

DIANA RASCHKE PHOTOGRAPHY



A. LaVonne Brown Ruoff

A. LaVonne Brown Ruoff Receives Lifetime Achievement Award

The MLA's third Award for Lifetime Scholarly Achievement will be presented at the 2002 convention to A. LaVonne Brown Ruoff, professor emerita of English at the University of Illinois, Chicago. Ruoff was selected for the award by the Executive Council at the recommendation of the Committee on Honors and Awards. She has been involved in many activities through the years. She founded the discussion group on American Indian literatures in 1972 and was instrumental in its transformation into the division on American Indian Literatures. She has served on the Delegate Assembly (1983–85) as well as on the Committee on Literatures and Languages of America (1980–83) and on its successor, the Committee on the Literatures of People of Color in the United States and Canada (1998–2001), which she cochaired in 2000–01. She is currently a member of the Executive Council.

After receiving her BS in education in 1953 and her MA and PhD in English from Northwestern University (1954, 1966), Ruoff taught at Roosevelt University and, from 1969, at the University of Illinois, Chicago. She played a leadership role at the Newberry Library's D'Arcy McNickle Center for American Indian History, where she directed numerous NEH-funded summer institutes and seminars for high school and college teachers, was interim director (1999–2000), and now serves as a member of its Executive Committee.

Acknowledged by her peers as one of the originators of American Indian literary studies, she has been an indefatigable advocate for its place in American literature and in the academy. A consistent mentor for and influence on scholars and teachers in the field, she has been attentive to the impact of the work on American Indian students and faculty members and has fostered both Native American scholarship and creative writing. Since the late 1970s Ruoff has been the leading bibliographer in the field, and she has written its central documents: *American Indian Literatures* (MLA, 1990) and *Redefining American Literary History* (MLA, 1990; coauthored with Jerry W. Ward, Jr.). This research, many critical editions, innumerable essays in books and journals, and public presentations have made thousands of readers aware of the variety of American Indian oral

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New York Convention

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and written literatures from before 1900 to the present. The series she has edited, *American Indian Lives* (Univ. of Nebraska Press), consisting currently of twenty-nine books (biographies, bibliographies, and critical works), has made American Indian literature widely accessible for study. She was coauthor of the proposal to establish the Consortium on Graduate American Indian Studies, the first such enterprise in the country, through the Committee on Institutional Cooperation. She has received numerous grants from the Illinois Council on the Humanities for local conferences and workshops on multiethnic and other studies, and in 2000 she received a Lannan Foundation grant for three Summer Institutes for Teachers in Tribal Colleges.

Ruoff was the recipient of an NEH fellowship in 1992–93 and of the Lifetime Achievement Award from the Before Columbus Foundation in 1998; she has been honored by the Wordcraft Circle of Native Writers and Storytellers, the D'Arcy McNickle Center, the MLA division on American Indian Literatures, and the Association for the Study of American Indian Literatures. She has served as a reviewer on numerous editorial boards, granting panels, and promotion and tenure committees and is active in MELUS and the Association for the Study of American Indian Literature. She has also been a public voice for American Indian studies in interviews on Chicago radio stations and in community activities such as Indian History Month. She has served on the board of the Indian Council Fire (1980–90), composed of Indians and non-Indians. □

RADIO

What's the Word? Use by Students and Teachers

What's the Word?, the MLA-sponsored radio series, first aired in the spring of 1997. The programs are designed to show what people study in the college language and literature classroom and to show listeners how language and literature can enrich their everyday lives. Programs are developed by a committee of MLA members and are international in scope, covering the full range of work that members do.

Current programs are aired on public radio stations across the country, on Armed Forces radio, and on a variety of other national and international sites. An archive of more than a hundred programs is now streamed on the MLA Web site. These programs are available for the general public, but they are also useful for teachers, who can play excerpts or whole programs in the classroom or include them in assignments for students. They can also be used by students who are doing research projects or to enhance their understanding of a subject or just for enjoyment.

The most recently archived programs were first aired in 2001. They cover such topics as movie versions of *Hamlet*, psalms, confronting a foreign culture, Cuban writing, heritage languages, American road stories, life writing and persons with disabilities, famous endings, and Anglophone Canadian writers. A full list of the programs is available at www.mla.org; click on "Radio Programs." The committee meets again in January 2003 and welcomes suggestions for new programs. □

GOVERNANCE

Elections Committee Seeks Candidates

At the end of 2003, the seats of sixteen special-interest and thirty-five regional Delegate Assembly representatives will fall vacant. The MLA Elections Committee will meet in January 2003 to begin the process of identifying candidates for these open special-interest and regional seats. Those elected in 2003 will serve in the assembly from 2004 through 2006 and must attend the meetings of the assembly in 2004, 2005, and 2006.

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

WWW.MLA.ORG

MLA Web Site News

Featured

- 2001 Delegate Assembly resolutions
- 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

Program Issue 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). □

The *MLA Newsletter* (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, New York 10004-1789. The *MLA Newsletter* is edited by the executive director of the association, Rosemary G. Feal. The managing editor is Judy Goulding. The cost of an annual subscription is \$8. The subscription price is included in the dues of all members of the association. Periodicals postage paid at New York, NY, and at additional mailing offices. All news items and letters should be sent to the *MLA Newsletter* at the above address.

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

"Keep Us Informed"

Somewhere in my attic I have a small zippered autograph book, S bound in red imitation alligator skin. There, alongside the bemused good wishes of my uncles and aunts, uplifting sentiments from my elementary schoolteachers, and a deliberately annoying message from my older brother Marty, is the autograph of Herbert Philbrick. Philbrick's career was the basis of a successful cold-war television series called *I Led Three Lives* that my family and I used to watch. I don't remember precisely, but I think the three lives in question were Husband, Communist, and FBI Agent. Philbrick was, in any case, an informer whose reports to J. Edgar Hoover exposed a pacifist organization to which Philbrick belonged as a dangerous Communist cell. Several of Philbrick's former friends and colleagues in the organization were jailed as subversives, their careers destroyed and lives broken—and he became a celebrity, sufficiently famous not only to inspire a TV show but also to make a ten-year-old child eager to line up to get his autograph at the school assembly.

