Most of the calls came from staff members' families and friends, some of whom were crying. Other calls came from concerned MLA members who were aware of our location.

At about 2:00 p.m., radio announcements asked everyone in lower Manhattan to leave the area. We prepared to leave in pairs or small groups, depending on where we were going. We cut up pieces of cloth, which we soaked in water and tied around our mouths and noses. At that time we closed the office and began the trek home, walking across an unreal landscape covered with gray-white dust. Public transportation in lower

Manhattan had been discontinued, and the area was closed to everyone but rescue workers.

The MLA office was closed from 11 to 17 September, but staff members kept in touch with one another, first to be sure that everyone had gotten home safely and then to discuss how certain kinds of work could be done out of the office. For example, the bluelines for the October *PMLA* and the Fall *Newsletter* were sent to people's homes. Staff members also discussed the state of the Web site. Just prior to 11 September, we had changed our Internet service provider, and the transition was incomplete. But nothing could be done until we were able to return to the office. We were particularly concerned about the timely production of the *Job Information List*. We knew that some English and foreign language departments had been able to leave job announcements at the Web site, but many others could not. For this reason we decided to extend the deadline for receipt of postings that would appear in the October *JIL* and for the release of the database for searching. We were also concerned about members' ability to register for the convention at the Web site and subscribe to the *JIL*, falling behind in indexing for the bibliography, and the logistics of meeting financial obligations.

On Friday, 14 September, Amilde Hadden, Regina Vorbeck, and I met in mid-Manhattan to visit a branch of the bank that handles the MLA's accounts. (The bank we normally use is near the office in lower Manhattan.) We obtained a small number of checks and arranged for the payroll. Then, relieved that we had been able to attend to these financial matters, we decided to try to visit the office. We took the subway to the Brooklyn Bridge stop, which was as far as we could go by train, and walked the rest of the way. We learned from the people who had been taking care of the building that the city had inspected it and judged it sound. In addition, the landlord had hired an engineer to study the building's safety. Although this project would take time, the initial report had confirmed the city inspectors' finding. The building had not lost electricity or water, and the MLA office, though not all offices in the building, had telephone service. The filters in the air conditioning system had been twice changed because of the dust and debris, and the air quality in the neighborhood and the building was judged safe. The MLA office was dusty and smelled of smoke but was otherwise in good order. A major concern was access to e-mail and the MLA Web site, which remained uncertain.

We did not know when the city would allow people into the area, but the day after the attack, the staff at the American Council of Learned Societies, which is in mid-Manhattan, had very generously offered us space at their office. We convened a group of MLA staff members at the ACLS office on Monday morning, 17 September. On Sunday evening, the city announced that the area east of Broadway, which includes 26 Broadway, would be open on Monday to those who live and work in the neighborhood, and limited subway service would be available. Therefore, when we met on Monday morning at the ACLS office, we discussed what we needed to do to reopen the MLA office and to ensure the availability of the *JIL*. Then we traveled downtown to look at the space. We were stopped by police at various checkpoints, but we reached the building without difficulty, looked the office over, collected telephone messages, and tried to feel at home. We called the rest of the staff to say that the office would reopen on Tuesday.

After the shock of 11 September, many people were reluctant to return to the area, and we tried to make staff members comfortable. We provided food on Tuesday because few restaurants were open, and we convened the full staff on Thursday afternoon to talk about what we had learned about the safety of the building and the area. Staff members expressed a number of concerns, particularly regarding the limited preparation we had had for evacuating the building. We had depended on the landlord to make fire drill arrangements; we decided that afternoon to learn more about evacuating the building and to practice using the fire exits. The MLA's health insurance carrier made counseling available to individuals and sent a psychologist to talk to the staff as a group. Vehicular traffic in the area has been restricted, and many of us have been drawn to look at the remains of the World Trade Center; otherwise, life in lower Manhattan is gradually returning to normal.

But the accounts of the day that my colleagues gave me so that I could write this column tell me that we have not yet recovered from the events of 11 September. Most of us are edgy and very sensitive to the sounds of sirens and airplanes, but we are also grateful for the encouragement and help we received that day from one another and from strangers. I conclude with four staff comments:

And it goes on. Everyone feels scarred from that day. Eating habits have changed; sleep is a less certain respite; concentration comes harder; everything seems fragile.

Judy Goulding

It's been said a thousand times, but New Yorkers really came together that day to help each other in the face of unspeakable sadness and fear.

Terry Callaghan

It is strange to walk home across that bridge [Brooklyn Bridge] and watch tourists photographing the new (but also old) skyline. They have always done so, but now, and for a long while, I think, most are taking pictures of "nothing that is not there, and the nothing that is."

Margit Longbrake

Truly hard to put into words all that was felt that day. Glad to be alive.

