

CONVENTION

2002 MLA Annual Convention in New York

The largest city in the United States and one of the most cosmopolitan cities in the world, New York is the site of the 118th MLA Annual Convention. Despite its size, New York remains a city of neighborhoods—from the Lower East Side to Spanish Harlem, from Times Square to Chinatown. Finance, fashion, media, history, and the arts all come together to create an energetic and distinctive culture.

Meetings will be held in the Hilton New York (English language sessions and exhibits) and the Sheraton New York Hotel and Towers (foreign language and comparative literature sessions). The Job Information Center and the child care center will be in the New York Marriott Marquis. Because the headquarters hotels are close and because traffic and parking can be difficult, there will be no regular shuttle service between headquarters hotels. A complimentary bus service for persons with disabilities will 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 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 York's best hotels are offering MLA registrants special rates. Single rooms range from \$99 to \$160 a night and double rooms from \$119 to \$175 a night. MLA rates apply at all convention hotels from 25 December 2002 through 1 January 2003, based on availability and arrival and departure dates.



DANIEL ROOT

The Advisory Committee on Foreign Languages and Literatures met on 14 and 15 February 2002. Standing (left to right): Dieter Jedan, Azade Seyhan, and Marina Pérez de Mendiola. Seated (left to right): Patricia R. Chaput and H. Jay Siskin. Not pictured are Tracy D. Sharpley-Whiting, Haruo Shirane, and Marcia Welles.

The MLA information booths will have brochures on city tours, museums, and public attractions.

Travel arrangements may be made through ExpoExchange, the official travel coordinator for the 2002 convention, or directly with American Airlines, the official airline for the 2002 convention, and with Amtrak.

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ExpoExchange will provide electronic ticket receipts and itineraries by presorted first-class mail. There is a service fee of \$20 per airline or Amtrak ticket issued for telephone reservations and of \$15 per airline ticket issued for reservations made through the MLA Web site (where housing reservations can also be made; note that Amtrak reservations cannot be made through the MLA Web site). ExpoExchange can be reached at 800 621-1083 (outside the United States and Canada, call 847 940-1776), Monday through Friday between 8:00 a.m. and 5:00 p.m. Central Time. ExpoExchange can provide the special discounts on American and Amtrak and can also provide the lowest available published fares on other airlines.

American Airlines offers 10% off the lowest applicable American Airlines fare on tickets booked at least 60 days before departure and 5% off tickets booked 59 days or less before travel. (All discounts are based on round-trip domestic published fares.) American's Zone fares are also available; they provide substantial savings from regular coach fares with no Saturday night stayover required. American Airlines (star file number A27D2AK) can be reached at 800 433-1790.

Amtrak offers a 10% discount off the lowest rail fare available when you make your reservations to travel between 24 December 2002 and 2 January 2003. Call ExpoExchange (800 621-1083; outside the United States and Canada, call 847 940-1776) or Amtrak at 800 USA-RAIL (800 872-7245), and ask for fare code X26X-949. This offer is not valid for Auto Train, Acela Club, and Business Class service or for sleeping accommodation charges. It is valid for Acela Express and Metroliner service during off-peak weekday travel and all departures on weekends.

MLA convention hotels are located in midtown Manhattan and can be reached by a variety of means. New York City is served by three major airports—Kennedy, La Guardia, and Newark—and several regional airports, including Westchester and MacArthur.

John F. Kennedy International Airport (718 244-4444; www.panynj.gov/airports) is approximately 15 miles (40–60 minutes) from the convention hotels. Taxi fare to Manhattan is \$35, plus tolls and tip; public bus and subway fare is \$1.50; private bus companies and shuttle services are available from \$13 to \$16.

La Guardia Airport (718 533-3400; www.panynj.gov/aviation/) is about 9 miles (30–45 minutes) from Manhattan. Taxis to midtown cost approximately \$15–\$20, plus tolls and tip; Gray Line Shuttle and New York Airport Service buses cost \$11.

Newark International Airport (973 961-6000; www.panynj.gov/airports) is located 16 miles (45–60 minutes) from New York City. Transportation into Manhattan is available by taxi (\$30–\$50), by private car service (\$35–\$160), or on Olympia Shuttle and Super Shuttle / Gray Line buses (\$11–\$18). New Jersey Transit provides frequent rail service from the airport to Manhattan's Penn Station (\$11.15); for more information, call 800 772-2222 or 800 626-7433 or visit www.njt.com.

Westchester Airport (914 995-4860; www.co.westchester.ny.us/airport) is 30 miles (1 hour) outside Manhattan. Private car service costs around \$85, excluding tolls and tip; taxis cost \$75–\$85. Beeline Bus service (914 813-7772) stops at the White Plains train station; a one-way train ticket from White Plains to Grand Central Station costs approximately \$7.

MacArthur Airport (516 467-3210; www.macarthurairport.com), located in Islip, Long Island, is 65 miles (2 hours) from midtown Manhattan. Private car service costs approximately \$100, plus tolls and tip. The Hampton Jitney Coach offers nonstop, round-trip bus service for \$24. Long Island Railroad runs from nearby Ronkonkoma station to Penn Station; one-way fare is \$6.50, plus \$5 for the shuttle between the airport and the railroad station.

For more information visit the MLA Web site (www.mla.org). □

The *MLA Newsletter* (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, New York 10004-1789. The *MLA Newsletter* is edited by the executive director of the association, Rosemary G. Feal. The managing editor is Judy Goulding. The cost of an annual subscription is \$6. The subscription price is included in the dues of all members of the association. Periodicals postage paid at New York, NY, and at additional mailing offices. All news items and letters should be sent to the *MLA Newsletter* at the above address.

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

WWW.MLA.ORG

MLA Web Site News

Featured

- Call for action on problems in scholarly book publishing, a message from Stephen Greenblatt, MLA President
- *What's the Word?* 2001 programs (MLA radio series streamed for modem or high-speed connection)

Member Services

- Membership renewal
- Preregistration and housing materials for the 2002 convention in New York
- Publications information and sales

Reports and Documents

- Reports of the Committee on the Status of Graduate Students in the Profession and related Web links from the committee on subjects such as the dissertation, the job search, and teaching resources
- Policy statements, guidelines, and reports available to ADE and ADFL member departments at www.ade.org and www.adfl.org

Job Information List Online

- Career and job market information
- Guidelines for job seekers
- Guidelines for hiring departments
- ADE and ADFL online job counseling □

CONVENTION

2002 Convention Invitation

The invitation to the 2002 MLA Annual Convention in New York 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 department chairs whose departments were members of ADE or ADFL by 30 June 2002. Once the mailing has gone out to the entire membership in September, suites will be assigned on a first-come, first-served basis. Members will be able to register for the convention and make hotel and airline travel arrangements through the MLA's Web site (www.mla.org) in September. Members will not be able to reserve suites or book Amtrak tickets through the Web site. □

The MLA in the World

In my last column I proposed that the MLA create an E-Mail Academy to facilitate intellectual exchange between our members and colleagues in countries where resources for scholarly research are scarce. I am happy to report that the response has been enthusiastic and generous. Steve Olsen, of the MLA staff, has created a database of the names of members who have expressed interest in participating, their fields of study, and their contact information. We would like to reach as many foreign scholars as possible with invitations to be part of the E-Mail Academy. We have sent out messages to our overseas contacts—which include universities and institutes mainly in Eastern Europe but also in Mongolia, India, Nepal, and Kenya—and we welcome your further suggestions of appropriate individuals or institutions. Please send these suggestions to Steve Olsen at solsen@mla.org. I should add that it is not too late to indicate your interest in participating. Your willingness to engage in dialogue with scholars who are grappling with limited and often outdated tools is an important contribution, and, if your experience is at all comparable to mine, you will find it amply recompensed in intellectual challenge and stimulation.

I want to remind members as well about the Scholars at Risk program, which I described and endorsed in my first column (Spring 2002). This is an initiative to bring to places of safety and learning scholars whose careers—and, in many cases, lives—are threatened. My own experience is perhaps instructive: I found it surprisingly easy to interest my university's president in the program and to garner the necessary administrative and financial commitment. In a few months' time we constituted a committee, solicited and weighed applications, and selected—from the dishearteningly well-qualified pool—two remarkable human beings to whom we awarded the first round of fellowships. Both scholars—one from Iran, the other from Ethiopia—were impressive for their scholarly and practical expertise, their extraordinary personal courage, and the urgency of their risk. We cannot hope single-handedly to solve the world's tormenting problems, but we can do something significant, even crucial, for colleagues who are in danger. You can find out more about the Scholars at Risk program at <http://scholarsatrisk.uchicago.edu>.

These two links between the MLA and the larger world of scholarship and human rights serve as a prologue to an issue that has occupied me during the past weeks. In June the *Chronicle of Higher Education* reported that, as her way of supporting a proposed cultural boycott of Israel, Mona Baker, the editor and publisher of two British scholarly journals, had dismissed Miriam Shlesinger and Gideon Toury from her editorial boards because they were Israelis. (Baker had at first asked the two to resign "voluntarily" and then, when they refused, fired them.) The scholarship of Shlesinger and Toury was not in question—Toury, for example, has been instrumental in reviving the work of the Russian formalists and in developing a new structuralist and semio-logically oriented field of translation—nor indeed was their politics: Shlesinger, the former chair of Amnesty International's Israeli chapter, has been active during the second intifada in an ethnically mixed group that defies Israeli army blockades to deliver supplies to Palestinian towns in the West Bank.