Judging from the fact of his appearance at such a modest suburban venue, the famous informer's life must not have been all that glamorous, or perhaps the FBI was tirelessly eager to reach out to America's children with the crucial message: there are terrible enemies among us, and you must be vigilant. I vividly recall the atmosphere of fear and suspicion that reigned in the leafy American suburbs of the 1950s. Herbert Philbrick was part of that atmosphere. He represented a culture anxiously alert to the hidden dangers in its midst and determined to ward off those dangers through spying and denunciations. It was not enough that we had government organizations whose mission was to protect us; everyone had an obligation to join in the great struggle between the forces of good and evil. What could elementary schoolchildren do? They could watch, listen, and inform.

Do we really want to go back to that? America had serious enemies then, as it does now. But it was not well served by poisonous witchhunts that extended into classrooms, stifled intellectual debate, and ruined many careers, including academic careers, and it will certainly not be well served by a renewal of such poison. It is understandable that feelings run high on the murderous conflict in the Middle East, and it is entirely appropriate that we make diverse views known and vigorously debate the issues. But recent developments such as a "Campus Watch" Web site that asks its readers to "Keep Us Informed" about what is said in classes about Middle East-related issues seem to me a nasty step back toward *I Led Three Lives*. Trawling for informants—including, in the case of the "Campus Watch" Web site, informants who wish to remain anonymous—and then compiling and posting online exposés based on these unsubstantiated reports is dangerous. It invites misrepresentation and promotes a climate of suspicion, fear, and denunciation.

Anyone who ever graded a midterm examination knows that there is often a gap, sometimes hilarious, sometimes merely depressing, between what a teacher has actually said and what even quite attentive and fair-minded students have heard. One can only imagine the incomparably greater pitfalls in the accounts that are being solicited for the Web. No doubt in the vast number of classes that are taught in American colleges and universities outrageous things occasionally get said. It may be necessary in certain extreme cases for objections to be carried beyond the privileged space of the classroom to the oversight committees that exist in most responsible educational institutions, committees charged with carefully investigating and intervening when something has gone seriously wrong with the educational process. But

every attempt, whether from the right or the left, to make students into a vigilant ideological police force is a blow struck at free, unfettered education. Recruiting students as classroom watchdogs is inimical to the experience of learning. As for the faculty, what we as a profession have to offer is a commitment to scholarship, critical intelligence, and scrupulous attention to language. This commitment will not automatically lead us to one or another position in the fierce arguments of our time, but it should rightfully draw us away from the intimidating circulation of unverified anonymous reports.

I had intended in this, my final column, to write about an altogether different kind of circulation: the circulation of scholarship. My plan was to announce the third of the MLA in the World initiatives that I wished to launch in my year as president. The first initiative involves affiliation with a program called Scholars at Risk, designed to provide support for scholars whose careers or lives come under threat. You can find out more from the Scholars at Risk Web site: <http://scholarsatrisk.uchicago.edu>. The second initiative is the E-Mail Academy that the MLA is currently setting up. The association will serve in effect as a clearinghouse for requests for scholarly assistance—advice, information, bibliographic references, and, on occasion, articles—from literary scholars who work in straitened circumstances where they have little or no access to the resources they need. You may find out more by writing to the MLA staff member in charge, Steve Olsen, at solsen@mmla.org.

The third initiative that I had hoped to describe in detail here would be a program to gather and send our works of scholarship to institutions abroad that cannot afford to buy them. We are, as you know, facing a crisis in scholarly publishing, with a significant number of university presses cutting back on new books in the humanities or even eliminating humanities publishing altogether. Yet even with these severe cutbacks, United States and Canadian scholars are often extraordinarily privileged. Many of us have piles of books—books we have ourselves written, books we no longer need, books we can't accommodate on our cramped shelves, extra copies, and the like—that we would be happy to give away to those who could make use of them. And, of course, there are much larger collections of books—from colleagues who are moving, facing retirement and the loss of office space, or planning bequests—that could be similarly redistributed. The problem is to find a suitable institutional means to store, assemble, organize, and ship scholarly books to the right places. I am aware of both emergency book initiatives and religious charities, but I have not yet found an appropriate organization for our purposes. I am, as I write this column, still working on the question, and I would welcome suggestions sent to greenblatt@mmla.org.

At the MLA Annual Convention in New York I will chair a special session on the MLA in the World initiatives. The session will take place from 5:15 to 6:30 p.m. on Sunday, 29 December, in the Trianon Ballroom at the Hilton New York. Featured speakers will include Jacqueline Bhabha, the founder of the Scholars at Risk program, and Steve Olsen, the organizer of the E-Mail Academy. Perhaps by then, with your help, I will have found a way to launch the book distribution project as well. I want to tap the idealism, the passion for justice, and the generosity that are significant features of our membership, features that occasionally manifest themselves in quixotic quests but that here can find practical, deeply significant outlets.

Stephen Greenblatt

GOVERNANCE

Proposals for the 2002 Delegate Assembly Meeting Agenda

The following proposals were received at the MLA office by the 15 October deadline for consideration during this year's Delegate Assembly meeting in New York. All were submitted as resolutions, with the name of a proposer of record, the signatures of at least ten MLA members, and documented background material.

Whereas the current violence in the Middle East has resulted in deplorable acts of bigotry at American colleges and universities;

Resolved that university administrations and faculty be proactive in promoting productive dialogue and mutual respect among students of different religious, cultural, and political backgrounds; and

Resolved that the MLA condemn anti-Jewish and anti-Arab racism as equally abhorrent; and

Resolved that the MLA condemn boycotts and blacklists against scholars on the basis of nationality or political views as unfair, divisive, and inconsistent with the spirit of liberal education.

submitted by Laraine Fergenson and Finley C. Campbell

Whereas, the Modern Language Association opposes the exploitation of non-tenure track faculty;

Whereas, the recent practice of the University of California-Davis of not renewing experienced lecturers and replacing them with other workers is one such form of exploitation,

Be it resolved that the Modern Language Association calls on the University of California-Davis to resist the creation of new tiers of contingent faculty, rehire the terminated lecturers, and stabilize the ranks of the faculty by extending due process protections to all who teach at that institution;

Be it further resolved that the MLA opposes similar trends elsewhere.

*submitted by Gregory Meyerson, Michael Bennett,
and Leo Parascondola on behalf of the
Radical Caucus in English and Modern Languages*

In addition to these new proposals from the membership, the 2002 Delegate Assembly will consider reports from the Delegate Assembly Organizing Committee and the Executive Council and regular staff and committee reports on association activities.

MLA members are invited to attend the meeting of the 2002 Delegate Assembly during the convention in New York. Members may address the assembly on any of the issues on the assembly's agenda. The assembly meeting will begin at 1:00 p.m. on Sunday, 29 December, in Grand Ballroom East at the Hilton New York. Because the assembly meeting is open-ended—recent meetings have lasted four hours or more—even latecomers will have a chance to join in important discussions of association policies.