Michael Sidoti

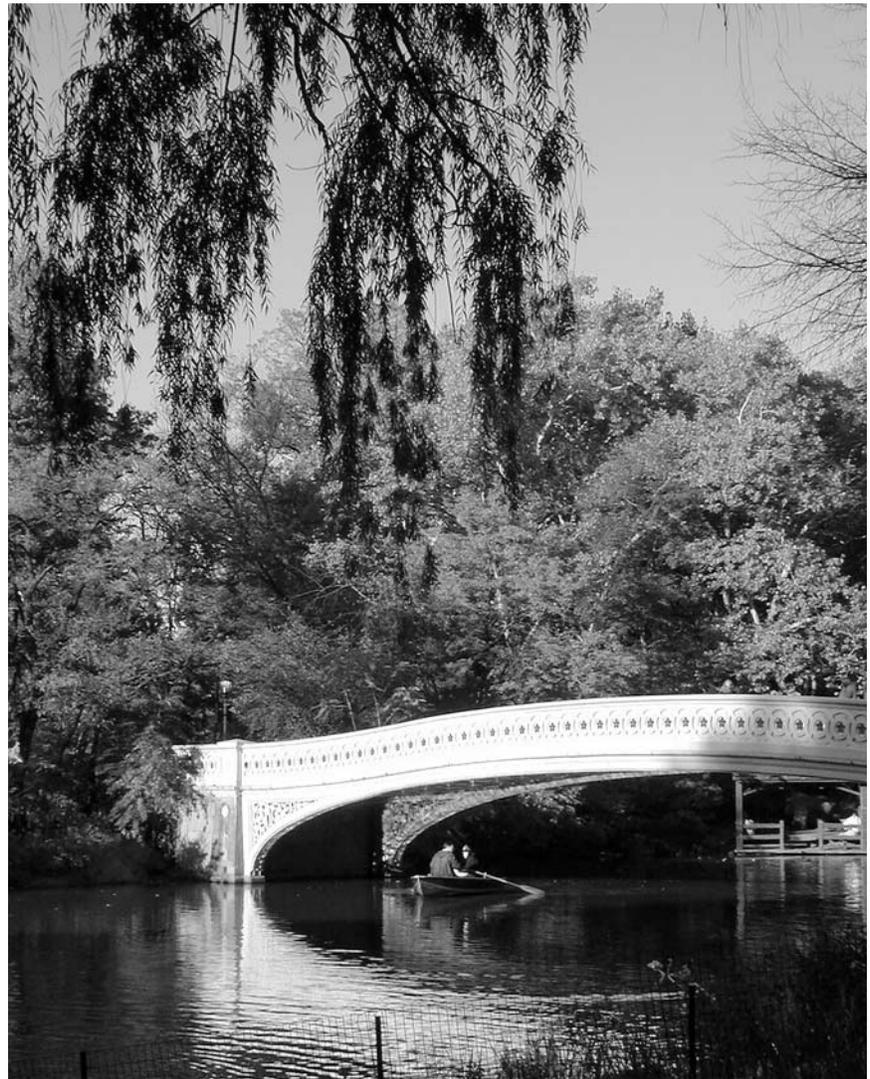
Phyllis Franklin

Profession 2002 Call for Papers

Profession is a journal of opinion about and for the modern language profession. With advice from the members of the *Profession* Advisory Committee, the editor selects articles covering a range of topics of professional concern, trying to give a voice to MLA members working in diverse subject areas and situations.

For *Profession 2002*, the members of the committee seek previously unpublished essays, of 1,800 to 5,000 words, on current intellectual, curricular, and professional trends and issues that are on MLA members' minds. The committee also welcomes articles that consider quality-of-life issues in departments in various types of institutions; articles on curricular developments in language and literature majors; articles on the changing shape of MA- and PhD-granting programs; discussions of unionization; and reports from new PhDs who are working either in the academy or in the business, government, or not-for-profit sector. In addition, the committee invites essays about cooperative courses and programs organized jointly by English and foreign language departments, responses to the Report of the Task Force against Campus Bigotry, and information about the study and teaching of the humanities in a global context.

Letters to the editor and short comments on articles in *Profession 2001*, of 800 words or less, will also be considered. *Profession* does not publish articles by the same author two years in a row. The deadline for submissions is 15 March 2002. Documentation should conform to the *MLA Style Manual*. Address materials to the editor, Phyllis Franklin, at the MLA office. □



Bow Bridge over the lake in Central Park, New York.

GOVERNANCE

Proposals for the 2001 Delegate Assembly Meeting Agenda

The following five proposals were received at the MLA office by the 15 October deadline for consideration during this year's Delegate Assembly meeting in New Orleans. The first and last were submitted as motions, the others as resolutions.

Institutions that offer domestic partner benefits are encouraged to indicate this benefit in their job announcements or in the materials they send to candidates they wish to interview.

*submitted by Adale Sholock on behalf of the
Gay and Lesbian Caucus for the Modern Languages*

Whereas the MLA should respond forcefully when First Amendment rights of students are violated by their institution,

Resolved that the MLA protest, as unconstitutional, the arrests that took place on August 15 and 16, 2001 at Hostos Community College, and

the MLA urge college administrators to set policies whereby security personnel will exercise restraint in making arrests on college campuses, doing so primarily to prevent harm to people or destruction of property; and

the MLA strongly affirm the constitutional rights of students and faculty to demonstrate peacefully and exercise freedom of speech on college campuses.

submitted by Laraine Ferguson and Susan O'Malley

Whereas the recent attacks on the US have led to deplorable incidents of bigotry on American college campuses,

Resolved that the MLA urge all its members to help create an atmosphere in which no student is harassed because of race, religion, or perceived national origin; and

Resolved that MLA members help all students work together to counteract religious and racial prejudice.

*submitted by Laraine Ferguson, Finley C. Campbell,
and William L. Andrews*

Whereas "high stakes" tests invariably discriminate against students from poor, working-class, and minority families by disproportionately denying them high school diplomas and, thus, access to higher education, and

Whereas high stakes tests provide an ideological rationale for the perpetuation of inequality of opportunity, disguising this social injustice as a desirable result of "meritocracy,"

Be it resolved that the MLA opposes using the scores on a single test to make important decisions about students' futures, including promotion in or graduation from high school and admission to college.