Several MLA members contacted the association headquarters to express their dismay and to ask if there was any way we could respond. Since the summer vacation had already begun and it was impossible to bring the whole Executive Council to New York, the staff suggested that the Council Executive Committee

consider the question on a conference call. (The Council Executive Committee includes the MLA's three officers and the senior members of the council, those who are in their last year of service.) There was unanimous agreement among the members of this committee that I should write an open letter to Baker vehemently objecting to her action. This is the letter, dated 26 June 2002, that I sent:

Dear Ms. Baker:

As the president of the Modern Language Association of America, I am writing to deplore your action, reported in the *Chronicle of Higher Education*, to dismiss two scholars, Miriam Shlesinger and Gideon Toury, from the boards of *The Translator: Studies in Intercultural Communication* and *Translation Studies Abstracts*, for the sole reason that they are Israelis. In my view and in the view of the executive committee of the MLA board, you have committed a reckless assault on open inquiry and scholarly collaboration.

Scholarship depends upon the free and open exchange of evidence and argument. The pursuit of knowledge does not suddenly come to a halt at national borders. This does not mean that serious scholars must be indifferent to the world's murderous struggles, but it does mean that they are committed to an ongoing, frank conversation. The conversation often includes serious, passionate disagreement: "The history of scholarship," as Charles Evans Hughes remarked many years ago, "is a record of disagreement." But truth-seeking depends upon dialogue. The advancement of knowledge depends upon more people around the table, not fewer. Excluding scholars because of the passports that they carry or because of their skin color, religion, or political party corrupts the integrity of intellectual work.

It is particularly grotesque, of course, that the journals you run concern translation and intercultural communication. By discriminating against scholars simply because of their nationality, you have, in our view, done a lasting disservice to this work and harmed your journals, perhaps irreparably. But the chilling shadow that the dismissals cast extends well beyond the issue of translation. An attack on cultural cooperation, with a particular group singled out for collective punishment, violates the essential spirit of scholarly freedom and the pursuit of truth. Such an act is intellectually and morally bankrupt.

Fortunately, the whole scholarly world does not share your notion of how to foster intercultural communication. Earlier this month in Istanbul, a group of Jewish, Christian, and Muslim theologians and literary scholars, sponsored by the Institute for Advanced Study in Berlin, sat down together to discuss the nature of textual interpretation. Their quiet action holds infinitely more hope for the future—the future of scholarship and the future of peace—than a crude and embittering policy of exclusion.

Sincerely,

Stephen Greenblatt
President, Modern Language Association of America

This letter has received considerable press attention in the United States and, still more, in Great Britain, where a wide range of newspapers, including the *Guardian* and the *Independent*, condemned the dismissals. The initiator of the boycott petition, Steven Rose of the Open University, declined to endorse Baker's action, and two of the petition's leading signatories, Colin Blake-more and Richard Dawkins, of Oxford University, publicly repudiated the firing of the scholars as a way to protest Israeli policies. Among others, Joan Scott has written a letter about this

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matter on behalf of the American Association of University Professors; the letter is available at the organization's Web site (<http://www.aaup.org>).

I have already heard from many MLA members who saw press reports of my letter. The overwhelming majority of these responses have been positive, but I have also received several letters criticizing my stance. About the whole ghastly state of affairs in the Middle East, there is understandably a wide range of passion-

ately held views. Along with the Council Executive Committee, I felt as MLA president that it was important to take a strong stand against the policy of exclusion because of its harmful effect upon open scholarly exchange. Now that the whole text of my letter is for the first time in print, I welcome your comments, which you can send to me at greenblatt@mla.org. These are deeply important matters, and I look forward to an ongoing conversation about them.

Stephen Greenblatt

COMMITTEES

MLA Committee Meetings, October 2002–May 2003

The following schedule of MLA committee meetings is current as of 21 August 2002. Members who wish to bring issues to the attention of a committee may write to the committee chair listed in the September 2002 PMLA (pp. 627–37) or address letters to the executive director's office.

OCTOBER

- 3–4 ADFL Executive Committee
- 3–4 PMLA Editorial Board
- 10–11 Committee on the Status of Women in the Profession
- 17–18 Committee on Community Colleges
- 18 Teaching Languages, Literatures, and Cultures Series Editorial Board
- 21–22 Advisory Committee on the *MLA International Bibliography*
- 23–25 Delegate Assembly Organizing Committee
- 25–26 Executive Council
- 31 Oct.–1 Nov. Advisory Committee on Foreign Languages and Literatures
- 31 Oct.–1 Nov. Committee on Information Technology

NOVEMBER

- 7–8 Committee on Academic Freedom and Professional Rights and Responsibilities
- 7–8 Publications Committee

JANUARY

- 17 Radio Committee
- 24 Elections Committee
- 30–31 Ad Hoc Committee on Diversity and Tolerance
- 31 Committee on the New Variorum Edition of Shakespeare

FEBRUARY

- 6–7 PMLA Editorial Board
- 7 Nominating Committee
- 13–14 Advisory Committee on Foreign Languages and Literatures
- 13–14 Committee on Academic Freedom, Professional Rights, and Responsibilities
- 21–22 Executive Council
- 27–28 Committee on the Status of Graduate Students in the Profession

MARCH

- 6–7 ADE Executive Committee
- 6–7 Committee on the Literatures of People of Color in the United States and Canada
- 14 Committee on Honors and Awards
- 20–21 Committee on the Status of Women in the Profession
- 24 Regional Executive Directors

APRIL

- 3–4 Committee on Community Colleges
- 10–11 Publications Committee
- 25 Texts and Translations Series Editorial Board

MAY

- 1–2 Program Committee
- 8–9 PMLA Editorial Board
- 16–17 Executive Council

Association of Advisors of English

In April 2001 a group of faculty members and administrators at the College English Association organized the Association of Advisors of English (AAE). The focus of the AAE is to develop a national dialogue on what it means to study English, on how to make the English major more attractive to students, and on how advising plays a critical role in maintaining the strength of our departments.

But the AAE is not simply about advising. It is about the nature of learning in the field—the relations among studies in English, the general education program, and study across the curriculum; how to address institutional situations where there may be a diminishing number of students who choose English as a major; how to help students prepare for graduate study and understand and appreciate the realities of professional study; the impact that advising can have on enrollment patterns, full-time-employee production, and departments' abilities to argue for faculty lines; and more.

The AAE invites your questions, interest, and participation.

For more information contact Ned Laff (nlaff@barat.edu), Dean Baldwin (dxbl11@psu.edu), or Terri Caruso (tcc10@psu.edu). □

Letters on Members' Teaching Awards Sought

The president of the MLA, Stephen Greenblatt, 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. □

Transitions to a New Community

I write this column as I make my transition from being a long-time member of the MLA as a part of the teaching and research community to becoming a new member of the MLA staff. The last several months have been a time of learning as I have started to familiarize myself with the work I will be doing as executive director of the association. Through a fair amount of previous committee work, I already had some notion of the range of activities and the internal organization around which our professional association is structured. Recently I have had the opportunity to accompany Phyllis Franklin to various meetings in Washington, Philadelphia, and here at MLA headquarters. I want to share with you some of the perspectives that these experiences have opened up to me as I begin to get a sense of how this part of the MLA community functions.

Those who work as teachers and researchers in the fields of English and foreign languages may find solace in knowing that we are not the only groups to face the pressing concerns of the moment: changes in the academic job system and in scholarly publishing and increasingly limited public funding for the humanities, to name a few of the most salient. As a strong voice in the larger academic community, the MLA collaborates closely with other professional associations and organizations whose goals relate to ours. I have been able to appreciate the depth and impact of these collaborations in learning about the history of the MLA's alliances.

The Coalition on the Academic Work Force (CAW) has been particularly effective in bringing together the evidence gathered by disciplinary societies concerning the use and treatment of contingent academic labor and in formulating solutions to the problems that this evidence helps identify. The representatives of the twenty academic societies in the coalition have done much to raise awareness of the working conditions of the part-time professorial ranks across disciplines and to promote equitable salaries and benefits for those who offer so much expertise and flexibility to institutions.

CAW is currently attempting to raise awareness of how institutions can improve the quality of the education they provide by using faculty members who, by virtue of good working conditions, can develop a long-term stake in the academic setting in which they are employed. In June I attended CAW's planning meeting for its upcoming participation in the annual convention of the Association of American Colleges and Universities (AAC&U), which will take place in Seattle in January 2003. The American Conference of Academic Deans participates in this meeting as well. The two CAW sessions, "What Do We Know about Faculty Staffing and Student Learning?" and "Five Perspectives on Faculty Staffing and Student Learning" (which I will chair), are designed to encourage educational researchers to consider staffing as a variable in studies of student learning. Distinguished panelists include Edie Goldenberg, professor of political science and public policy at the University of Michigan, who has been considering the use of part-time teachers in AAU institutions, and Jack Schuster, of Claremont Graduate University. Schuster, who along with his colleagues has just completed a major study, will examine what we know about the relation between the staffing of undergraduate liberal arts courses and the quality of students' educational experience. The invitation extended to CAW to offer panels at the AAC&U convention allows the coalition to enter into a direct dialogue with those who influence faculty staffing decisions. It also places the MLA in closer connection to the community of administrators who are responsible for determining how colleges and universities use contingent academic labor. The issue of part-time faculty members matters a great deal to me—as I expect it does to all of us—and is one that no doubt will be the focus of our attention for some time to come.