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

Profession 2003 Call for Papers

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

For *Profession 2003*, the members of the committee seek previously unpublished essays, of 1,800 to 5,000 words, on current intellectual, curricular, and professional trends and issues that are of importance to the field. The committee also welcomes articles on curricular developments in language and literature majors; articles that examine the changing shape of MA- and PhD-granting programs; discussions of unionization; articles on the working environment in departments in various types of institutions; and reports from new PhDs who are working either in

the academy or in the business, government, or not-for-profit sector. In addition, the committee invites essays about cooperative courses and programs organized jointly by English and foreign language departments, responses to the reports of the Ad Hoc Committee on the Future of Scholarly Publishing and the Ad Hoc Committee on the Professionalization of PhDs (both of which appear in *Profession 2002*), and information about the study and teaching of the humanities in a global context.

Letters to the editor and short comments on articles in *Profession 2002*, of 800 words or less, will also be considered. *Profession* does not publish articles by the same author two years in a row. The deadline for submissions is 17 March 2003. Documentation should conform to the *MLA Style Manual*. Address materials to the editor, Rosemary G. Feal, at the MLA office. □

Andrea Lunsford to Receive the ADE Frances Andrew March Award for Distinguished Service to the Profession

The Association of Departments of English has presented the 2002 ADE Frances Andrew March Award for Distinguished Service to the Profession to Andrea Lunsford, professor of English and the director of the Program in Writing and Rhetoric at Stanford University. Throughout her career, Lunsford's intellectual interests in writing and the history of rhetoric have led her to practical engagements on behalf of literacy of great social significance and impact—with schools, teachers, and students at all levels of education and in community organizations beyond the schools. Her work on collaboration and her many collaborative projects grow from her feminist commitments, which in turn have enriched her work on women and the history of rhetoric and led to her more recent concern with electronic media and intellectual property. Dedication to education, equity, and democracy characterize all her work and doings. Her intelligence and spirit empower and amaze all fortunate enough to come within range of them. The award will be presented at a session in Lunsford's honor at the 2002 MLA convention in New York City. □

MEETINGS

NEH Institutes and Seminars

Each summer the NEH sponsors seminars and institutes for college and university faculty members and for schoolteachers. Material on summer institutes for elementary and secondary education and for higher education, as well as information on summer seminars for college and university faculty members and for schoolteachers, is available from the Division of Research and Education, Room 318, NEH, 1100 Pennsylvania Ave., NW, Washington, DC 20506 (202 606-8463; seminst@neh.gov; www.neh.gov). The application deadline is 1 March 2003. □

Foreign Language Study: World Needs, Now

"Cueillez dès aujourd'hui les roses de la vie." I can remember hearing Pierre de Ronsard's famous final line of a poem he addressed to Hélène de Surgère being recited with great passion by Richard, a doctoral student in Montpellier, France, *moniteur* to a group of New York State high school students (myself among them) on our first study-abroad experience. As he explained the *carpe diem* theme of the poem, Richard also implicitly invited us to seize the opportunities all around us to learn language, to embrace literature, to explore culture. On the basis of my five study-abroad residencies in Europe and Central America as a student and on my work as codirector of a summer program in Salamanca, Spain, I know firsthand how crucial these experiences are in promoting deep language competence and in spurring the desire to take advanced classes or pursue a major. Thanks to a research project funded by the Andrew W. Mellon Foundation that the staff of the MLA's Office of Foreign Language Programs has just completed, we now have data to show precisely what factors, like study abroad, contribute to making foreign language departments successful.¹

For the purposes of the project, successful departments are defined as ones that experienced stable or increasing enrollments in beginning and advanced courses, as well as numbers of majors, based on information gathered from United States institutions for the years 1995 and 1999. Although quantifiable assessment is not the only measure of a flourishing department, note the authors of the study, enrollment figures are often the primary standard that administrators use to award resources in the form of faculty lines, technological support, or administrative assistance. The first report on the Mellon grant project, "Successful College and University Foreign Language Programs, 1995-99: Part 1" (Goldberg and Welles), contains an analysis of growing enrollments in introductory courses in relation to specific features of twenty-one program types (i.e., Chinese, French, German, Italian, Japanese, Russian, and Spanish programs in BA-, MA-, and PhD-granting departments). The second part of the report, to appear in the *ADFL Bulletin* in 2003, discusses the association of program features with growth in advanced courses and numbers of majors, based on the 1,962 foreign language departments that responded to the survey (75% response rate). The trend is a positive one: about two-thirds of the language programs reported stability or growth in numbers of enrollments in introductory and advanced courses and in numbers of majors. Seventeen of the twenty-one program types with flourishing elementary enrollments also show growth at the advanced level, which tells us that attention to the early years of language study can have positive repercussions for the strength of upper-level courses.

Of the practices surveyed, some are consistently or frequently associated with programs reporting enrollment growth and increasing numbers of majors. Not surprisingly, study abroad commands the lead: it appears to be the factor most often linked to rising enrollments in advanced courses, followed by an array of department practices, including special opportunities for language speaking and learning outside the classroom, uses of technology, and the opportunity to complete a double major or a minor. Language programs that reported increased numbers of students engaged in studying abroad consistently experienced stronger enrollments in all levels of instruction and larger numbers of majors. But other kinds of campus- or community-based learning opportunities also intensify and diversify students' exposure to cultural and linguistic material. When students can engage with

native speakers in real-life situations, they tend to want to continue with new formal and informal modes of instruction. Most departments (around two-thirds) do not yet offer extra opportunities on campus or in local communities for expanded language and cultural experiences, with the exception of intensive courses. Colleges and universities that offer presemester language programs, languages across the curriculum, weekend programs, internships in the community (and abroad), and language houses may see rewards in the form of growth in enrollments and numbers of majors. It is clear, then, that students want immersion in the languages and cultures they are learning and that such experiences encourage them to continue formal classroom study. Foreign language departments that wish to increase their enrollments and strengthen their major programs should ask themselves how they can help expand their students' learning environment. The world is a classroom only if we open the doors to it.

