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DOOLEY / ROOT GROUP

*Jamaica Kincaid, speaker at the session "Literary Engagements: The Passions."*

## 2002 Election Results

In the elections conducted last fall, Domna C. Stanton (French, Graduate Center, City Univ. of New York) was elected second vice president of the association. Stanton will serve in that office in 2003, will become first vice president in 2004, and will succeed to the office of president in 2005.

K. Anthony Appiah (Princeton Univ.), Elisabeth Mudimbe-Boyi (Stanford Univ.), and Rosaura Sánchez (Univ. of California, San Diego) were elected members of the Executive Council for the term 2003-06. Appiah represents a field defined as "other" by the MLA constitution (art. 8.A.5), Mudimbe-Boyi represents the field of French, and Sánchez represents the field of Spanish. In terms of membership categories, all are regular members of the association.

Fifty-five new representatives were elected to the Delegate Assembly. Twenty delegates were elected to represent special-interest categories in the assembly, and thirty-five delegates were elected to represent seven geographical regions in the United States and Canada. The names of Delegate Assembly members will appear in the September 2003 *PMLA*.

In addition, eighty-eight members were elected to division executive committees. Their names will also appear in the September 2003 *PMLA*. □

### GRANTS AND PRIZES

## Winners of MLA Prizes Announced

The winners of ten annual prizes and five biennial awards given by the MLA were recognized at the 2002 MLA convention in New York. Mary Louise Pratt, first vice president of the association, announced and presented the prizes at a ceremony preceding the Presidential Address on 28 December.

**William Riley Parker Prize:** Geoffrey Sanborn, "Keeping Her Distance: Cisneros, Dickinson, and the Politics of Private Enjoyment" (*PMLA*, October 2001)

*(continued on next page)*

## Convention News

The 2003 MLA Annual Convention will be held on 27-30 December in San Diego. Calls for papers appear on pages 9-29. Photographs of the New York City convention appear on pages 1, 2, 5, 11, 13, 14, 16, 18, 19, 21, 23, 25, 27, 29, and 31.

(continued from previous page)

**James Russell Lowell Prize:** Jerome McGann, *Radiant Textuality: Literature after the World Wide Web* (Palgrave Press). Honorable Mention: Eric L. Santner, *On the Psychotheology of Everyday Life: Reflections on Freud and Rosenzweig* (University of Chicago Press)

**Modern Language Association Prize for a First Book:** Bruce W. Holsinger, *Music, Body, and Desire in Medieval Culture: Hildegard of Bingen to Chaucer* (Stanford University Press)

**Howard R. Marraro Prize:** Ellen V. Nerenberg, *Prison Terms: Representing Confinement during and after Italian Fascism* (University of Toronto Press). Honorable Mention: Franco Ricci, *Painting with Words, Writing with Pictures: Words and Image in the Work of Italo Calvino* (University of Toronto Press)

**Mina P. Shaughnessy Prize:** Deborah Brandt, *Literacy in American Lives* (Cambridge University Press)

**Modern Language Association Prize for Independent Scholars:** David Roessel, *In Byron's Shadow: Modern Greece in the English and American Imagination* (Oxford University Press)

**Katherine Singer Kovacs Prize:** Georgina Dopico Black, *Perfect Wives, Other Women: Adultery and Inquisition in Early Modern Spain* (Duke University Press), and Francine R. Masiello, *The Art of Transition: Latin American Culture and Neoliberal Crisis* (Duke University Press)

**Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work:** E. H. Blackmore and A. M. Blackmore, *Selected Poems of Victor Hugo: A Bilingual Edition* (University of Chicago Press)

**Aldo and Jeanne Scaglione Prize for Comparative Literary Studies:** Victoria Nelson, *The Secret Life of Puppets* (Harvard University Press). Honorable Mention: Barbara Fuchs, *Mimesis and Empire: The New World, Islam, and European Identities* (Cambridge University Press), and Avital Ronell, *Stupidity* (University of Illinois Press)

**Aldo and Jeanne Scaglione Prize for French and Francophone Studies:** Melanie C. Hawthorne, *Rachilde and French Women's Authorship: From Decadence to Modernism* (University of Nebraska Press). Honorable Mention: Michèle Longino, *Orientalism in French Classical Drama* (Cambridge University Press)

**Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures:** William Collins Donahue, *The End of Modernism: Elias Canetti's Auto-da-Fé* (University of North Carolina Press)

**Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies:** Theodore J. Cachey, Jr., *Petrarch's Guide to the Holy Land* (University of Notre Dame Press)

**Modern Language Association Prize for a Distinguished Bibliography:** Hamdi el-Sakkout, *The Arabic Novel: Bibliography and Critical Introduction, 1865-1995* (American University in Cairo Press)

**William Sanders Scarborough Prize:** Eddie S. Glaude, Jr., *Exodus! Religion, Race, and Nation in Early Nineteenth Century Black America* (University of Chicago Press)

**Fenia and Yaakov Leviant Memorial Prize:** Joseph Sherman, *Shadows on the Hudson: A Novel by Isaac Bashevis Singer* (Farrar, Straus and Giroux)