In May I had another chance to learn more about the MLA community when I sat in on the Program Committee's meeting. The committee, whose responsibilities are related to the annual convention, reviews all special session proposals. Because there are a limited number of meeting slots at the convention, space is highly competitive. Committee members try their best to give a fair reading to the proposals, whatever the field, methodology, or academic rank of the speakers. "Does this proposal demonstrate new insights into the topic?" is a question that I heard repeatedly. Proposers who point out the intellectual significance of their topic and show how the special session will contribute to a fresh understanding of the issues have the best chance of succeeding. Similarly, proposals that cohere around a well-defined question or theme fare better than those that present a disparate collection of papers with no apparent unity. I was impressed with the care that Program Committee members took with each proposal. The discussions of the content of the potential special sessions featured the best qualities of intellectual debate: open-minded deliberation in a spirited give-and-take that does not necessarily produce unanimity of opinion but that does yield a reasoned decision.

Occasionally, there is an element of chance in the special session review process. Those who participate in making decisions about who gets grants, fellowships, or academic positions are aware that the results can always go a number of ways. If the quality of the pool is particularly high, it inflects the rejection rate upward for those with outstanding merits. Special session proposals can also come up against random, unpredictable events. Ten proposals on Clarice Lispector cannot all be accepted no matter how wonderful they may be: such are the vicissitudes of the Program Committee's deliberations. As I prepare to write letters of explanation to members who inquired why their proposals were not accepted, I see that some of the committee's reasoning can be transmitted in a straightforward way. I also realize that it is impossible to pinpoint all the factors that ultimately shaped each decision. I am confident, however, that the MLA members who serve on the Program Committee have treated submissions with the serious consideration they deserve. I look forward to learning more about the process of selecting special sessions for the annual convention, and I am glad to hear from members on this topic.

I write my first editor's column from the office that I will occupy at MLA headquarters, located in a beautiful building that gracefully curves to accommodate the eastern bend in lower Broadway. From this propitious vantage I will devote my energies to serving our association's mission to promote the study and teaching of the modern languages and literatures. As I get ready to assume my new position, I have had the privilege of working alongside Phyllis Franklin, whose superb leadership of the MLA has set the standard to which I aspire. She has been characteristically generous in helping me set out on this new path, and, through her many years of incomparable dedication, she has left the MLA in the best possible shape. As some of you might recall, at committee meetings, when those present go around the table to introduce themselves, Phyllis Franklin often would say her name and add, "I am the executive director of the MLA, and I work for you." I can think of no better words—or spirit—with which to introduce myself to the membership. I look forward to hearing from you so that I may learn of your concerns and think with you about how we as a community may best address them.

Rosemary G. Feal

CONVENTION

Using the MLA Job Information Center

The Job Information Center will be located in the Westside Ballroom on the fifth floor of the Marriott Marquis Hotel. The center includes a sign-in and interview information area, an interview area, and a message center. The sign-in and interview information area and the message center will be located in the Lyceum Suite of the Westside Ballroom. The Interview area will be located in the north and south sections of the Westside Ballroom.

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

The center, which is designed to assist job candidates and interviewers in both English and foreign languages, will provide the following services:

1. Sign-In Desk. The MLA will maintain a database of information about the location of interviews that departments have scheduled. Departmental representatives who plan to hold job interviews during the convention, whether in their hotel rooms or in the interview area of the Job Information Center, should sign in 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 10:00 a.m. to 8:00 p.m., on 28 December from 8:00 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.

Interviewers should give, and candidates should ask for, as many specifics as possible at the time when an interview is being arranged. Candidates should be informed

- 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
- the day, date, and hour when the interview will take place

Interviewers need to remember that a hotel switchboard will be able to connect candidates with them only if the person the candidate asks to be connected with is the person in whose name the hotel room is registered. Candidates may be unable to locate an interviewer if told no more than, for instance, "We'll be in the Marriott."

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 to provide candidates information on interview locations; it will not be able to give location information to candidates for any interviews scheduled before that time.

2. Interview Area. For the convenience of departmental representatives and candidates, the Job Information Center includes an interview area for both English and foreign languages. Departments that wish to use the interview area should schedule interviews with candidates before the convention whenever possible. Interviews may be scheduled on-site by leaving messages at the message center, although departments should be aware that communication during the convention can be difficult. Tables in the interview area will be assigned to departmental representatives

on a first-come, first-served basis. The hours for the interview area are from 12:00 noon to 8:00 p.m. on 27 December, from 8:00 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. Interview committees using the interview area should not arrange interviews outside the scheduled hours. 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 interview location desk. Staff members will be on duty in the area to assist interviewers and candidates.

Interviewers and candidates who use the area must be registered for the convention and display a registration badge to enter.

3. 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. Each counselee should bring a sample cover letter and vita.

4. Vacancy Notices. A list of openings received too late to be included in the print version of the December *Job Information List* will be posted in the center. Detailed descriptions of any last-minute vacancies may be submitted to the MLA staff in the center for posting. On request, the MLA staff will collect vitae for departments that plan to conduct interviews at the convention for such positions.

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 participants at the Job Information Center, it should be stressed that the MLA does not have the facilities to introduce candidates and interviewers who have not corresponded before the convention. Job candidates who do not have prearranged interviews should not attend for the sole purpose of seeking employment.

Before attending the convention, candidates and interviewers should review the guidelines for job seekers and hiring departments in the *JIL* section of the MLA's Web site. □

CONVENTION

Program Available for Members with Visual Impairments

Members with visual impairments who would like to receive a copy of the November 2002 (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

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 three 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 Anna R. Holston (Central Texas Coll.), J. Lawrence Mitchell (Texas A&M Univ.), and K. Wendy Moffat (Dickinson Coll.). "The Job I Got: Recently Hired PhDs Talk about Their Experiences" will feature reflections of two recent PhDs about the tenure-track positions they successfully sought. Speaking are Scott J. Juengel (Michigan State Univ.) and Phil Gaines (Montana State Univ., Bozeman).

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 Dennis Looney (Univ. of Pittsburgh), Michael R. Katz (Middlebury Coll.), Peter C. Pfeiffer (Georgetown Univ.), 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 T. Richard Chi (Univ. of Utah) and Julie Candler Hayes (Univ. of Richmond).

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 Cynthia Lewis (Davidson Coll.), Geraldine Nichols (Univ. of Florida), and Patrick James O'Donnell (Michigan State Univ). □

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 2002 and will travel to the 2002 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 2002, 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 2003 calendar year will be eligible to apply for travel reimbursements in 2003. □

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 2002 convention in New York. 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 Thursday, 26 December, the day before the formal opening of the convention, and conclude at 12:00 noon on Saturday, 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

Meeting Times for Allied Organizations

For allied organizations sponsoring two meetings, one meeting will take place on 30 December, in either the 12:00 noon or 1:45 p.m. time slot. Please keep this in mind when making travel arrangements. □

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 Hilton New York (second floor), the Sheraton New York Hotel and Towers (Princess Ballroom, second floor), and the New York Marriott Marquis (Built-in-area, fifth floor) 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 2002. 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 Hilton New York, the Sheraton New York Hotel and Towers, or the New York Marriott Marquis.

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 (kbagnall@mla.org).

Please report any problems on-site to the MLA staff members in the headquarters offices at the Hilton New York (Lincoln, fourth floor) or the Sheraton New York Hotel and Towers (Carnegie 1, third floor), and they will do their best to assist you. Hotel staff members may not be able to respond. □

CONVENTION

Child Care Arrangements

KiddieCorp will provide child care during the annual convention in New York. 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, 6 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, 6 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 New York Marriott Marquis. Child care will be available for children between the ages of six months and eleven years during the following days and times: Saturday and Sunday, 28 and 29 December, 8:00 a.m. – 6:00 p.m., and Monday, 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

Calls for Papers for 2003 Convention in San Diego

The 2003 convention will be held in San Diego. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2002 *PMLA* (pp. 651–63), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2002 *PMLA*. All participants in convention sessions must be MLA members by 7 April 2003. 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

American Literature

CHICANA AND CHICANO LITERATURE

Tortilleras on the Prairie: Latina Lesbians Writing the Midwest. Seeking papers examining lesbian mestizaje sensibility in the Midwest. 1-page abstracts due 3 Mar.; Amelia María de la Luz Montes (amontes2@unl.edu).

English Literature

THE VICTORIAN PERIOD

Victorian Terror: Affect, Occasion, Genre, Politics. 1–2-page abstracts by 7 Mar.; James Eli Adams.

German Literature

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

German Homelands. Who did the Germans think they were? Provincial patriots? German nationalists? Cosmopolitans? Literary and theoretical reflections on local, national, and global identities in a revolutionary era.

Inventing Germanistik. Reflections on the origins of a discipline in an interdisciplinary age. How and why were literary studies institutionalized at the German university around 1800?

Aesthetic Ideologies. How and why was "Literature" invented in the late 18th century? How can we read "the literary" in works written around 1800 in today's era of cultural studies? 1–2-page abstracts by 1 Mar.; Todd Kontje (tkontje@ucsd.edu).

Interdisciplinary Approaches

CHILDREN'S LITERATURE

Children's Literature and Menstruation. Menstruation as rite of passage and "blood as metaphor" in historical and contemporary children's and YA literature. How have literary discussions of menstruation reflected changes in attitudes toward menarche? 2-page abstracts by 15 Mar.; Michelle Martin (mmichel@clemson.edu) or Lisa Rowe Fraustino (authorash@aol.com).