Expansion of the learning environment can also come in the form of technology. Most faculty members and students have access to personal computers, electronic mail, and the World Wide Web, and around three-quarters of foreign language departments use technology for classroom teaching, for student practice outside class, or in media centers. Only around one-third of the programs surveyed use technology for distance learning or for testing and placement. Approximately half the programs responding to the survey reported co-occurrence of growing enrollments with use of technologies for teaching in class, for distance learning, and for testing and placement. In contrast, only slightly more than one-third of the twenty-one program types show an association between growth in advanced enrollments and the use of technology for practice outside the classroom. Universities and colleges are making strides in providing new experiences for their advanced students through technological innovations, and we can expect to see an increase in the kinds of opportunities available for learning outside the traditional classroom. These new forms of interaction appeal to a variety of learners, and they can provide portals to the real and virtual worlds that we must learn to work in as technologies become ever more dominant in our lives.

Among the responding departments, programs that take heritage learners into consideration are offered in 22% of AA-granting departments, 18% of BA-granting departments, 34% of MA-granting departments, and 39.3% of PhD-granting departments. Special course work and programs for learners who come from families that speak languages other than English are not, then, as prevalent as one might think, especially given the number of heritage speakers of Spanish and other languages in United States colleges and universities.² Growth in enrollments at the advanced level co-occurs with the availability of classes for heritage learners, but an increase in numbers of majors does not. These students want to be literate in their family languages and therefore pursue course work for their own interests, but they frequently choose to major in other areas they see as more relevant to their professional aspirations. Departments might capitalize on the opportunity to attract heritage speakers into major programs by offering curricular features likely to appeal to this group. A curriculum for a language major that featured some courses centered on the literary, artistic, linguistic, and cultural histories of multilingual Americans would draw in not only heritage speakers but also other students who wanted to learn about—and with—members of those groups.

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An article published in *Public Opinion Poll* by the American Council on Education (ACE), "One Year Later: Attitudes about International Education since September 11," gives us still more reasons to be vigilant about the strength and reach of our foreign language programs (Siaya, Porcelli, and Green). Public support of international course requirements, including foreign language study, has increased and intensified since two years ago, when the last ACE survey was completed, but new elements of apprehension have emerged, particularly about study abroad. Of the respondents to the 2002 survey, 71% supported a college foreign language requirement. Minorities consistently indicated the highest degree of support—not surprisingly, since members of many minority groups know firsthand the trials of negotiating their way in a multilingual, multicultural world. As for studying abroad, 79% of the respondents agreed that such an experience is important during college. But when the respondents were asked if the events of September 11 had changed the likelihood that they would encourage family members to study abroad, 40% said that they would in fact be less likely to do so. In contrast, only 12% of the college faculty members surveyed reported that September 11 had made them less likely to counsel students to study abroad.

Here then is one of the challenges for foreign language departments in the next several years: how to encourage study abroad, which we know increases interest in advanced language courses on the home campus, in a climate in which international residencies are viewed with more anxiety than they were before September 11. In addition to facilitating programs beyond our borders, perhaps we should be expanding the sites where multilingual study takes place—say, in the neighborhoods, towns, cities, and

regions in the United States and Canada in which languages other than English are spoken. Exchange programs, internships, and living with families that speak languages other than English—all are possible, in these places, at this moment. "Vivez si m'en croyez, n'attendez à demain." Let us gather what the world needs, now, and grow the practices that instill in our students the desire for languages in their lives, in our time.

Rosemary G. Feal

NOTES

¹Elizabeth Welles (director of foreign language programs), David Goldberg (associate director of foreign language programs), and Natalia Lusin (assistant director for Information Services) provided me with the results of their findings in prepublished form.

²The question of serving the needs of heritage speakers is a complex one. As Barbara Gonzalez Pino and Frank Pino note, many students in the Southwest who come from Spanish-speaking backgrounds or are of Mexican heritage may not wish to take classes designated for heritage speakers and instead feel that a single track for language courses is the most appropriate way for them to study Spanish.

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ADE and ADFL Online Job Counseling

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

The eight categories of the site are:

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

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

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

CONVENTION

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

Applications are still being accepted for the eighteenth annual job clinic on business, government, and not-for-profit careers at the 2002 convention. Since registration is limited, interested members are urged to write for information and registration materials as soon as possible. A full description appears in the Fall 2002 *MLA Newsletter*.

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

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

CONVENTION**New York, New York**

There is still time to preregister for the 2002 MLA convention in New York. By now you should have received your copy of the Program issue of *PMLA*, and you can see the wide range of subjects that will be discussed in more than eight hundred sessions. A number of distinguished writers and performers, including John Guare, A. R. Gurney, Walter Mosley, Colson Whitehead, Dave Smith, Charles Wright, Jamaica Kincaid, Ossie Davis, Ruby Dee, Spalding Gray, and Tina Howe, are also scheduled to appear. When you're not enjoying the sessions, meeting with colleagues, or visiting the exhibit hall, you can take advantage of the many sights and sounds of Manhattan. Most of the convention hotels are well located for theaters, museums, and shopping. The preregistration deadline is 1 December. Visit the MLA Web site (www.mla.org) for up-to-date information about the convention.

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). Regis-

tration and information areas in the Hilton New York, the Sheraton New York Hotel and Towers, and the New York Marriott Marquis will open at 12:00 noon on 27 December. Members can obtain copies of the *MLA Convention News and Program Update*, which announces program changes, new exhibits, and MLA election results. (The *MLA Convention News* will appear at the MLA Web site around 20 December.) They can also purchase copies of the *Job Information List*, consult the "Who's Where" list for names and local addresses of their colleagues, and pick up brochures on local restaurants and tourist attractions.

Exhibits, in the Hilton New York, will open at 9:00 a.m. on 28 December. The child care center and the Job Information 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 among headquarters hotels. A complimentary bus service for persons with disabilities will, however, operate throughout the convention. □

CONVENTION**Accommodations and Services for Persons with Disabilities**

The MLA is committed to making arrangements that allow all members of the association to participate in the convention. Meeting rooms in the headquarters hotels are accessible by elevator, and the doors are wide enough to accommodate wheelchairs. A complimentary bus service for attendees with disabilities will operate throughout the convention.

To arrange for a sign language interpreter or a specifically equipped hotel room, write or fax Karin Bagnall in the MLA convention office by 15 November (fax: 646 835-4004; kbagnall@mla.org). The MLA also has a TDD (646 576-5148).

There will be desks near the convention registration and information areas at the Hilton New York (second floor), the Sheraton New York Hotel and Towers (Princess Ballroom, second floor), and the New York Marriott Marquis (built-in registration area, fifth floor) staffed by personnel who can provide assistance to per-

sons with disabilities. The telephone numbers for the desks will appear in the *MLA Convention News and Program Update*, which will be available at the MLA Web site around 20 December and at the convention.