*submitted by Richard Ohmann and Grover Furr on behalf of the
Radical Caucus in English and Modern Languages*

Whereas the Executive Council of the MLA determined, in response to the most recent meeting of the Delegate Assembly, that it "could not implement" Motion 2000-1's call for staffing standards to be developed and enforced, Motion 2000-7's condemnation of "the logic of replacement in the exploitation of graduate student labor," or a constitutional amendment calling for affirmative representation of People of Color on the Executive Council;

Whereas, the Council's inaction/refusal to act on these issues goes against the wishes of the Delegate Assembly and the larger membership that it represents and is contrary to the responsibility of the Council to carry out the will of the membership absent inexorable financial or legal constraints on such action;

Whereas, these actions violate the democratic structure of governance of the Modern Language Association;

We move that the Executive Council should be censured for failing to carry out motions passed by the Delegate Assembly absent a clear and compelling legal or financial obligation to act in this manner;

We further move that members of the Executive Council should be required to familiarize themselves with the full minutes of the Delegate Assembly and the reasoning process that went into each motion;

We further move that the Executive Council should make it a common practice to invite the proposers of the various motions to attend the meeting of the Executive Council during the discussion of their motions.

*submitted by Michael Bennett on behalf of the
Radical Caucus in English and Modern Languages*

In addition to these new proposals from the membership, the 2001 Delegate Assembly will consider a report on a proposed amendment from the Committee on Amendments to the Constitution (see Sept. 2001 *PMLA* 824–25), a report from an ad hoc committee of Delegate Assembly members on alternative approaches to the issues raised by the establishment of staffing standards, and regular staff and committee reports on association activities.

MLA members are invited to attend the meeting of the 2001 Delegate Assembly during the convention in New Orleans. Members may address the assembly on any of the issues on the assembly's agenda. The assembly meeting will begin at 1:00 p.m. on Saturday, 29 December, in Grand Ballroom C at the Sheraton New Orleans. Because the assembly meeting is open-ended—recent meetings have lasted four hours or more—even latecomers will have a chance to join in important discussions of association policies.

So that association members may engage fully with the issues to be discussed at the Delegate Assembly meeting, the necessary documents will be made available at the beginning of the meeting. □

GOVERNANCE

Statements on Unionization

At its 2000 meeting in Washington, DC, the Delegate Assembly approved a three-part motion on unionization. The first part of the motion called on the MLA to encourage members and other language and literature teachers and researchers to unionize or to join existing unions. The Executive Council, at its February 2001 meeting, decided to implement this part of the motion by publishing it along with the resolution on unionization that the membership ratified in June 2000.

The preamble and first part of the motion appear below. The full text of the resolution follows.

Motion on unionization (preamble and first part)

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

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

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

Whereas a nationwide political movement exists which claims that the crisis in higher education stems not from the denial of resources

but from the admission of "unqualified" students to higher education; and

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

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

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

We, therefore, move that the MLA shall encourage its members, and all those employed in teaching and research in the modern languages and literature, to unionize as an essential step toward defending decent teaching and learning conditions where they exist and fighting to gain them where they do not and to encourage faculty or professional staff members, and all other campus workers, when already represented by a union, to join that union.

Resolution on unionization

The MLA endorses the right of all academic employees—full- and part-time faculty members, graduate employees, and support staff—to engage in collective bargaining if they choose to do so. We believe in the democratic right of employees to decide how to negotiate their salaries and working conditions; accordingly, we believe that all administrators should honor the results of employee votes taken by secret ballot on collective bargaining and union representation. □

ALICIA WALKER



Members of the Delegate Assembly Organizing Committee met at the MLA office on 24–25 October to prepare an agenda for the December meeting of the assembly. Standing (left to right): Anne Ruggles Gere, Ellen Messer-Davidow, Steven Mailloux. Seated (left to right): Miriam Balboa Echeverría, Nora M. Alter, and MLA parliamentarian Martha S. Grise. Not pictured are Phyllis Franklin, Stephen Greenblatt, Roland Greene, Françoise Lionnet, Rosemarie Scullion, and Virginia Wright Wexman.

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. A complimentary bus service for attendees with disabilities will operate throughout the convention.

To arrange for a sign language interpreter or a specifically equipped hotel room, write or call Karin Bagnall in the MLA convention office by 12 November (646 576-5265; fax: 646 835-4004; kbagnall@mla.org). The MLA also has a TDD (646 576-5148).

There will be desks near 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 persons with disabilities. The telephone numbers for the desks will appear in the *MLA Convention News and Program Update* which will be available on the MLA Web site around 21 December and at the convention.

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.

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



NEW ORLEANS METRO CTV

Jazz musician in New Orleans.

CONVENTION

Preconvention Workshops and Mock Job Interviews

ADE and ADFL will sponsor several sessions at the MLA convention to help job candidates and interviewers prepare for the job search, including

- A Preconvention Workshop for Job Seekers: The Job Search in English
- A Preconvention Workshop for Job Seekers: The Job Search in Foreign Languages
- Where Teaching Comes First: Preparing for Jobs at Two-Year and Baccalaureate Colleges
- A Preconvention Workshop for Members of Search Committees
- The Job I Got: Successful Job Seekers Tell All
- Mock Interviews for Job Seekers in Foreign Languages

For descriptions of these sessions, see the Fall 2001 *MLA Newsletter* and the convention program.

In addition, ADE and ADFL will staff the Job Counseling Service, located in the Job Information Center. Department chairs will offer their experience and expertise to job candidates (who should each bring a cover letter and a vita) in one-to-one counseling sessions. □

CONVENTION

Recommendations for Session Presiders

Session presiders should remind participants that a session lasts for one hour and fifteen minutes and that at least fifteen minutes at the end of each session must be left for discussion. Therefore presiders should tell presenters how much time they have to speak.

When a session runs long, the hotel staff cannot enter the room to prepare it for the next session, and the speakers and attendees waiting to enter the room block hallways and doorways, causing an unpleasant and potentially dangerous situation.

There will be copies of a brief statement signed by Phyllis Franklin on the head tables in all meeting rooms to remind MLA members of the need to conclude their presentations on time. There will also be a second statement that an aide can present to a presider when a session has gone substantially beyond the allotted time. This statement will inform the presider that the time limit has expired and ask that the presider conclude the session as quickly as possible.