Tolkien and the 21st Century. Panel explores J. R. R. Tolkien's oeuvre and its reimagination by fans, publishers, Hollywood. Especially welcome: papers investigating TLOR movies and the growing interest in fantasy stories for youth. 2-page abstracts by 1 Mar.; Joseph T. Thomas, Jr. (jtthoma@ilstu.edu).

Children's Literature and Trauma. How do children's texts constitute and problematize trauma? How do texts contend with historical traumas? What is the relation between literary depictions of trauma and the child reader? 1-2-page abstracts by 15 Mar.; Katharine Capshaw Smith.

Discussion Groups

HUNGARIAN LITERATURE

Budapest: The Poetics of Space. Proposals exploring writers' or filmmakers' representations of Budapest. 1-page abstracts by 1 Mar.; Katherine M. Gatto (gatto@jcu.edu).

MLA Committees

COMMITTEE ON DIVERSITY AND TOLERANCE

Teaching Tolerance: Combating Bigotry. Strategies that increase sensitivity to diversity issues and promote an environment of respect. Ways to oppose racism, sexism, and ethnic, disability-related, and class prejudice. 1-page proposals by 15 Mar.; Laraine Ferguson.

Deadline for Audiovisual Requests

All requests for audiovisual equipment must be made by the chair of the session by **1 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 1 April.

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 7 April deadline for membership and the 1 April deadline for submission of final proposals.

The Aesthetic: What's It For, Anyway?

Practical uses—psychological, pedagogical, spiritual, moral, etc.—of the arts and literature. Abstracts by 15 Mar.; Gene H. Bell-Villada.

From Amélie to Jean-Marie. This panel will explore two of France's most significant national icons of the last two years—Amélie Poulain and Jean-Marie Le Pen—in their multiple cultural, political, social, and ideological dimensions. Abstracts by 1 Mar.; Alain Gabon (agabon@vwc.edu).

Interdisciplinary Approaches to Film and Literature.

Provide theoretical frameworks. How should we study adaptations, filmic roots in literary movements or genres, history, or other re-

lations? 500-word abstracts or papers by 15 Feb., e-mail preferred; Liora Brosh (lbrosh@rcn.com).

Museums in Fiction. Late-20th-century critics characterized the paradigmatic museum as a modernist institution that celebrates grand narratives. How does this compare to museums in fiction? What social, cultural, communicative functions do fictional museums enact? 1-2-page abstracts; Peggy Lindauer, 724 West 12th St., Tempe, AZ 85281 (peggy.lindauer@asu.edu).

Allied and Affiliate Organizations

AMERICAN HUMOR ASSOCIATION

How Humor Reflects Culture: Humor Magazines, 1950-70. Any aspect of humor magazines welcome. Others papers reflecting how humor reflects culture will also be considered. E-mail queries welcome.

Dumb and Dumber and Beyond: Why Are Gross-Out Movies Popular (1990s to Present)? Any aspect of low humor genres or other related topics considered. Proposals or abstracts by 1 Feb.; Joe Alvarez, 900 Havel Court, Charlotte, NC 28211-4253 (jalvarez@carolina.rr.com or joe_alvarez@cpcc.edu).

ASSOCIATION FOR BUSINESS COMMUNICATION

Professional Communication and Globalization. What are the international and intercultural aspects of our discipline? What roles do localization and translation play? Have new technologies helped transcend borders? What training is appropriate for the next generation? 1-page abstracts (e-mail preferred) and brief biographical statements by 3 Mar.; Melinda Knight (knight@simon.rochester.edu).

ASSOCIATION FOR THE STUDY OF LITERATURE AND ENVIRONMENT

Emerson: Language and Nature. Papers invited on Emerson's views of language and the
(continued on next page)



STEPHANIE BERGER

(continued from previous page)

natural world. Topics may include humans' role in nature; progress and nature; natural law; natural and human power.

Nature's Rage and Nature's Plans. Papers invited on portrayals of nature's "disasters." Topics include how floods, earthquakes, volcanoes, etc. are presented in film, fiction, media, or popular culture. 1-page abstracts and vitae by 1 Feb.; Bonney MacDonald, ASLE, English Dept., Union Coll., Schenectady, NY 12308. No e-mail submissions.

SIMONE DE BEAUVOIR SOCIETY

Papers on any topic relating to Simone de Beauvoir. Send titles, abstracts, and short vitae by 1 Mar.; Yolanda Patterson, 440 La Mesa Dr., Menlo Park, CA 94028-7455 (guyyopat@aol.com).

CHILDREN'S LITERATURE ASSOCIATION

Elements of Design: The Role of Book Design in Children's Literature. The critical analysis of designers and the significance of graphic design and typographical elements in children's texts. Abstracts or papers by 15 Mar.; Jan Susina (jcsusina@ilstu.edu).

Virginia Hamilton: A Celebration. In honor of a life of achievement, this panel will celebrate the works of children's literature author Virginia Hamilton. 2-page abstracts by 1 Mar.; Michelle Pagni Stewart (mstewart@msjc.edu) and Yvonne Atkinson (yatkinso@csusb.edu).

INTERNATIONAL COURTLY LITERATURE SOCIETY

Literature of the Italian Courts. *Songes / mensonges* of the courtly tradition. Proposals and abstracts by 15 Mar.; Sara Sturm-Maddox (ssmaddox@frital.umass.edu).

LANGSTON HUGHES SOCIETY

Langston Hughes: California Connections. Papers that treat Hughes's fiction, poetry, letters, movie industry, etc. 1-page abstracts (e-mail preferred) and biographical statements by 7 Mar.; Dolan Hubbard (dolan.bhubbard@att.net).

MARLOWE SOCIETY OF AMERICA

Open Topic. On any aspect of Marlowe's life and work. Abstracts, proposals, or 8-page papers by 1 Mar.; Robert A. Logan, 23 Dockerel Road, Tolland, CT 06084-3602 (no e-mail submissions).

SOCIETY FOR MEDIEVAL FEMINIST SCHOLARSHIP

Open Topic. 100-word abstracts by 7 Mar.; Anne Clark Bartlett (abartlet@condor.depaul.edu).

SOCIETY FOR THE STUDY OF SOUTHERN LITERATURE

Southern Sexualities. Intersections of sexuality and ideologies of gender, race, class, and religion in southern literature or film. The representational legacy of southern sexuality as it is created, critiqued, or revised by southern authors.

Southern Literature and the Visual Tradition. Considering the role of southern visual cultures (visual art forms and visual dynamics of race, class, gender, etc.) in southern literature. Interdisciplinary approaches welcome. 1-page abstracts by 7 Mar.; Katherine Henninger (kth@lsu.edu)

GOVERNANCE

Executive Council Meeting Highlights

The Executive Council held its winter meeting on 22–23 February 2002 at the MLA office in New York. A complete report of this meeting appears in the October 2002 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 2001. It also received the Finance Committee's report, which reviewed the budget for the 2001–02 fiscal year and presented several matters relating to the preparation of a budget for the 2002–03 fiscal year. First, the council authorized the staff to prepare a balanced budget. Second, the council reviewed and approved the following changes in the cost of MLA activities: an increase in the cost of membership in ADE and ADFL of \$25 per department and an increase of \$5 in convention registration fees for all registrants except those who are unemployed or employed less than full-time.

PhD Programs and Employment Trends in the Field. The council reviewed the final version of a statistical model of the job market whose purpose was to show the chances new PhDs in English and foreign languages have of finding full-time tenure-track jobs in higher education within a few years of obtaining their degrees. The staff explained that the model focused on employment in four-year colleges and universities because no national information about employment possibilities in two-year colleges is available and that the model was valid only for a job market, like the current one in English and most foreign languages, where there are more job seekers than there are tenure-track jobs. The model was used to develop three tables, one for English, one for all foreign languages, and one for foreign languages except Spanish. The main conclusion that could be drawn from the tables for English and for foreign languages except Spanish was that only about two-thirds of the new PhDs were likely to find a full-time academic job within four years of obtaining the PhD. After four years, the chances of finding a full-time academic job were negligible.

Council members discussed the implications of the model for graduate programs and graduate students. Reducing the numbers of new PhDs continued to be one way of bringing the number of job seekers and the number of jobs into balance. Encouraging graduate students to select their specializations, where possible, to maximize employment opportunities was also a useful approach, as was insisting on the finite nature of the job-search process and on the need for graduate students to identify alternative employment possibilities early in their graduate careers. The staff noted that the tables would appear in *Profession 2002* in conjunction with the report of the Ad Hoc Committee on the Professionalization of PhDs and would be posted at the MLA Web site.

Engagement in Public-Policy Debate about Language Learning at the Postsecondary Level. Mary Louise Pratt reported to the council on visits that she and Phyllis Franklin paid to representatives of various government agencies in Washington, DC, at the end of January 2002 to pursue the issue of encouraging the study of languages and cultures that the council had discussed at its October 2001 meeting and to obtain information about the formulation of language policy and about new funding opportunities. Because the focus of federal funding for language programs was at the elementary level, Franklin noted that the higher education community needed to encourage recognition of the value and efficacy of language study at the postsecondary level, which could be documented by research studies. The council decided to pursue this public-policy approach and asked the staff to develop a position document and a plan for engaging relevant organizations in discussions.