Speakers are asked to bring five copies of their papers, even draft copies, for the use of members who wish to follow the written text. Speakers who use handouts should prepare some copies in a large-print format (fourteen- to sixteen-point). Speakers should indicate whether they want their papers and handouts returned.

Please report any problems on-site to the MLA staff members in the headquarters offices at the 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 provide the help you need. □

CONVENTION**Recommendations for Session Presiders**

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

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

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

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

CONVENTION**Audio- and Videotaping Guidelines for Convention Sessions**

The MLA Executive Council has approved guidelines for audio- and videotaping at the MLA Annual Convention. Audio- or videotaping of sessions is not permitted at the MLA convention without permission of all those present at a session. The session organizer must have the consent of all the speakers at a session, and permission must be requested before the session through the headquarters office (Lincoln Room in the Hilton New York, Carnegie 1 in the Sheraton New York Hotel and Towers) in order to allow taping. The session organizer will then announce to the audience that audiotaping or videotaping will take place during the session. □

CONVENTION

New Discussion Group Holds Organizational Meeting

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

The meeting of the discussion group on Travel Literature (session 691) will be held on Monday, 30 December, from 8:30 to 9:45 a.m. in the Hudson Room at the Hilton New York. Members can contact the organizers of this meeting through the coordinator of governance, 26 Broadway, 3rd floor, New York, NY 10004-1789 (fax: 646 576-5107; governance@mla.org). □

CONVENTION

Preconvention Workshops and Mock Job Interviews

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

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

For descriptions of these sessions, see the Fall 2002 *MLA Newsletter* and the convention program.

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

CONVENTION

Important Information about the Job Information Center

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

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

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

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

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

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

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

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

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

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

Meetings 1, 2, 3, 78, 112, and 276 address the job situation; they should interest job seekers and administrators alike. □

CONVENTION

2003 Calendar of Dates and Deadlines for Special Sessions

Address all correspondence concerning special sessions to Stacey Courtney (MLA Convention Office, 26 Broadway, 3rd floor, New York, NY 10004-1789; scourtney@mla.org), who will direct it to the appropriate person or to the Program Committee. Except where indicated otherwise, the deadline is the close of business on the date listed. For more-specific information, please consult the guidelines published in the September 2002 *PMLA* (pp. 651-57).

- 6 JAN. Deadline for receipt of notices for the Spring 2003 *MLA Newsletter* announcing intent to propose a special session for the 2003 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- 8 FEB. Spring 2003 *MLA Newsletter* mailed to members
- 1 APR. Deadline for receipt of requests for audiovisual equipment for the 2003 convention
- 1 APR. To ensure that formal proposals for special sessions for the 2003 convention arrive at the MLA office in sufficient time for processing and submission to the Program Committee, they must be postmarked no later than 1 April or submitted at the Web site by 1 April; hand-delivered proposals must be received at the MLA office by the close of business on 1 April.
- 7 APR. Deadline by which organizers and panelists in special sessions proposed for the 2003 convention must be listed on the MLA membership rolls
- 7 APR. Deadline for receipt of requests for waiver of membership requirements for panelists (foreign scholars and persons outside the disciplines of languages and literatures) in special sessions proposed for the 2003 convention
- 15 APR. Deadline for receipt of requests for funds for speakers (if appropriate) in special sessions proposed for the 2003 convention
- LATE MAY Notification of the Program Committee's decisions mailed to members who submitted proposals for special sessions for the 2003 convention
- 15 JUNE Notification of decisions on funding requests mailed to organizers who applied for funds for speakers
- EARLY-MID JULY Program-copy proofs and information on date, time, and place of 2003 special sessions sent by the convention office to organizers
- LATE JULY Deadline for receipt of corrections for special session program-copy proofs for the November 2003 (Program) issue of *PMLA*
- 26 JULY Deadline for receipt of notices for the Fall 2003 *MLA Newsletter* announcing intent to propose a special session for the 2004 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE AUG. Information on date, time, and place of 2003 special sessions to be sent by organizers to panelists
- 18 SEPT. Deadline for receipt of notices for the Winter 2003 *MLA Newsletter* announcing intent to propose a special session for the 2004 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE SEPT. Fall 2003 *MLA Newsletter* mailed to members
- LATE NOV. Winter 2003 *MLA Newsletter* mailed to members
- 27-30 DEC. 2003 MLA convention held in San Diego

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).

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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 young-adult 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 reimagining 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

AD HOC 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.

COMMITTEE ON DISABILITY ISSUES IN THE PROFESSION

Cognitive Disabilities: "My Mind's Not Right." Where do cognitive disabilities fit into a larger disability studies framework? How has the examination of cognitive disabilities complicated the field's early emphasis on physical disability? Abstracts by 1 Mar.; Cindy LaCom (cindy.lacom@sru.edu).

Disabling Theory. What interventions has the study of disability made in contemporary theory? How have known theories relied on disability or metaphors of disability to frame themselves? Abstracts by 1 Mar.; Cynthia Wu (u@macalester.edu).

Global Bodies. Relations between disabilities and globalization, national movements, ethnic cleansing, and population flows. Abstracts by 1 Mar.; Michael Davidson (mdavidson@ucsd.edu).

Special Sessions

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

Diversity and American Literature Textbooks. Abstracts or proposals addressing diversity issues in college-level American literature texts, especially anthologies. Possible topics: Are textbook publishers achieving stated goals? Does simple inclusion equal diversity? How is diversity measured? Deadline 15 Mar.; Carman C. Curton, Humanities, Lewis-Clark State Coll., 500 8th Ave., Lewiston, ID 83501 (ccurton@lscs.edu).

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

Melodramatic Performances. Papers exploring the ethical and social consequences of using melodramatic modes. Possible subjects include biography and autobiography, popular culture, legal proceedings, theater, and fiction from the 1790s to the present. 400-word abstracts by 1 Mar.; Sarah Brophy (brophs@mcmaster.ca) or Grace Kehler (kehler@mcmaster.ca).

Modern and Contemporary Spanish Women Essayists. Issues and problems of gender, aesthetics, politics, and cultural production developed by Spanish women essayists from the 18th century to the 21st century. Theoretical essays and case studies welcome. 1-page abstracts by 15 Mar.; Iñigo Sánchez-Llama (sanchezL@purdue.edu).

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).

Performance Theory, Pedagogical Applications. Performative aspects of reading, writing, and teaching; acts planned, rehearsed before, and critiqued after; class discussion as improvised dialogue; group dynamics in the class-

room; situational or transactional analyses of student/teacher roles. Abstracts by 2 Feb.; Nancy Owens.