If you are a speaker, please respect the time limits. If you are a presider, please allow at least fifteen minutes for discussion. □

CONVENTION

Program Available for Members with Visual Impairments

Members with visual impairments who would like to receive a copy of the November 2001 (Program) issue of *PMLA* in a usable format should write or call Claudia Gilchrist in the executive director's office (646 576-5102; cgilchrist@mla.org). □

CONVENTION

Registration Still Available for Annual Job Clinic on Business, Government, and Not-for-Profit Careers

Applications are still being accepted for the seventeenth annual job clinic on business, government, and not-for-profit careers at the 2001 convention. Since registration is limited, interested members are urged to write for information and registration materials as soon as possible. A full description appears in the Fall 2001 *MLA Newsletter*.

The three sessions will begin at 4:00 p.m. on Wednesday, 26 December, and conclude at 12:00 noon on Friday, 28 December. The schedule offers minimal conflict with other convention sessions.

The registration fee is \$215. Those interested should write immediately to the Job Information Service at the MLA office or call Roy Chustek (646 576-5133). □

CONVENTION

New Discussion Group Holds Organizational Meeting

The new discussion group that the Executive Council approved in May—Law as Literature—will hold an organizational meeting at this year's convention in New Orleans. Members who would like to participate in the activities of this new group should plan to attend the meeting.

The meeting of the Discussion Group on Law as Literature (session 101) will be held on Thursday, 27 December, from 8:45 to 10:00 p.m. in Grand Ballroom E, Sheraton. Members can contact the organizers of this meeting through the Coordinator of Governance, 26 Broadway, 3rd floor, New York, NY 10004-1789 (fax: 646 458-5107; governance@mla.org). □

CONVENTION

Important Information about the Job Information Center

As it has for more than twenty years, the MLA will operate a Job Information Center at the annual convention.

All candidates, departmental representatives, and interviewers who wish to use the facilities of the Job Information Center must be registered for the convention.

Again this year, there will be a combined center for English and foreign languages. The center, designed to assist both job candidates and interviewers, will be located in the International Ballroom of the Fairmont. Job candidates will be able to locate their interviews at the center; there will be no telephone service for interview locations.

1. Sign-In Desk for Departments. Departmental administrators or representatives who plan to hold job interviews during the convention, whether in their hotel suites or in the interview area of the Job Information Center, should sign in (indicating name, institution, hotel, and room number) at the Job Information Center so that candidates with whom they have set up interviews will be able to locate them. Although an interviewer's name may appear in "Who's Where," for security reasons hotel switchboards will not give out guests' room numbers—and are in any case extremely busy. A brief stop at the sign-in desk by a thoughtful interviewer can save much confusion and worry for candidates.

The sign-in desk will be open on 27 December from 11:00 a.m. to 8:00 p.m., on 28 December from 9:00 a.m. to 8:00 p.m., on 29 December from 9:00 a.m. to 6:00 p.m., and on 30 December from 9:00 a.m. to 12:00 noon.

2. Counseling Service. The Job Information Center Counseling Service affords job seekers the opportunity to discuss individual employment problems with experienced departmental administrators. While counselors cannot help candidates obtain interviews, they can offer concrete advice on such matters as the appropriate content and presentation of vitae and letters of application, the kinds of institutions to which candidates might most profitably apply, and realistic approaches to job interviews. Counselors will be on hand to speak with interested candidates during selected hours from 10:15 a.m. to 5:15 p.m. on 28 and 29 December. Appointments can be arranged through the staff member on duty in the interview area. Each counselee should bring a cover letter and vita.

3. Interview Area. For the convenience of departmental representatives and candidates, there will be a combined interview area for both English and foreign languages within the Job Information Center. Those administrators who wish to use the interview area should schedule interviews either by writing or telephoning candidates before the convention or by leaving messages at the message center. Tables in the interview area, which will be open from 12:00 noon to 8:00 p.m. on 27 December, from 9:00 a.m. to 8:00 p.m. on 28 December, from 9:00 a.m. to 6:00 p.m. on 29 December, and from 9:00 a.m. to 12:00 noon on 30 December, will be assigned to departmental representatives on a first-come, first-served basis. Staff members will be on duty in the area to assist interviewers and candidates.

4. Vacancy Notices. A list of openings received too late to be included in the December *Job Information List* will be posted on bulletin boards in the center. Departmental representatives should submit detailed descriptions of any last-minute vacancies to an MLA staff member in the center, who will see that they are posted. Such notices may also appear in the February *Job Information List*, so that candidates who do not attend the convention may have an opportunity to apply.

5. Message Center. Open from 12:00 noon to 8:00 p.m. on 27 December, from 9:00 a.m. to 8:00 p.m. on 28 December, from 9:00 a.m. to 6:00 p.m. on 29 December, and from 9:00 a.m. to 12:00 noon on 30 December, the message center will help candidates and interviewers who have corresponded before the convention arrange specific interview times and places. The message center will not be useful to those who leave messages at random for persons with whom they have had no earlier contact and who may not even be at the convention. Such messages are rarely picked up.

While every effort will be made to assist candidates and interviewers at the Job Information Center, it should be stressed that the MLA does not have the facilities for introducing candidates and interviewers who have not corresponded before the convention. Very little open interviewing takes place at the convention. Job candidates who do not have prearranged interviews should not plan to attend for the sole purpose of seeking employment.