International Outreach Projects. The council authorized the MLA staff to pursue two international outreach projects. The first project involved the establishment of an e-mail network for scholars in other countries who have neither the resources nor the opportunity to engage in the kind of intellectual exchange that scholars in countries like the United States can easily avail themselves of. Using the e-mail network, scholars abroad would ask the MLA to connect them to people who specialize in particular subjects for the purpose of exchanging work and finding out about the latest developments in the field. The staff was asked to work to identify institutions abroad that could be asked to participate and also to invite MLA members to participate in the network. The second project involved setting up a system for sending books and journals to schools and libraries in Afghanistan and other countries abroad. To determine whether such a project was feasible, the staff was asked to investigate a number of logistical issues (e.g., identifying institutions abroad that would not restrict access to donated materials, asking other members of the American Council of Learned Societies about participating in the proj-

ect, finding an agency that could ensure the delivery of materials to institutions abroad).

Review of Resolutions and Constitutional Amendment Approved by the Delegate Assembly. As required by the MLA constitution (arts. 7.B.3 and 13.D), the council reviewed six resolutions and one constitutional amendment approved by the 2001 Delegate Assembly. The council authorized nonsubstantive copyediting changes to the wording of four of the resolutions and forwarded them to the membership for the required ratification vote. It also forwarded the constitutional amendment to the membership for the required ratification vote.

The council took the following actions on the remaining two resolutions, the first of which dealt with an incident that took place at Hostos Community College, City University of New York, in August 2001, and the second of which dealt with the unionization efforts of graduate student teachers at Yale University. Council members discussed the first resolution in the light of the constitutional requirement for the council to find that a resolution contains no "erroneous, tortious, or possibly libelous statements." Council members agreed that the information provided with the resolution was insufficient to allow them to make this judgment. They asked Phyllis Franklin to consult the association's lawyer about the resolution, and they authorized her to forward the resolution to the membership if the lawyer found no legal problems. The second resolution was the object of a request that the council received. One of the proposers of the resolution asked the council to withdraw the resolution. Because this request raised a procedural question, the staff had consulted the MLA parliamentarian about the council's options. The parliamentarian identified two options: the council could forward the resolution to the membership and indicate that the proposer wished to withdraw it, which the MLA's procedures do not allow for, or the council could return the resolution to the Delegate Assembly with the request from the proposer and ask the assembly to rescind its action. The council chose the second option.

Because of the uncertainties occasioned by these two resolutions, council members questioned the adequacy of the association's procedures for handling emergency resolutions and resolutions that name specific parties and agreed that it was necessary to review these procedures and to find ways to protect the association from legal liability. The council asked Phyllis Franklin to pursue the matter with the parliamentarian and to consider ways to involve the Delegate Assembly Organizing Committee and the Delegate Assembly in a discussion of the issues raised by these kinds of resolutions.

Delegate Assembly Recommendations. The council considered three recommendations from the 2001 Delegate Assembly and took action on two of them. Both originated in the Ad Hoc Delegate Assembly Committee on Staffing Issues, which the Executive Council had charged with reporting on ways to address the problems created by the loss of tenure-track positions in the MLA's fields and the accompanying increase in the use of part-time and adjunct faculty members. The first recommendation called for using average percentages of full- and part-time faculty members in various kinds of English and foreign language departments, as reported in the MLA's fall 1999 staffing survey, as a measure of the quality of undergraduate programs and calling public attention to this measure. Departments could be characterized as above average or below average in their staffing practices. The council added its approval of the recommendation to the assembly's and asked the staff to present a plan for implementing the recommendation to the council in May. The second recommenda-

tion, which addressed the issue of the per-course compensation that part-time and adjunct faculty members receive, established a salary range of \$5,000 to \$7,000 per course, with fringe benefits and cost of living increases, as the reasonable minimum compensation. Because adjunct faculty members sometimes teach more than one section of a single course, the council decided to clarify the recommendation by changing the "per course" language to "per course section." The council then approved the revised recommendation, instructed the Committee on Academic Freedom and Professional Rights and Responsibilities to update the salary figures annually, and authorized the staff to publicize the recommendation in all appropriate venues.

Further Consideration of a Recommendation from the 2000 Delegate Assembly. Having received the advice it requested from the Committee on Academic Freedom and Professional Rights and Responsibilities (CAFPRR), the council returned to its consideration of a motion from the 2000 Delegate Assembly that called on the MLA to adopt, publicize, and update annually a minimum wage and benefit package for full-time teachers and a minimum per-course part-time wage for graduate students and other faculty members. In the matter of the part-time wage, CAFPRR endorsed the recommendation of the Ad Hoc Delegate Assembly Committee on Staffing Issues (see previous item). However, because the support packages that graduate students receive from their institutions often include compensation that goes beyond wages earned for teaching, the committee recommended considering the situation of graduate students separately from that of part-time teachers. Council members expressed concern about the number of hours that graduate students were required to work each week. It was noted that the often-cited twenty-hour workweek was an average and that at some institutions the twenty hours covered the teaching of two courses. The council encouraged CAFPRR, which shared the council's concerns, to look further into this subject.

In the matter of a minimum wage for full-time teachers, CAFPRR was reluctant to present single dollar amounts that would be applicable to all institutions regardless of their locations or financial circumstances. Using data from the College and University Personnel Association (CUPA), CAFPRR concluded that institutions could establish entry-level salaries for full-time teachers in English and foreign languages if they set those salaries at parity with the salaries for all teachers they employ at the same rank. The committee therefore recommended that the minimum wage for full-time appointments at the entry level should range between \$34,000 and \$37,000 or better for those at the rank of instructor and between \$43,000 and \$46,000 or better for those at the rank of beginning assistant professor and that health-care benefits and shared contributions to a portable retirement plan should also be provided. The council accepted CAFPRR's recommendation, instructed CAFPRR to update the salary figures annually, and asked the staff to present a plan for implementing the recommendation at the May council meeting.

Convention Site for 2003. The council selected San Diego as the site of the 2003 annual convention.

Election of a Council Member to the Delegate Assembly Organizing Committee. The council elected Reed Way Dasenbrock to the Organizing Committee for a two-year term (2002-03).

Appointments to MLA Committees. The council made forty-six appointments to the standing committees of the association and appointed eight committee chairs or cochairs. The September 2002 (Directory) issue of *PMLA* lists all new and continuing committee members. □

BOOK NEWS

Two New MLA Titles Published

The MLA published two new titles in summer 2002. Released in July, the fourth edition of James L. Harner's *Literary Research Guide* evaluates important reference materials in English studies. Harner has added entries describing resources published since 1997 and has revised nearly half the entries from the third edition. The fourth edition contains more than 1,200 entries, which cover an additional 1,494 books, articles, and electronic resources and cite 729 reviews. New entries reflect the expansion of literary study into emerging fields (gay, lesbian, and transgendered studies and postcolonial theory); this edition also lists reliable Web sites sponsored by academic institutions and learned societies. The *Guide* is 820 pages; it costs \$45.00 (MLA members \$36.00) in cloth and \$28.00 (MLA members \$22.40) in paperback.

Approaches to Teaching Vergil's Aeneid, edited by William S. Anderson and Lorina N. Quartarone, was published in August. This seventy-fourth volume in the *Approaches to Teaching World Literature* series contains essays addressed primarily to the nonclassically trained instructor who will be teaching Vergil's epic in translation. Part 1, "Materials," assesses the main English translations, lists reference works and resources (including those on the Internet), and gives an overview of criticism. Part 2, "Approaches," strikes a balance between traditional and new approaches to the text. Among the subjects of these essays are Augustan politics, Homeric parallels, key terms (*pietas*, *furor*), narrative techniques, uses of simile, images of women, the treatment of warfare, and comparisons of the *Aeneid* with such works as Dante's *Divine Comedy* and Milton's *Paradise Lost*. The volume is 255 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$18.00 (MLA members \$14.40) 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. □

BOOK NEWS

Contributions and Suggestions Invited for Options for Teaching Volume

For the MLA Options for Teaching series, Miriam Fuchs and Craig Howes are preparing a collection of essays entitled *Teaching Life-Writing Texts*. Seeking to reflect current critical perspectives and classroom practices, the book will offer essays on life-writing pedagogy in a wide range of literature courses. It will have sections on the teaching of biography, autobiography, oral narrative, and combined genres. The editors invite proposals ranging from traditional and historical approaches to innovative approaches responding to contemporary critical and theoretical debates. Essays from a variety of geographical, historical, generic, cultural, technological, and interdisciplinary perspectives are welcome, as are discussions dealing with any of the following topics: individual and collective lives; collaboration, genealogy, and group narratives; hagiography, founder biographies, conversion narratives, and spiritual autobiography; art, drama, film, and performativity; trauma and catastrophe; disability, captivity, and incarceration; psychology, including narrative psychology, psychoanalysis, and psychobiography; life studies, including neurology and memory research; sociology, political science, ethnography, and anthropology; race, gender, and sexual orientation; and formations of indigenous, regional, national, postmodern, and postcolonial identities. The editors are also interested in course syllabi, information concerning online resources, and descriptions of programs and degrees in life writing and life-writing pedagogy. Address all inquiries, suggestions, and essay proposals to Miriam Fuchs or Craig Howes, Center for Biographical Research, Univ. of Hawai'i at Mānoa, Honolulu 96822 (biograph@hawaii.edu). Essay proposals are due by 1 December 2002. □