Shakespeare in the 19th-Century United States. The ways in which Shakespeare in performance or references to Shakespeare's plays served to mediate critical issues in 19th-century America. Abstracts by 6 Dec.; Dawn Keetley (dek7@lehigh.edu). Inquiries welcome.

Allied and Affiliate Organizations

AMERICAN CONFERENCE FOR IRISH STUDIES

"Damned or at the Bottom of the Ocean" Ireland's Position in 18th-Century Studies. Papers exploring the 18th century within Irish studies or Ireland in 18th-century studies. 1-page abstracts by 1 Mar.; Margot Gayle Backus (mbackus@mail.uh.edu).

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 the 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).

AMERICAN NAME SOCIETY

Two open MLA sessions. Fields include literature, literary theory, philosophy, linguistics, geography, social or historical usage. Panels or individual presentations on single authors or subjects invited. Abstracts (150 word max.) by 3 Mar.; Christine DeVinne (cdevinne@ursuline.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 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 Courty 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.hubbard@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 (abartlett@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) □

CONVENTION

Deadline Changes for Membership and Session Proposals for the 2003 Annual Convention

This year the deadline for submitting special session proposals and division, discussion group, and allied and affiliate organization program copy forms to the convention office has been moved to 1 April. The new deadline will increase the time for preparation of materials for the Program Committee. Special session proposals and all other program copy must be postmarked no later than 1 April. Participants in all sessions must be listed on the membership rolls by 7 April or have been granted a waiver of membership. Special event and social event program copy must also be postmarked no later than 1 April.

Please note that the earlier you submit your special session proposals and division, discussion group, and allied and affiliate organization program copy forms to the convention office, the more time there will be to check that a participant is a member and to rectify any membership problems before the 7 April membership deadline. Also, if you wait until the end of the day on 1 April to submit your special session proposal at the MLA Web site, you will be more likely to encounter delays or problems. □

CONVENTION

Forum Proposals Welcome

Proposals of forums for the 2003 convention are welcome. Convention forums are large public meetings on topics of broad general interest; they may be organized by individual members, divisions, discussion groups, allied organizations, or the American Literature Section. (For information on organizing forums, see the Sept. 2002 *PMLA*, pp. 656-57.) Those interested in proposing forums are encouraged to attend the open hearing of the Program Committee at the convention (Mon., 30 Dec., 10:15-11:30 a.m., Hudson, fourth floor, Hilton New York). The deadline for submission of proposals is 15 March. Please direct inquiries to the office of the executive director. □

BOOK NEWS

Three New MLA Titles Published

The MLA published three new titles in fall 2002. Released in September, *Disability Studies: Enabling the Humanities* is an anthology edited by Sharon L. Snyder, Brenda Jo Brueggemann, and Rosemarie Garland-Thomson. The twenty-five essays in *Disability Studies* provide perspectives on people with disabilities and on disability in the humanities, art, the media, medicine, psychology, the academy, and society. The volume is 386 pages; it costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback. It comes with a CD offering XML and ASCII versions of the text.

The eleventh volume in the MLA Texts and Translations series was released in October. Adolphe Belot's sensational *Mademoiselle Giraud, My Wife* (published in 1870 with a preface by Zola) tells of the suffering of a naive young man whose new bride will not agree to consummate the marriage. Eventually he learns from an acquaintance that their wives are lesbian lovers. In the pitched battle between husband and wife, the sexes are evenly matched—until the end. Edited and translated by Christopher Rivers, the French text is 216 pages; it costs \$9.95 (MLA members \$7.96). The English translation is 214 pages; it costs \$9.95 (MLA members \$7.96). Both volumes are available in paperback only.

The twelfth volume in the MLA Texts and Translations series was released in November. Sophie Cottin's novel *Claire d'Albe* (1799) was audacious in its day for its representation of adulterous love as a positive act of self-fulfillment. Although such later French authors as Stendhal and Balzac denigrated sentimentalism along with female novelists, *Claire d'Albe* influenced their realist aesthetics. Edited and translated by Margaret Cohen, the French text is 164 pages; it costs \$9.95 (MLA members \$7.96). The English translation is 158 pages; it costs \$9.95 (MLA members \$7.96). Both volumes are available in paperback only.

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. □

Committee on the Status of Graduate Students in the Profession: A Statement and Introduction

The founding of the Committee on the Status of Graduate Students in 1998 marked the MLA's official recognition of and response to the urgency and severity of the problems facing graduate students in the profession. The mission of the committee, as its charge states, is to consider "a range of curricular, intellectual, and professional issues that affect graduate students in language and literature." Over the last four years, committee members—graduate students themselves—have worked to serve the interests of graduate students by bringing students' concerns to the MLA's governing bodies, facilitating their access to the resources and opportunities provided by the association, and planning convention panels that specifically discuss issues concerning graduate students.

Key issues addressed by the committee include the representation of graduate students and their concerns in all levels of the MLA, the systemic exploitation of graduate students and other nontenured faculty members in the intensifying labor crisis, and the pressing issue of hyperprofessionalization. Labor issues have been of paramount importance, and the committee has also held convention sessions on the job search, the improvement of student working conditions, and unionization. At the 2002 convention, the committee will focus on the student-faculty relationship and on the important role faculty mentoring plays in the training of graduate students.

In organizing convention sessions to address the above-mentioned and other problems, we have aimed to offer a forum for frank and open discussion and to provide information and practical suggestions for students, administrators, and faculty members. The committee now has over a dozen such events to its credit, including panels such as "Being and Becoming Professionals," "Academic Labor: Key Issues for Graduate Students," and "Departmental Culture: A Survival Guide for Graduate Students"

and a breakfast hosted at the 2000 convention to foster collaboration with related organizations. The annual "Welcome to the MLA" session, which the committee has organized with the Graduate Student Caucus since 1999, helps new and old student members find their feet in the association and has been particularly well attended and received.

While reaching graduate student members through the convention has been an important focus, the committee has also explored other avenues of communication, including the creation of a welcome letter to be included in the MLA welcome package to new graduate student members. The committee has also created a list of Web sites that contain information useful to graduate students on topics such as completing the dissertation, the job search, funding, c.v. and dossier services, graduate student rights, unionization, teaching resources, and more. The list, together with other introductory information about the committee, can be found on the committee's page on the MLA Web site. From the MLA home page at www.mla.org, follow the link to Committees and Commissions.