Meetings 1, 2, 3, 52, 78, 148, 150, and 647 address the job situation; they should interest job seekers and administrators alike. □

CONVENTION

2002 Calendar of Dates and Deadlines for Special Sessions

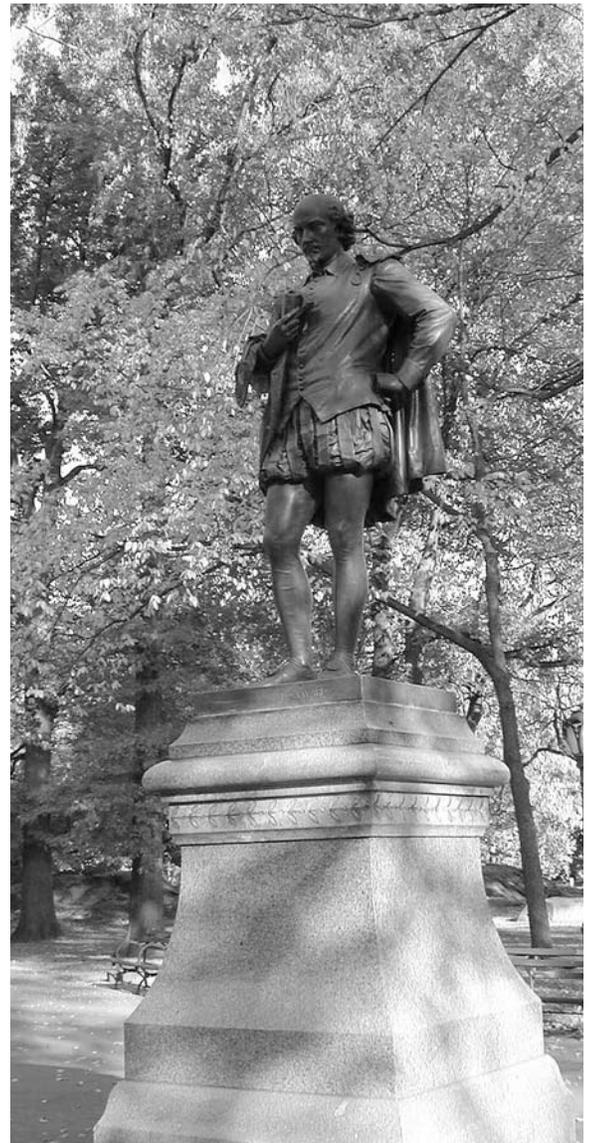
Address all correspondence concerning special sessions to Rose Grate (MLA Convention Office, 26 Broadway, 3rd floor, New York, NY 10004-1789; rgrate@mla.org), who will direct it to the appropriate person or to the Program Committee. Except where indicated otherwise, the deadline is the close of business on the date listed. For more-specific information, please consult the guidelines published in the September 2001 *PMLA* (pp. 803-09).

- 4 JAN. Deadline for receipt of notices for the Spring 2002 *MLA Newsletter* announcing intent to propose a special session for the 2002 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- 8 FEB. Spring 2002 *MLA Newsletter* mailed to members
- 1 APR. Deadline by which organizers and panelists in special sessions proposed for the 2002 convention must be listed on the MLA membership rolls
- 1 APR. Deadline for receipt of requests for waiver of membership requirements for panelists (foreign scholars and persons outside the disciplines of languages and literatures) in special sessions proposed for the 2002 convention
- 7 APR. To ensure that formal proposals for special sessions for the 2002 convention arrive at the MLA office in sufficient time for processing and submission to the Program Committee, they must be postmarked no later than 7 April; hand-delivered proposals must be received at the MLA office by the close of business on 7 April.
- 7 APR. Deadline for receipt of requests for audiovisual equipment for the 2002 convention
- 15 APR. Deadline for receipt of requests for funds for speakers (if appropriate) in special sessions proposed for the 2002 convention
- LATE MAY Notification of the Program Committee's decisions mailed to members who submitted proposals for special sessions for the 2002 convention
- 15 JUNE Notification of decisions on funding requests mailed to organizers who applied for funds for speakers
- EARLY JULY Program-copy proofs and information on date, time, and place of 2002 special sessions sent by the convention office to organizers
- MID-LATE JULY Deadline for receipt of corrections for special session program-copy proofs for the November 2002 (Program) issue of *PMLA*
- 26 JULY Deadline for receipt of notices for the Fall 2002 *MLA Newsletter* announcing intent to propose a special session for the 2003 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE AUG. Information on date, time, and place of 2002 special sessions to be sent by organizers to panelists
- 18 SEPT. Deadline for receipt of notices for the Winter 2002 *MLA Newsletter* announcing intent to propose a special session for the 2003 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE SEPT. Fall 2002 *MLA Newsletter* mailed to members
- LATE NOV. Winter 2002 *MLA Newsletter* mailed to members
- 27-30 DEC. 2002 MLA convention held in New York

CONVENTION

Forum Proposals Welcome

Proposals of forums for the 2002 convention are welcome. Convention forums are large public meetings on topics of broad general interest; they may be organized by individual members, divisions, discussion groups, allied organizations, or the American Literature Section. (For information on organizing forums, see the Sept. 2001 *PMLA*, pp. 808-09.) Those interested in proposing forums are encouraged to attend the open hearing of the Program Committee at the convention (Sun., 30 Dec., 10:15-11:30 a.m., Oakley, Sheraton). The deadline for submission of proposals is 15 March. Please direct inquiries to the office of the executive director. □



Statue of Shakespeare, Central Park, New York.

WALT

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

CHAUCER

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, including 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).

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Transnational Transgender Cultural Productions. Feminism and its approaches to or retreats from radical representations.

Feminism in the Shadow of Global Capital. Women's writing as world literature.

US Women's Studies, International Women's Studies, and the Practice of Literary Criticism. Theorizing the relation between praxis and reading. 8–10-page papers or 500-word abstracts by 10 Mar.; Shirley Geok-lin Lim (slim@english.ucsb.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

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.

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 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.