BOOK NEWS

Suggestions Sought for Texts and Translations Series

The Texts and Translations series editorial board seeks to provide students and teachers with important foreign-language texts and high-quality English translations that are not available at an affordable price. Toward that end, the board would like to hear from members about texts and translations that are not available and that would be particularly useful for classroom instruction in upper-division undergraduate and graduate courses. If you have a suggestion, please contact David G. Nicholls at the MLA office (fax: 646 458-0030; dnicholls@mla.org). □

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). □

BOOK NEWS

Call for Contributions for Options for Teaching Volume

David Damrosch invites essay proposals for a volume in the Options for Teaching series entitled *Teaching World Literature*. The volume will offer strategies being developed today for the teaching of world literature courses. It will include a section of definitional essays exploring current debates on the relative advantages of Western versus global approaches and discussing such topics as what literature is, canonicity, and major cultures and minor literatures. Other sections of the book will be devoted to overall program design, teaching strategies, and sample courses. In all these sections, the volume will feature creative initiatives at a wide range of institutions. Collectively the essays will also present a variety of pedagogical approaches: single-instructor and team-taught courses; Europe-based and globally oriented courses; courses with a historical, regional, generic, or thematic base; introductory surveys and more focused upper-level courses. If you are interested in contributing an essay (3,000–3,500 words in length) to one of these sections, please send a summary proposal to David Damrosch (dnd2@columbia.edu) by 1 December 2002. □

PMLA

PMLA Special Topic: On Poetry

PMLA is soliciting manuscripts for a special topic, to be published in the January 2005 issue. The subtopics listed below are provided by way of example and suggestion only.

On Poetry. Although many psychoanalytic and poststructuralist theories are grounded in poetic discourse, critics who invoke these paradigms have seemed reluctant to take poems as objects of analysis. Has the time come to revisit the relevance of poetry and the pleasures of the poetic text in this changed interpretive universe? Invited are manuscripts that consider poetry written in any period and address issues such as poetry and ideology, ethics and the poetic, politics and poetry, poetry in its relation to contemporaneous or competing discourses, the possibilities of aesthetic analysis after deconstruction, the transformation and circulation of poetry in electronic media, poetry and popular culture, poetry and subject formation in various historical circumstances, poetry and psychoanalysis, poetry and ethnic identity.

The coordinator of the special topic is Bruce R. Smith (Georgetown Univ.). The deadline for submissions is 23 May 2003. 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. □

BOOK NEWS

Call for Contributions in Approaches Series

The Publications Committee has approved three new titles in the series *Approaches to Teaching World Literature*. The first volume, *Approaches to Teaching The Song of Roland*, will be edited by William W. Kibler and Leslie Z. Morgan. The second, devoted to Chaucer's *Troilus and Criseyde* and the shorter poems, will be edited by Tison Pugh and Angela J. Weisl. The third title, *Approaches to Teaching Colodi's Pinnocchio and Its Adaptations*, will be edited by Michael Sherberg. If you wish to contribute to any of these volumes, please send your name and mailing address to Sonia Kane at the MLA office by 15 November 2002 (skane@mla.org; fax: 646 458-0030). □

Suggestions Invited for PMLA Editor

At its meeting in May 2002, the MLA Executive Council appointed a subcommittee to oversee the process of selecting a new editor for PMLA (the term of Carlos Alonso, the current editor, will end in June 2003). The members of the subcommittee are A. LaVonne Brown Ruoff (chair), Mary Louise Pratt, Tey Diana Rebolledo, Robert Scholes, and Katie Trumpener. The subcommittee approved the following criteria for the next editor:

1. Intellectual curiosity, range, and flexibility
2. An understanding of contemporary literary scholarship and critical methods
3. An ability to work within the structure of the MLA and PMLA, including a commitment to the principles guiding current editorial policy and a recognition of the journal as the organ of a large membership organization reflecting diverse scholarly and critical views
4. Past experience with PMLA (as author, referee, Advisory Committee member, or Editorial Board member) or substantial editorial experience with another scholarly journal in the field

The subcommittee invites suggestions from the membership; suggestions should include information about scholarly credentials and editorial experience. Please send your suggestions to A. LaVonne Brown Ruoff, c/o Judy Goulding, at the MLA office, by 15 November 2002. □

BOOK NEWS

Call for Contributions to Integrating Literature and Writing in First-Year English

The Publications Committee has approved the development of a volume on integrating literature and writing instruction in first-year English. The editors, Judith H. Anderson and Christine R. Farris, seek essays of 4,000 to 6,000 words on the design and teaching of courses (relevant for nonmajors as well as for prospective English majors) that combine analysis and interpretation of literature with sustained attention to writing. Essays should move beyond theorizing or hypothesizing the relation between literature and writing/composition to address actual practice. *Literature*, as the editors use the term, participates variously in culture, and while they primarily intend imaginative writing—whether narrative, dramatic, poetic, historical, or essayistic—they do not mean to exclude the use of other written or visual materials. The presentation of each course should include its rationale (why the course is structured the way it is and what it is trying to accomplish), the way it fits into a larger program (composition, general studies, or distribution requirements, introductory requirement, elective, etc.), and a discussion of how the course is conducted, including a syllabus. The editors will look for critical reflection on actual practice: what forms of learning, what kind of textual analysis, and what production of student writing make this course worthwhile for first-year students? How does the course integrate goals for literature and writing instruction in the first-year classroom, reimagine the first-year English curriculum, or integrate the concerns of lower-division, upper-division, and graduate-level English studies? Send queries to anders@indiana.edu and crfarris@indiana.edu and two copies of abstracts by 15 November 2002 to Christine Farris, Dept. of English, Ballantine Hall 442, Indiana Univ., 1020 East Kirkwood Ave., Bloomington 47405-7103. □

Request from the American Association of University Professors

In the May-June 2001 issue of *Academe*, the American Association of University Professors published "Protecting Human Beings: Institutional Review Boards and Social Science Research," a report that discussed the government's system for regulating research involving human subjects. The past year has witnessed growing concern that campus institutional review boards have applied the government's regulations, known as the Common Rule, too broadly to humanities and social science research. In that regard, the AAUP is interested in learning whether your work has been reviewed by a campus review board and, if so, with what results. Reports of positive and negative experiences are welcome. You can send your responses to Jonathan Knight at the AAUP by regular mail (1012 14th St., NW, Washington, DC 20005), fax (202 737-5526), or e-mail (jknights@aaup.org). □

COMMITTEES

Committee on Diversity and Tolerance Collects Information and Debates Terms

The newly convened Ad Hoc Committee on Diversity and Tolerance met in May to begin its work and implement its charge. This committee will function for three years, furthering the work begun by its predecessor, the Task Force against Campus Bigotry. The task force produced an ambitious report that attempted to delineate bigotry, and it mounted three spirited sessions at the 1998 convention in San Francisco: "Teaching Tolerance," which resulted in a group of articles published in the ADE and ADFL bulletins; "Excitable Speech': Bigotry, Tolerance, and Censorship"; and an open session where members brought concerns and comments about discrimination on campuses to task force members.

The new committee's title signals an evolution and a subtle but significant distinction between the charges of the two committees. Whereas the former task force focused on being "against" occurrences of "campus bigotry," the present committee has a more positive charge, centering its concerns on achieving "diversity and tolerance." The initial committee was obliged to prevent, while the present committee can promote.

As did our predecessors, the current committee needed to grapple early on with definitions. While agreeing that "diversity and tolerance" are both admirable and desirable aims in the abstract, as good critics the committee members considered at length just what we took diversity and tolerance to be. A vibrant discussion ensued about the breadth of our charge, which mandates us—among other things—to:

- review the literature relating to ethnic and racial incidents on campus with an eye to determining what is known about how institutions and members of their faculties resolve conflicts
- review the literature relating to education in language, writing, and literature for diverse groups of students with an eye to calling attention to what is effective

GOVERNANCE

Nominations for 2003 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. 2002 *PMLA* 658–63). 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 2003, 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. All suggestions received by 10 December 2002 (the deadline for receipt of election ballots) will be considered by the division executive committees during their meetings at the 2002 annual convention. Nominees selected by the executive committees will be invited in the spring of 2003 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 agrees to stand for election). □

- create convention sessions where MLA members exchange ideas and information about the topics the committee is studying
- consult the members of the Coalition on the Academic Work Force regarding possibilities for cooperation or collaboration on these issues
- make recommendations regarding constructive policies and practices for the MLA and for colleges and universities

We found an initial contradiction in our charge that required thoughtful deliberation. The materials we were charged with reviewing were to relate to "ethnic and racial incidents on campus" in the first part of our charge and to "diverse groups of students" in the second part of our charge. Were we to interpret diversity and tolerance narrowly to include only "ethnic and racial" groups, or was a broader understanding of the terms used in our committee title more appropriate? We reached consensus that diversity included categories of race, ethnicity, gender, class, disability, linguistic difference, sexual orientation, and religion. Although some of us felt that race was the paradigmatic category of intolerance, the committee members adopted the broad view since we felt there was no contradiction in looking at the vectors together and that by including the numerous types of diversity, our arguments were stronger. Nevertheless, we also decided to focus one literature review on institutional procedures resulting from ethnic and racial incidents on campus, as well as to inquire into incidents of exclusion of other groups.