As its main focus for the 2003 convention the committee is working on a forum titled "Critical Theory Meets Academic Labor" that will investigate the relation between critical theory and the academic labor crisis. Currently under discussion is a book project on the graduate student experience at the turn of the new millennium. The committee will continue to work with persistence and enthusiasm to serve graduate student members of the association and welcomes comments, suggestions, and concerns from all members of the MLA community. Please write to Felicia L. Carr, committee chair, at fcarr1@gmu.edu.

*Felicia Carr
Dongfeng Xu*

ARL Task Force Invites Input on the Special Collections Agenda

The Association of Research Libraries (ARL) Task Force on Special Collections invites input as it moves forward with its ambitious agenda. ARL is a membership organization of 124 of North America's leading research libraries. The Task Force on Special Collections, appointed this year, is charged with developing an ARL action plan to enhance access to collections and backlogs and to surface "hidden collections"; advocate for and administer funding for projects and collaborate with Rare Books and Manuscripts Section to develop and endorse guidelines for what constitutes adequate access; coordinate planning for collecting nineteenth- and twentieth-century materials and those in new formats; coordinate information sharing regarding digitization efforts; define core competencies among special collection librarians and create training opportunities; promote special collections as fundamental to the mission of the research library; and gather data on special collections operations. The task force is chaired by Joe Hewitt (Univ. of North Carolina, Chapel Hill) and consists of both directors and special collections librarians from ARL libraries. It will submit recommendations to ARL in spring 2003. Among the many proposals currently being developed by the task force are the following:

- Principles statement on special collections: A nonprescriptive statement reaffirming the commitment of ARL member libraries to special collections and outlining the basic responsibilities

of those libraries to develop, preserve, support, disseminate, and otherwise steward primary resources

- White paper and conference on access issues: To consider innovative approaches to eliminating arrearages and providing timely access to newly acquired materials
- Statement on training and recruitment: In response to concern about developing the next generation of special collections librarians, a proposal for an internship or residency program
- Conference on nineteenth- and twentieth-century materials: To address the task of systematically collecting the voluminous record from the nineteenth century onward
- Collection of special collections data: Building on the interest in and success of a 1998 survey of special collections in ARL libraries, a proposal for ongoing development of quantitative and qualitative data collection

As the task force proceeds with its work, opinions from the library and scholarly community and the efforts of volunteers are welcome. For more information about ARL's special collections activities, including the task force charge, membership roster, and minutes of meetings, see <http://www.arl.org/collect/spcoll/index.html>. For additional information or to express interest in participation, write to Joe Hewitt (joe_hewitt@unc.edu), Barbara Jones (jones5@uiuc.edu), or Alice Schreyer (schreyer@uchicago.edu). □

BIBLIOGRAPHY

How to Be Included in the *MLA International Bibliography*

My colleagues and I are eager to include your work in the bibliography. We invite you to send us information about your articles, essays, and books that appeared in 2002 and those from before 2002 that have not previously been indexed. With the 2000 edition, we have expanded the scope of the bibliography to include rhetoric and composition and the history, theory, and practice of teaching language and literature at the college level. We have also endeavored to improve our coverage of scholarship about Arabic, Persian, and Turkish languages and literatures.

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

Articles in journals. Send an offprint or photocopy of the entire article, with the complete date, volume, and number of the jour-

nal issue in which the article appeared. Include a photocopy of the title and contents pages of the journal.

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

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

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

The deadline for the receipt of material for the 2002 printed bibliography is 3 January 2003. Information received after that date will be considered for the 2003 edition. Address materials or questions to *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (646 576-5053; fax: 646 458-0033; bibliography@mla.org).

Barbara Chen

MEETINGS

**2003 ADE
Summer Seminars**

The Association of Departments of English announces the dates and locations for the 2003 ADE Summer Seminars for departmental administrators. Seminar Midwest will take place 5-8 June 2003 in Minneapolis, Minnesota. Kent Bales, chair of the English department at the University of Minnesota, Twin Cities, is host. Directors of graduate study are invited to meet this year at Seminar Midwest. Topics to be discussed include basic writing, legal issues, and graduate education and the pedagogy of literature.

Seminar West will take place 26-29 June 2003 in Snowbird, Utah. ADE will meet conjointly with ADFL at Snowbird, and cohosts are Stuart Culver and Richard Chi, respectively chairs of the English department and the department of languages and literature at the University of Utah. Among the topics to be discussed are the changing relations between study in English and foreign languages and between English and foreign language programs and faculties. □

Heidi Byrnes to Receive the ADFL Award for Distinguished Service in the Profession

The Association of Departments of Foreign Languages has conferred its eighth Award for Distinguished Service in the Profession to Heidi Byrnes, professor of German at Georgetown University, in recognition of her erudition, generosity to colleagues and students, clear vision of the profession, and ability to turn vision into reality.

Byrnes has worked for the enhancement of foreign language teaching on all levels of American education. Her efforts have extended far beyond her department affiliation to reach not only other language departments but also all institutions of higher learning and K-12 education. Her reputation as an indefatigable worker in the trenches and a highly visible and vocal leader is borne out by the time, energy, and expertise she has given to many professional organizations such as the MLA, AATG, ACTFL, AAAL, the Northeast Conference on the Teaching of Foreign Languages, and the College Board as well as to her department and university.

The curriculum that Byrnes developed with members of her department, integrating language, literature, and culture from introductory through advanced levels, has become a model for the field. She was instrumental in shaping the oral proficiency guidelines for German and coordinating the AATG initiative "The Future of German in American Education." She has also worked with other professional organizations beyond German and beyond her immediate discipline to improve understanding of curricular issues and language learning.

Byrnes's numerous books and articles in scholarly journals, many of which are collaboratively authored, are evidence of her intellectual and professional productivity, collegiality, and vitality. Of particular note is her collection *Learning Foreign Languages and Second Languages: Perspectives in Research and Scholarship* (New York: MLA, 1998), which initiated the MLA's series Teaching Languages, Literatures, and Cultures.

Almost every letter nominating her for the ADFL award contained some form of the following praise: "Heidi Byrnes doesn't just talk a good game. She can literally make it happen. She never asks anyone to do anything she herself is unwilling to do. She respects all teachers and never condescends. She is never too important to support someone else."