Dickinson in/and History. Papers that engage the following (deceptively simple) axiom: Emily Dickinson was a poet for and product of a specifically historical, political, and economic moment. 1-page abstracts by 1 Mar.; Coleman Hutchison, Dept. of English, Northwestern Univ., 1897 Sheridan Rd., Evanston, IL 60201 (coleman@northwestern.edu).

History and Its Discontents in Modern Spanish Culture. Readings of history in Spanish literary and historiographic texts from the Age of Enlightenment to the Restoration. Analyses focused on gender, nationalism, and ideology are particularly welcome. 1-page abstracts by 15 Mar.; Iñigo Sánchez-Llama (sanchezl@purdue.edu).

Irish Women Writers before the Great Hunger, circa 1700–1845: Purpose and Politics. Send detailed abstracts and vitae by 1 Mar.; Maureen Mulvihill (mulvihill@bway.net).

Keeping It Real: Performing Authenticity in Pop(ular) Music Culture. Essays will complicate authenticity's pervasive role in the creation, dissemination, and reception of popular music. Interdisciplinary approaches are especially encouraged. 1-page abstracts and brief vitae by 15 Feb.; Conseula Francis (cfrancis@u.washington.edu) and Joseph Tate (jtate@u.washington.edu).

(continued on next page)

(continued from previous page)

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.

Postmodern Narrative and Terrorism. Papers are sought that investigate all aspects of responses to and representations of terrorism in postmodern narrative (in its broadest sense), from DeLillo to Clancy to CNN. 2-page abstracts by 15 Mar.; Michael J. Crowley (mjc982237@yahoo.com).

Russia and the Postcolonial State: To Open the Question. The purpose of this panel is to consider how questions of postcolonialism may be understood in the context of imperial Russia, the Soviet Union, or post-Soviet Russia. Abstract and vitae by 15 Mar.; Lilya Kaganovsky (lilya@uiuc.edu).

Theorizing Contemporary Encyclopedic Narratives. How do encyclopedic narratives represent contemporary culture, particularly technology? What ends are served through the inclusion of often esoteric information? What possibilities does literary theory offer for understanding and evaluating these representations? 2-page abstracts by 15 Mar.; Michael J. Crowley (mjc982237@yahoo.com).

Allied and Affiliate Organizations

AMERICAN NAME SOCIETY

Two Open MLA Sessions. Fields include literature, literary theory, philosophy, linguistics, geography, social-historical usage. Panels on single authors or subjects invited. 150-word abstracts by 4 Mar.; Christine DeVinne (cdevinne@ursuline.edu).

ASSOCIATED WRITING PROGRAMS

250-word proposals examining how writers explain our work to scholarly colleagues and

funding committees. AWP-sponsored roundtable at 2002 MLA convention. Enclose 1-page vitae. Send by 10 Jan. by e-mail attachment to k.coles@english.utah.edu.

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).

ASSOCIATION FOR LITERATURE AND THE ENVIRONMENT

Mountain Heights and Canyon Depths. Papers welcome on the presence and importance of mountain and canyon landscapes. May address the role of the sublime, difficulty and remoteness of high country, and the role of the wild. Papers on exploration narratives encouraged.

Agriculture and Culture. Papers may consider the history, literature, and culture of land and land cultivation and may range from the legacy of Jeffersonianism to contemporary practices in stewardship or sustainable agriculture. Vitae and 1-page abstracts by 1 Mar.; Bonney MacDonald, ASLE Liaison, English Dept., Union Coll., Schenectady, NY 12308. No e-mail submissions. 3-16

CHILDREN'S LITERATURE ASSOCIATION

Children's Film and Cinema. Papers that situate children's cinema/film within historical, ideological, theoretical (including film theory), and pedagogical perspectives are sought. 8-10-page papers, abstracts, queries by 15 Mar.; eng-wojckan@online.emich.edu.

Picture Books and Ethnicity. Picture books seem perfect venues for portraying diversity,

since difference can be depicted visually. What are the politics of such possibly facile representations? How powerful and authentic are these images of ethnicity? 2-page abstracts by 15 Mar.; June Cummins.

DICKENS SOCIETY

Dickens: Yours, Mine, and Ours. Dickens and his broad cultural heritage: reading, teaching, adapting his works in the 21st century; Dickens as cultural icon, narrative source, or literary model; Dickensiana, past and present. 1-page abstracts by 1 Mar.; Janice Carlisle (janice.carlisle@tulane.edu).

ROBERT FROST SOCIETY

Robert Frost. Papers on any aspect of Frost's work or life, including his poetry, public talks and readings, letters, formalism, friendships with poets, criticism, or other topic. Complete papers by 15 Mar.; Lisa Seale (lseale@uwc.edu).

INTERNATIONAL COURTLY LITERATURE SOCIETY

Aristocratic Women at Court.

Marginal Figures in Courtly Literature. Proposals for papers by 15 Mar.; Sara Sturm-Maddox, Dept. of French, Univ. of Massachusetts, Amherst 01004 (ssmaddox@frital.umass.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). □

MEETINGS

2002 ADFL Summer Seminars

The ADFL seminars offer three days of intense professional exchange about life and work in departments of foreign languages for chairs, language coordinators, and program administrators. The program is arranged to allow participants to enjoy the cultural and natural resources of the surroundings. The 2002 seminars will again feature preseminar workshops for new and recently appointed chairs. Seminar East will be held 6-8 June at

the University of Maryland, College Park, and hosted by Roberta Lavine and the Department of Spanish and Portuguese. Participants will stay at the Inn and Conference Center at the University of Maryland, near the campus. Seminar West will be held 20-22 June at California State University, Long Beach, and hosted by Claire Emilie Martin, Chair, Department of Romance, German, and Russian Languages and Literatures. Par-

ticipants will stay at the Hyatt Regency, Long Beach. Speakers and topics will be announced in the *ADFL Bulletin* and on the ADFL Web site (www.adfl.org), and a brochure detailing housing, meals, and excursions will be mailed to ADFL members in early spring. For further information, write or call Elizabeth Welles, Director, ADFL, at the MLA office (646 576-5132; adfl@mla.org), or consult the ADFL Web site. □

ALICIA WALKER



The Committee on Scholarly Editions met 6–7 September 2001. Standing (left to right): Morris Eaves, John Unsworth, Robert Hirst, and Joseph V. Ricapito. Seated (left to right): Joan Hinde Stewart, Katherine O'Brien O'Keefe, and Isobel Grundy.