We recognized that a review of the literature meant collecting information that includes materials generated and statistics compiled by other groups, data about students and the academic work force, reports about incidents and responses to them, and classroom strategies that promote diversity and tolerance. Our plan is to solicit information from MLA members in this *MLA Newsletter*; request information from other groups, including the members of the Coalition on the Academic Work Force; collect resources and bibliographic citations from individual committee members according to their interests and expertise; and survey the last five years of the *Chronicle of Higher Education*, the Anti-Defamation League, relevant divisions, discussion groups, allied organizations and committees of the MLA, and e-mail discussion lists for minority literature studies, Latino studies, and American studies.

To create another opportunity for gathering information from MLA members, we decided to sponsor a roundtable at the 2002 convention, "Promoting Diversity and Tolerance on College Campuses after 9/11/01: Theory and Practice." The session features invited presenters who will bring out different aspects of diversity, speak about the committee and its charge, and ask for suggestions and comments from the audience. Panelists are Miriam Cooke (Duke Univ.), Jeffrey Ross (Anti-Defamation League), Barbara Foley (Rutgers Univ., Newark), and committee members Finley Campbell (DeVry Inst.) and Laraine Fergenson (Bronx Community Coll., City Univ. of New York). In addition, a call will appear in the Winter *MLA Newsletter* for a 2003 convention session entitled "Teaching Tolerance and Combating Bigotry and Racism in the Classroom: Practices and Theories." An additional session for 2003 will be discussed during our next committee meeting in January, possibly for an open roundtable discussion to solicit information and concerns from MLA members.

Rosemarie Garland-Thomson, chair

GOVERNANCE

Request for Comments on Delegate Assembly Resolutions

Several actions taken by the Delegate Assembly at its meeting on 29 December 2001 in New Orleans are subject to ratification by the MLA membership. Among these actions was the approval of five resolutions, which MLA members are asked to comment on before the ratification vote is conducted.

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

During the balloting period, from 1 November through 10 December, additional comments will not be accepted, but comments already posted will remain available for review. Members who do not have Web access may request hard copies of the posted comments from Carol Zuses.

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

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

Resolution 2001-1

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

Be it resolved that the MLA protests as an abridgment of free-speech rights the arrests that took place on 15 and 16 August 2001 at Hostos Community College; and

Be it further resolved that the MLA urges 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

Be it further resolved that the MLA strongly affirms the constitutional rights of students, staff members, and faculty members to demonstrate peacefully and exercise freedom of speech on college campuses.

Resolution 2001-2

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

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

Be it further resolved that MLA members help all students work together to counteract prejudice based on race, religion, or perceived national origin.

Resolution 2001-3

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.

Resolution 2001-4

Whereas the MLA supports open intellectual inquiry free of racial or political intimidation of any kind, and

Whereas the MLA represents United States and Canadian college and university employees and students in this pursuit,

Be it resolved that the MLA opposes and condemns as racist and discriminatory attempts by any federal agency to conduct investigations into the personal lives and academic work of college and university employees and students based solely on nationality, immigrant status, religion, or ethnicity and that the MLA encourages universities to resist such procedures on their campuses and wherever the procedures are known to exist.

Resolution 2001-5

Whereas the American Council of Trustees and Alumni has in its recent report *Defending Civilization* proposed "America's first line of defense" as a guide in shaping the university curriculum and called upon colleges and intellectuals for the "philosophical defense" of the United States and its principles,

Be it resolved that the members of the Modern Language Association affirm their commitment as scholars and teachers not to the "philosophical defense" of any one nation-state but to the "philosophical defense" of humanity, to critical and appreciative teaching about all cultures, and to the unflinching pursuit of truth. □

GOVERNANCE

2002 Election Ballot Is in the Mail

The 2002 ballot covering the elections for second vice president, Executive Council, Delegate Assembly, and division executive committees has been mailed to all 2002 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 8 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). □

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-three publication prizes, including a new prize that will be offered beginning in 2003, the Modern Language Association Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies. 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 and literatures; 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; the William Sanders Scarborough Prize for an outstanding scholarly study of black American literature or culture; and the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies. A work published in

2002 may compete for one of the annual prizes that will be presented in 2003 if it meets the specific eligibility requirements for the prize. The deadline for entries for the 2002 James Russell Lowell Prize is 1 March 2003; for the First Book Prize it is 1 April; for the Scaglione Publication Award it is 1 August; for all other MLA awards it is 1 May.

Six prizes that are awarded only in odd-numbered years will be presented at the 2003 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

Phyllis Franklin Award for Public Advocacy of the Humanities

In recognition of her long and distinguished service to the humanities as executive director of the Modern Language Association (MLA), the association honors Phyllis Franklin with the establishment of the Phyllis Franklin Award for Public Advocacy of the Humanities. In 2003 and every other year thereafter, this award will honor an individual who has fostered public support for the humanities through speaking, writing, policy making, or other activities. The prize is open to academics and to public figures outside the field and the academy, such as politicians, corporate leaders, foundation heads, journalists, educational administrators, and individuals from the world of arts and entertainment.

The officers of the MLA will review nominees for the award and will recommend names for consideration by the Executive Council. All suggestions, endorsements, and solicitations of comments on persons proposed for the award will be strictly confidential; the prize will be presented at the annual convention. Letters of nomination should include the full name and mailing address of the nominee; a list of the candidate's major works, accomplishments, and publications if applicable; a statement of three hundred words or less commenting on the candidate's achievements; and three letters of support. Letters should be addressed to the president of the MLA and for the first award must arrive at the headquarters office by 31 January 2003. □

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 Annie Reiser (646 576-5141; areiser@mla.org). □

Developing Recommendations on Scholarly Publishing

MLA members recently received a letter from Stephen Greenblatt alerting them to a widely recognized crisis in scholarly publishing. While the problem has grown slowly over decades and its causes are many, the decline in library sales for academic books is not in doubt. As a result, the economics of academic publishing has become increasingly difficult in many subject areas. Among the MLA's disciplines, this crisis is perhaps most severe in some foreign language departments, but it affects scholarship in literature and language as a whole, especially for those seeking to publish a first book.

While electronic publishing and publishing on demand will no doubt prove viable outlets for some publications, like many of you we believe the traditional scholarly book is well worth preserving. Neither its convenience nor its cultural impact has been supplanted. Indeed it is ironic that the academic book—not just in English and foreign languages but also in anthropology, art history, education, and many other fields—is being economically threatened at the very moment when recovered works of literature are receiving their first detailed scholarly analysis and new methodologies are offering fresh insights into our traditional canons.

As a follow-up to Greenblatt's letter, therefore, an ad hoc subcommittee of the Executive Council was asked to put forward to the membership some specific proposals for discussion. These suggestions are necessarily preliminary. They will need more work before any of them can become a reality, but they can nonetheless help focus a conversation we need to have. We invite your comments; the Executive Council will discuss the best way to disseminate your ideas. Here, then, are some of the options for action we offer for discussion:

1) Should all tenure-track positions in language and literature be accompanied by a \$5,000–\$7,000 book subvention? Although a subvention of this amount would not cover all costs of publication, it would be of major assistance to scholars at the beginning of their careers. New appointees might receive a letter of commitment that they could submit to a publisher along with a manuscript. The subvention would be provided only after a book manuscript had gone through the normal scholarly review process and been accepted for publication. The funds might be restricted to a book subvention and not be made available for other purposes: unused funds would thus eventually be recycled for use by new appointees. We note in this context that such a subvention represents but a small fraction of the salary and benefits devoted to tenure-track faculty members. It also represents much less than start-up costs in the laboratory sciences. Different institutions may want to set other limits on a subvention; some may want to specify the publishers for which it would be appropriate, others may not. Some may be more flexible than others about how long the funds would remain available. Although there is special need to provide such funds where a book is expected for tenure, there is good reason to provide this option to all humanities faculty members. All these issues are appropriate points of discussion.

2) Should postdoctoral fellowships and non-tenure-track appointments include a comparable book subvention, perhaps one that would increase by a fixed amount for each year in residence or each year of service—up to a maximum of \$5,000–\$7,000? Certainly many of the faculty members in these positions have the same career ambitions and intellectual resources as assistant professors. Once again, there are many details to work out, including arrangements for how long the funds would remain available. Here is a case where organizations awarding national fellowships to recent PhDs could lead by example.

3) Should departmental and campus hiring and tenure committees give equal weight to peer-reviewed electronic publications? If electronic publications are not given equal weight, how should they be evaluated? Should an online journal essay or electronic book issued by a reputable journal or press count the same as a traditional print publication? Already widely if intermittently debated, this subject probably merits more intense and focused discussion within the discipline.

4) Should colleges and universities reconsider requiring a book for tenure? Are there viable alternatives to the book, such as a linked series of published essays that form a single coherent project? Such a group of essays might not only read much like a book but also have a comparable impact on scholarship. Here journals could help by opening their pages to longer essays of high quality. At the same time an emphasis on quality rather than quantity in hiring and tenure decisions may need to be reasserted and more fully defined. Letters the MLA has received so far suggest that there are alternative criteria for tenure already operating at a number of schools. We would be happy to explore ways of sharing these practices.

5) Should both individual members and departments intensify their efforts to maximize the percentage of library budgets devoted to book purchases? Could faculty members at institutions where the percentage of library funds available for book purchases has declined make a real difference by working to reverse this trend? Although there are over 3,000 college and university libraries in the country, only about 250 of them order new literary criticism comprehensively. Doubling that number would considerably improve the economics of scholarly publishing. Thus this seems a case where a few people could have a significant impact on the profession. Moreover, all members of the university community—students and faculty members among them—need high-quality library resources to do their work well. Certainly faculty members in scientific and technical fields have not been shy about stating their library needs despite rising costs. Success here will require working closely with librarians and building effective alliances among humanities faculties and disciplines.