The award will be presented at a session and reception in her honor at the 2002 MLA convention in New York (meetings 557 and 586). □

Findings from the MLA's 2000–01 Survey of PhD Placement

The MLA's 2000–01 survey of PhD placement collected information about the employment placements of graduates who received doctorate degrees in English and foreign languages between 1 September 2000 and 31 August 2001. The 2000–01 survey is the eleventh in a series of MLA placement surveys that began in 1976 and the first to include departments located in Canada in its scope. For the 2000–01 survey the MLA received information from 529, or 92.5%, of the 572 doctorate-granting departments that we contacted. Of the 529 departments, 456 (82%) reported awarding one or more doctorate degrees to a total of 2,327 graduates. In reviewing findings, readers should keep in mind that the survey tracks employment placements of graduates in the year they received their degrees. Several independent sources of information make it apparent that many degree recipients secure tenure-track appointments only two or three years after graduation.

Findings confirm the improvement in the academic job market in English evident from other sources between 1996–97 (the year of the previous placement study) and 2000–01. They also suggest that, despite the improvement in English, competition for tenure-track positions remains extremely keen, especially in foreign language fields other than Spanish.

Findings for graduates in English. Overall, 410 (42%) of the 976 graduates from English programs in United States universities who remained in the United States or Canada and whose employment status was known were reported to have secured tenure-track positions. This compares with 372 (34%) of 1,102 graduates in 1996–97 and 385 (45.6%) of 845 graduates in 1993–94.

Findings for graduates in foreign languages. In foreign languages, 253 (38%) of 673 graduates were reported to have secured tenure-track positions; this compares with 253 (40%) of 626 graduates in 1996–97 and 234 (47%) of 499 graduates in 1993–94.

Specific foreign language fields. The overall figures for foreign languages mask the significant disparity between Spanish and the other language fields. In Spanish and Portuguese, of 202 graduates from United States universities who remained in the United States or Canada and whose employment status was known, 124 (61%) were reported to have secured tenure-track positions. By contrast, in French and Italian only 41 (33%) of the 125 graduates were reported to have secured tenure-track positions. In Germanic languages and literatures the figure is 22 (28%) of 80 graduates.

Full reports of findings from the survey are forthcoming in the ADE and ADFL bulletins.

David Laurence

MEETINGS

2003 ADFL Summer Seminars

The ADFL summer seminars offer chairs, language coordinators, and program administrators three days of intense professional exchange about life and work in departments of foreign languages. The program is arranged to allow participants to enjoy the cultural and natural resources of the surroundings. The 2003 seminars will again feature pre-seminar workshops for new and recently appointed chairs. Seminar East will be held 12–13 June at Yale University and hosted by Nina Garrett and the Yale Center for Language Study. Participants will stay at the New Haven Hotel, near the New Haven Green. Seminar West will be held in conjunction with ADE 26–27 June at Snowbird Resort and Conference Center, outside Salt Lake City, and hosted by T. Richard Chi, chair, Department of Languages and Literature, and Stuart Culver, Department of English, University of Utah. Speakers and topics will be announced in the *ADFL Bulletin* and at the ADFL Web site (www.adfl.org), and a brochure detailing housing, meals, and excursions will be mailed to ADFL members in early spring. For further information, write or call Elizabeth Welles, Director, ADFL, at the MLA office (646 576-5132; adfl@mla.org), or consult the ADFL Web site. □

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Rosemary G. Feal, Executive Director

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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.

Sunny, tastefully furnished studio apartment in the heart of Vienna available on a weekly and monthly basis, contact tenbrink@earthlink.net.

PROVENCE

Petite maison de village-Centre ville-Isle sur la Sorgue. Ideal for couple on sabbatical. Available weekly \$350; monthly \$800; 5 months \$3000; plus security deposit and fees. Not available in June/July. (864) 583-2901.

Sabbatical in Paris? Available Feb. 1 2003, 2-bedroom; in 3eme/edge of Marais; fully furnished; shower; sunny with balcony; \$1050 plus utilities; Call (973) 408-5920.

4-Bedroom triplex. Paris Center. August and possibly July. Call 42-79-93-19.

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 January and 31 March. More-specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2002 PMLA (pp. 1031-50).

JANUARY

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

FEBRUARY

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

MARCH

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

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

All deadlines are for receipt of material at the MLA office.

DECEMBER

- 1 Preregistration for the 2002 convention
- 10 Ballots covering ratification of 2001 Delegate Assembly actions
- 10 MLA election ballots (covering contests for second vice president, Executive Council, Delegate Assembly, and division executive committees)
- 13 2002 convention addresses for "Who's Where"

JANUARY

- 3 Offprints and books for inclusion in the 2002 *MLA International Bibliography*
- 6 Calls for papers for the Spring 2003 *MLA Newsletter*
- 17 Departmental administrators' job listings for the February 2003 *Job Information List*
- 24 Field bibliographers' submissions for inclusion in the 2002 *MLA International Bibliography*
- 31 Nominations for the Phyllis Franklin Award for Public Advocacy of the Humanities
- 31 Proposals for honorary members and fellows
- 31 Proposals for MLA Award for Lifetime Scholarly Achievement

MARCH

- 1 Entries for the 2003 James Russell Lowell Prize competition for books published in 2002
- 7 Departmental administrators' job listings for the April 2003 *Job Information List*
- 15 Forum proposals for the 2003 convention
- 17 Submissions for *Profession 2003*

APRIL

- 1 Entries for the Lois Roth Award for a Translation of a Literary Work and the MLA Prize for a First Book for books published in 2002
- 1 Postmark for program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 1 Postmark for proposals for special sessions; requests for audio-visual equipment for the 2003 convention
- 7 Requests for waiver of membership requirements for participants in the 2003 convention; organizers and panelists at the 2003 convention must be listed on MLA membership rolls
- 15 Requests for funds for speakers at the 2003 convention
- 30 Applications for dues subsidies for residents of developing or soft-currency nations

MAY

- 1 Entries for the 2003 competitions for works published in 2002 for the MLA Prize for Independent Scholars; the Mina P. Shaughnessy Prize; the Katherine Singer Kovacs Prize; the William Sanders Scarborough Prize; and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies and French and Francophone Studies; for articles published 2001-02, for the Kenneth W. Mildener Prize; for books published 2001-02, for the Morton N. Cohen Award for a Distinguished Edition of Letters; the MLA Prize for a Distinguished Scholarly Edition; and the Aldo and Jeanne Scaglione Prizes for Studies in Slavic Languages and Literatures and Italian Studies; for works published 1998-2002, for the MLA Prize for Chicana and Chicano and Latina and Latino Literary and Cultural Studies
- 23 Manuscripts for the *PMLA* special topic On Poetry

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