MEETINGS

2002 ADE Summer Seminars

The ADE Summer Seminars provide chairs, directors of graduate study, and other administrators in ADE's member departments a place to exchange information, consult with colleagues, and discuss developments affecting their departments and the field as a whole. ADE is arranging two seminars in 2002. Seminar South will take place 30 May to 2 June at the Cook Conference Center Hotel on the campus of Louisiana State University, Baton Rouge, and will be hosted by Malcolm Richardson, chair of the English department at LSU. Seminar North will take place 13–16 June at the Otesaga Resort in Cooperstown, New York, and will be hosted by Kim Noling and Margaret Schramm, chair and former chair of the English department at Hartwick College. For further information visit the ADE Web site (www.ade.org) or contact David Laurence, Director, ADE, at the MLA office (ade@mmla.org; 646 576-5130). □

BOOK NEWS

Four New MLA Titles Published

The MLA is publishing four new titles in fall-winter 2001. *Approaches to Teaching Shakespeare's Hamlet*, edited by Bernice W. Kliman, is divided into two parts. The first part, "Materials," culls from thousands of works on *Hamlet* those editions, anthologies, reference materials, films, and Web sites that will be of greatest help to teachers. The second part, "Approaches," presents a wide array of techniques for presenting the play to students—textual approaches, performance strategies, comparative and postmodern methodologies. Unique to this *Approaches* volume are twenty short takes—exercises, syllabus additions, and tips for teaching *Hamlet*. The volume is 291 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$18.00 (MLA members \$14.40) in paperback.

The newest volume in the MLA Texts and Translations series, Anna Banti's *"The Signorina" and Other Stories*, edited and translated by Martha King and Carol Lazzaro-Weis, will be published in December 2001. Greatly influenced by writers ranging from Dickens to Proust to Woolf and Colette, Anna Banti was a prominent figure on the Italian literary scene from the 1940s until her death in 1985. The five tales in *"The Signorina" and Other Stories* display her talent across many genres—fiction, science fiction, historical fiction, mystery. The Italian text is 200 pages; it costs \$8.95 (MLA members \$7.16); the English translation is 185 pages; it costs \$8.95 (MLA members \$5.10).

Also new in the MLA Texts and Translations series is Sofya Kovalevskaya's *Nihilist Girl*, edited and translated by Natasha

Kolchevska with Mary Zirin. *Nihilist Girl* is the coming-of-age story of Vera Barantsova, a young aristocrat who longs to devote her life to a cause. Her privileged world is radically changed by Alexander I's emancipation of the serfs. Vera first hopes to follow in the footsteps of Christian martyrs, but a neighboring landowner—a liberal professor fired from his position at Saint Petersburg University and exiled to his estate—opens her eyes to the injustice in Russia. The Russian text is 139 pages; it costs \$9.95 (MLA members \$7.96). The English translation is also 139 pages; it costs \$9.95 (MLA members \$5.67).

In December 2001, the MLA will publish *Recovering Spain's Feminist Tradition*, edited by Lisa Vollendorf. Vollendorf has gathered nineteen new essays on women writers who call themselves feminist or deal with feminist issues in their work. Hailing from the medieval period to the present and representing a range of genres and topics, these women—court writers, nuns, housewives, journalists, politicians, among others—trace the historical roots of Spain's feminist consciousness and emphasize its intellectual traditions. *Recovering Spain's Feminist Tradition* is 407 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

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

BIBLIOGRAPHY

How to Be Included in the *MLA International Bibliography*

My colleagues and I are eager to include your work in the bibliography. We invite you to send us information about your articles, essays, and books that appeared in 2001 and those from before 2001 that have not been indexed previously. With the 2000 edition, we have expanded the scope of the bibliography to include rhetoric and composition and the history, theory, and practice of teaching language and literature at the college level. We have also endeavored to improve our coverage of scholarship about Arabic, Persian, and Turkish languages and literatures.

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

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

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

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

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

The deadline for the receipt of material for the 2001 printed bibliography is 26 January 2002. Address materials or questions to *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (646 576-5053; fax: 646 458-0033; bibliography@mla.org).

Barbara Chen

BOOK NEWS

Call for Contributions to Book on Academic Collective Bargaining

The Modern Language Association, in collaboration with the American Association of University Professors, is planning a book on academic collective bargaining. The projected book will contain a section of essays (c. 5–10 manuscript pp. each) that reflect a broad range of individual perspectives (pros and cons) and experiences (of administrators, full-time and part-time faculty members, graduate assistants, academic staff) and that discuss significant issues and questions related to academic collective bargaining. Anyone who wishes to contribute an essay to this section is invited to send an essay proposal (1–2 double-spaced pp.) by 1 March 2002 to Joseph Gibaldi, 26 Broadway, 3rd floor, New York, NY 10004-1789 (fax: 646 458-0030; jgibaldi@mla.org). □

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1. Paid/Requested Outside-County Mail Subscriptions Stated on Form 3541	28,537	29,951
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Phyllis Franklin, Executive Director

D E A D L I N E S

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.