Rey Chow, Reed Way Dasenbrock, Roland Greene, Nancy K. Miller, Cary Nelson (chair), Amada Sandoval, Katie Trumpener, on behalf of the Executive Council

Members' Comments Invited on NRC Rankings

In the past, most recently in 1995, the National Research Council conducted two assessments of doctoral programs in research universities. Commonly known as the "NRC rankings," the assessments have been widely influential within and outside of higher education. Early in 2002, the NRC appointed a committee to ask whether another assessment ought to be done and, if so, how. One crucial question is what information about the humanities might be most relevant and important. Chaired by Jeremiah P. Ostriker, the committee is actively seeking opinions about these issues from academics and policy makers. It would appreciate comments from members of the Modern Language Association. Comments should be e-mailed to Catharine R. Stimpson, a committee member. Her e-mail address is catharine.stimpson@nyu.edu. □

CORRESPONDENCE

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

To the editor:

Since I am one of the most vocal critics of the inadequate indexing of single-author monographs by the *MLA International Bibliography* (*MLAIB*) and since Phyllis Franklin's "The *MLA International Bibliography*: Where Are We Now" (*MLA Newsletter* Spring 2002: 5-6) is—in part—a preemptive response to my forthcoming "Some Suggestions for the Future of the *MLA International Bibliography*," I am compelled to respond to her discussion of the *Bibliography*'s coverage of books.

"Judging how well we cover books is" hardly as "difficult" (5) as Franklin asserts: since she cites AAUP statistics for 1999, I checked out my library's copy of the *ABPR: American Book Publishing Record Cumulative 1999*, 2 vols. (New Providence: Bowker, 2000). I then identified the single-author monographs (what the *MLAIB* codes as "book monographs") listed in the "Literature (Belles-Lettres) and Rhetoric" section (i.e., the Dewey Decimal 800-range). (I ignored edited collections of essays: since the bulk of these are indexed by a special section of MLA bibliographers, coverage of "book collections" is superior to that of "book monographs.") I then searched the 1,012 "book monographs" that fell within the *MLAIB* scope in the online *Bibliography*: only 386 (or 38%) were indexed (as of the February and March 2002 updates). That such a low rate of coverage exists only a few years after the *MLAIB* made a concerted effort to improve the indexing of "book monographs" easily explains why knowledgeable researchers bypass the *MLAIB* in favor of FirstSearch or RLIN when wanting to identify single-author monographs on an author or subject.

Franklin also quotes Scott Stebelman; however, his comparison of the *MLAIB* and the *Annual Bibliography of English Language and Literature* is flawed by his failure to adjust his statistics to account for the greater level of indexing in the former.

Finally, Franklin's assertion that 1,901 of the books indexed in the 2000 *MLAIB* "are on the subjects of the AAUP list" offers a "suggestive rather than definitive" comparison and ignores the fact that a substantial number of these are published in countries not included in the AAUP study.

Given the level of staffing and the extraordinarily time-consuming process of identifying and obtaining (let alone indexing) single-author monographs, it is inconceivable that the indexing of book monographs will ever reach a remotely acceptable level of coverage in the *MLAIB*. Given that FirstSearch and RLIN already provide vastly superior coverage of these publications, it is time to consider eliminating their coverage in the *MLA International Bibliography*. If that were done, indexing staff and field bibliographers could devote additional time and resources to improving coverage of journal articles and essays from collections—the true strengths of the *Bibliography*'s coverage.

James L. Harner

Corrections to Directory Listings

Two members' listings in the PMLA Directory issue are incorrect. The correct listings are Gay-White, Pamela D, Asst Prof Fr, Alabama SU, Montgomery, AL 36101; pdgaywhite.aol.com and Hinton, Robert, Assoc Dir Africana Studies, New York U, New York, NY 10003; robert.hinton@nyu.edu. In Raymond Cormier's Directory listing, the e-mail address should be rcormier@longwood.edu. □

Honorary Members and Fellows

Members are invited to submit nominations for honorary members and fellows of the association. Honorary members are distinguished foreign scholars, and honorary fellows are distinguished men and women of any nationality. The current rosters of honorary members and fellows can be found on pages 707-08 of the September 2002 (Directory) issue of *PMLA*.

Members who would like to recommend honorary members and fellows should refer to the instructions in the Directory (pp. 701-02) or refer to the MLA Web site under Submissions and Prizes. □

GOVERNANCE

New Divisions and Discussion Groups

The MLA has added three new divisions and eight new discussion groups since 2000.

The new divisions are for Asian American literature (division 82), Chicana and Chicano literature (division 84), and East Asian languages and literatures after 1900 (division 83). The first two new divisions were created when the discussion groups covering Asian American literature and Chicana and Chicano literature petitioned for and received division status. The third was created when the single division covering East Asian languages and literatures of all periods (division 16) was split into two divisions. The original division narrowed its coverage to the period before 1900, while the new division will focus on the period after 1900. Members who affiliated with the original division but whose scholarly work deals with the modern period may wish to change their division affiliation and join the new division. Members who affiliated with the original discussion groups on Asian American literature and Chicana and Chicano literature are now considered members of the equivalent divisions.

The eight new discussion groups cover a wide range of scholarly interests. Five of the eight—law as literature (L4), Lusophone literatures and cultures (L3), media and literature (M1), opera as a literary and dramatic form (N3), and Scottish literature (S7)—already have established executive committees and will be holding sessions at the 2002 convention in New York City. Two of the new discussion groups were formed when the existing group on Provençal and Catalan language and literature (P3) was split into individual groups for Catalan language and literature (C3) and Provençal language and literature (also P3). The original group will meet for the last time during the 2002 convention and will hold elections for the executive committees of the two new groups. Members who affiliated with the original group and whose field is Catalan will want to change their group affiliation. The last new discussion group, on travel literature (T3), will be holding an organizational meeting during the New York convention for the purpose of electing an executive committee and planning for future sessions.

Members are encouraged to join these new divisions and discussion groups and more generally to update their division and discussion group affiliations in accordance with their current scholarly interests. Members who do so will be able to participate more fully in the governance of the divisions and discussion groups they select. Changes can easily be made by filling in the appropriate section on the dues renewal notice or by contacting the membership office (membership@mla.org; 646 576-5151).

The Program Committee, which supervises the association's divisions and discussion groups, also encourages members to suggest nominees for the executive committee elections that all divisions and discussion groups hold each year. The Concise Guide to Activities and Services (see pages 700-01 of the Sept. 2002 [Directory] issue of *PMLA*) gives details on how to suggest nominees. □

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. □

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.

A. W. Mellon Postdoctoral Fellowship in Medieval Studies. Fellowship for a recent Ph.D. holding a regular appointment in a U.S. institution to pursue research in any field of medieval studies while in residence in the Medieval Institute, University of Notre Dame, during the academic year 2003-04. Fellowship is \$37,500. Application deadline is January 15, 2003. For further information, consult www.nd.edu/~medinst or contact James Mixson, Medieval Institute, University of Notre Dame, Notre Dame, IN 46556; Mixson.1@nd.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 2002 PMLA, pages 1031-50. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

NOVEMBER

- early Fulbright-Hays Section 102(b)(6)
- 8 Woodrow Wilson National Fellowship Foundation
- 12 American Academy of Arts and Sciences
- 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
- 30 Center for Judaic Studies, University of Pennsylvania
- 30 International Research and Exchanges Board

DECEMBER

- 1 American Classical League
- 1 American Philosophical Society
- 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 Schomburg Center for Research in Black Culture, the New York Public Library
- 1 Sex, Race, and Globalization Project at the University of Arizona
- 1 Virginia Center for the Humanities
- 7 Andrew W. Mellon Fellowships in Humanistic Studies
- 8 Pembroke Center for Teaching and Research on Women
- mid-Dec. Charlotte W. Newcomb Doctoral Dissertation Fellowships
- 15 American Association of University Women Educational Foundation
- 15 Chateaubriand Fellowships
- 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
- 16 Harvard University's Kathryn W. and Shelby Cullom Davis Center for Russian Studies
- 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

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 2002 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 2002 Delegate Assembly meeting (see Delegate Assembly bylaw 7)
- 18 Deadline for receipt of departmental administrators' job listings for the December 2002 *Job Information List*

NOVEMBER

- 1 Deadline for applications from advanced graduate students for partial reimbursement for travel to the 2002 convention

DECEMBER

- 1 Preregistration deadline for 2002 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 ballots covering ratification of 2001 Delegate Assembly actions
- 10 Deadline for receipt of 2002 convention addresses for "Who's Where"

JANUARY

- 5 Deadline for receipt of convention calls for papers for Spring 2003 *Newsletter*
- 17 Deadline for receipt of departmental administrators' job listings for the February 2003 *Job Information List*
- 31 Deadline for receipt of proposals for honorary members and fellows
- 31 Deadline for receipt of proposals for the Phyllis Franklin Award for Public Advocacy of the Humanities

MARCH

- 1 Deadline for receipt of forum proposals for 2003 convention
- 3 Deadline for submission of books competing for the 2003 James Russell Lowell Prize
- 7 Deadline for receipt of departmental administrators' job listings for the April 2003 *Job Information List*
- 15 Deadline for receipt of submissions for *Profession 2003*

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