A.W. Mellon Postdoctoral Fellowship in Medieval Studies: fellowship for recent Ph.D. holding a regular appointment in a U.S. institution to pursue research in any field of medieval studies while in residence at the Medieval Institute, University of Notre Dame, during academic year 2002-03. Fellowship stipend is \$37,500. Application deadline: January 15, 2002. For further information: consult website at <http://www.nd.edu/~medinst/> or contact D. Phillips, Medieval Institute, University of Notre Dame, Notre Dame, IN 46556; Phillips.64@nd.edu

MEETINGS

NEH Institutes and Seminars

Each summer the NEH sponsors seminars and institutes for college and university faculty members and for schoolteachers. Material on summer institutes for elementary and secondary education and for higher education, as well as information on summer seminars for college and university faculty members and for schoolteachers, is available from the Div. of Research and Education, Room 318, NEH, 1100 Pennsylvania Ave., NW, Washington, DC 20506 (202 606-8463; sem-inst@neh.gov; www.neh.gov). The application deadline is 1 March 2002. □

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 January and 31 March. 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 (pp. 1191-209).

JANUARY

- 2 National Foundation for Jewish Culture Dissertation Fellowships
- 3 Andrew W. Mellon Fellowships in the Humanities at Cornell University
- 3 Yale University Agrarian Studies
- 7 Center for the Critical Analysis of Contemporary Culture, Rutgers University
- 10 American Association of University Women Educational Foundation
- 10 Rockefeller Foundation
- 15 American Antiquarian Society
- 15 American Association of University Women Educational Foundation
- 15 Beinecke Rare Book and Manuscript Library
- 15 John Carter Brown Library
- 15 Chateaubriand Fellowships
- 15 Gilbert Chinard, Harmon Chadbourn Rorison, and Edouard Morot-Sir Fellowships
- 15 Kosciuszko Foundation
- 15 Phi Beta Kappa Society Mary Isabel Sibley Fellowship
- 15 Schomburg Center for Research in Black Culture, the New York Public Library
- 15 Robert Penn Warren Center for the Humanities, Vanderbilt University
- 15 Winterthur Research Fellowships in American Art, History, and Culture
- 15 Yale Center for British Art
- 21 Newberry Library (new deadline for all long-term fellowships)
- 31 Belgian American Educational Foundation
- 31 Institute of Advanced Studies-Mellon Fellowships at the National Foreign Language Center
- 31 IREX (International Research and Exchanges Board)
- 31 W. Ormiston Roy Memorial Fellowship

FEBRUARY

- 1 American Council of Learned Societies Fellowships and Grants

- 1 American Research Institute in Turkey
- 1 Archaeological Institute of America
- 1 University of California, Los Angeles, Center for Seventeenth- and Eighteenth-Century Studies
- 1 University of California, Los Angeles, William Andrews Clark Memorial Library
- 1 Camargo Foundation
- 1 Children's Literature Association
- 1 Erasmus Institute
- 1 IREX (International Research and Exchanges Board)
- 1 Midwest Victorian Studies Association
- 1 Phi Sigma Iota Scholarships in Foreign Languages
- 1 Harry Ransom Humanities Research Center
- 11 Linguistic Institute Fellowships
- 15 American Academy in Rome
- 15 American Institute for Maghrib Studies
- 15 National Council of Teachers of English Research Foundation
- 15 National Women's Studies Association
- 20 Newberry Library (new deadline for all short-term fellowships)
- 28 Memorial Foundation for Jewish Culture
- 28 Schallek Memorial Awards

MARCH

- 1 American Classical League
- 1 American Numismatic Society
- 1 American Philosophical Society
- 1 Friends of the University of Wisconsin, Madison, Libraries Grants-in-Aid
- 1 Library Company of Philadelphia and Historical Society of Pennsylvania
- 15 American Handel Society Research Fellowship
- 15 Hemingway Research Grants
- 17 University of Michigan Center for Afro-American and African Studies
- 31 US-Mexico Fund for Culture

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

DECEMBER

- 1 Preregistration deadline for the 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

- 4 Calls-for-papers deadline for the Spring 2002 *MLA Newsletter*
- 18 Deadline for receipt of departmental administrators' job listings for the February 2002 *Job Information List*
- 26 Deadline for receipt of items for inclusion in the 2001 *MLA International Bibliography*
- 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 the 2002 convention
- 1 Deadline for receipt of entries for the 2002 James Russell Lowell Prize competition for books published in 2001
- 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*

APRIL

- 1 Deadline for receipt of requests for waiver of membership requirements for participants in the 2002 convention;

- deadline by which organizers and panelists at the 2002 convention must be listed on the MLA membership rolls
- 1 Deadline for receipt of entries for the Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work and the MLA Prize for a First Book for books published in 2001
- 7 Postmark deadline for proposals for special sessions; deadline for receipt of requests for audiovisual equipment for the 2002 convention
- 7 Deadline for receipt of program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 15 Deadline for receipt of requests for funds for speakers at the 2002 convention
- 30 Deadline for applications for dues subsidies for residents of developing or soft-currency nations
- 31 Deadline for submission of manuscripts for the *PMLA* special topic Science Fiction and Literary Studies: The Next Millennium

MAY

- 1 Deadline for receipt of entries for the 2002 competitions for works published in 2001 for the MLA Prize for Independent Scholars; the Mina P. Shaughnessy Prize; the Howard R. Marraro Prize; the Katherine Singer Kovacs Prize; and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies and French and Francophone Studies; for a book published in 2000 or 2001, for the Kenneth W. Mildenberger Prize; the Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures; and the MLA Prize for a Distinguished Bibliography; for works published between 1997 and 2001, for the Fenia and Yaakov Leviant Memorial Prize and the William Sanders Scarborough Prize

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