The MLA's prizes are awarded under the auspices of the Committee on Honors and Awards, which appoints the members of the selection committees and determines procedures, deadlines, and criteria for eligibility for all the prizes. Deadlines for upcoming prizes appear on page 32. To submit books or to obtain detailed information about any of the prizes, call or write the Office of Special Projects at the MLA office (646 576-5141; awards@mla.org). □

[WWW.MLA.ORG](http://WWW.MLA.ORG)

## MLA Web Site News

### Featured

- Survey of language course enrollments
- Public and institutional policy alerts

### Member and 2003 Convention Information

- Calls for papers for the 2003 convention in San Diego
- Special session proposal form for the 2003 convention
- Membership renewal
- Publications information and sales
- *What's the Word?* 2001 programs (MLA radio series streamed for modem or high-speed connection) □

The *MLA Newsletter* (ISSN 0160-5720) is published four times a year (Spring, Summer, Fall, Winter) by the Modern Language Association of America, 26 Broadway, 3rd floor, New York, New York 10004-1789. The *MLA Newsletter* is edited by the executive director of the association, 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.



Homi Bhabha presiding at the session "Literary Engagements: The Haunting of History."

## Of Poets And Polyglots

Lately some things that seemed gone forever have returned. Some—Dickensian workplaces, the nuclear threat—are horribly unwelcome, but one seems as wonderful as it is unexpected. I refer to the resurgence of poetry, not just among us musty word worshipers but across the social spectrum and in many forms. "There has never been a more exciting time for poetry in the United States," a distinguished scholar-translator recently told me. Who among us would have imagined in 1990 that hip-hop was going to revolutionize American popular music and carry over into language and cultural interfaces all over the planet? Who would have imagined that performed verse would become a gigantic commercial industry and the magnet, as one aficionado told me, for "some of the most innovative musical energies out there"? Whatever objections one might have to the content of some rap music, who would have predicted that our image-saturated young would become experts at listening to verbal performances in musical forms where the beat is there to sustain the lyrics and melody scarcely matters? Who would have anticipated the flourishing of noncommercial activities: the dynamic slam poetry and spoken-word movements, burgeoning local poetry groups whose baby-boomer members gather in one another's homes, fill workshops and bookstore readings, line up for open mikes, and spend their vacations at writing retreats? In 1996 it would have been impossible to conceive of this year's Broadway hit *Def Poetry Jam*, whose poet-performers have filled the Longacre Theatre night after night for months with audiences as diverse as the poets themselves. Today the premier poetry magazine in the United States receives ninety thousand submissions a year, nearly three hundred a day. At the last wedding I attended, two poems composed for the occasion were performed, one in traditional Urdu by a family elder and the other a rap in English by a friend of the groom. Poetry is alive among us, juices flowing.

We see the effects in our classrooms. Twelve years ago I instructed students in a graduate seminar to memorize a poem and perform it in class the next week. The assignment failed. No one had any idea how to do this; no one had seen poetry performed. Around the same time, looking for poetry accessible to a freshman culture class, I fell back on Whitman's *Song of Myself*. Another failure. They couldn't understand it, the students said. They had no experience reading poetry, couldn't hear it in their heads. By the late 1990s that had changed. The hip-hop generation comes into the classroom with ears adeptly attuned to synergies of sound, image, meaning, and rhythm. They know how to hear while reading and to comprehend while hearing. They memorize long poems so that they can recite them later, and recite them they do. They compose and perform at one another's birthdays and graduations. These days in my freshman course on Latin American Nobel laureates, Mistral, Neruda, and Paz trump García Márquez. The favorite classroom exercise is comparing multiple translations of a poem and producing our own version. Other undergraduate teachers report similar successes exploring language through poetry translation. I am fascinated to see the study of textual variants emerge from the crypt.

Most of us are aware that North America is more multilingual today than it has ever been. The 2000 United States census is beginning to provide new specifics. In addition to English, seven languages currently have more than a million speakers in the United States. They are Spanish (31 million, including 3 million Puerto Ricans), Chinese (variety unspecified, 2 million), French (includ-

ing Cajun, 1.6 million), German (including Pennsylvania Dutch, 1.4 million), Tagalog (1.2 million), Vietnamese (1 million), and Italian (1 million). Korean is close behind.<sup>1</sup>

Much history is layered here, of course. Three of the languages (French, German, and Italian) represent the continuation of language communities that arrived generations ago. By most assessments, these should long since have disappeared, but there they are. Two others (Vietnamese and Tagalog) represent more recent large-scale immigrations. Spanish and Chinese combine both, with the Spanish numbers reflecting the integration of United States and Latin American economies.

But the big numbers aren't the only interesting ones. Yiddish is often seen as a vulnerable language, yet the census turned up over 139,000 adult speakers of Yiddish nationwide and 36,000 Yiddish-speaking children in New York alone. After Spanish, the most commonly spoken language in Arizona and New Mexico is Navajo, with 135,000 adult speakers and 43,000 children. In Minnesota the most commonly spoken language after Spanish is Hmong, with 42,000 speakers; another 30,000 live in Wisconsin. In Texas it is Vietnamese (122,000 speakers). There are half a million adult Arabic speakers in the United States, concentrated in communities in California (88,000), Michigan (56,000), New York (56,000), New Jersey (36,000), and Illinois (27,000). There are almost 600,000 adult Russian speakers, concentrated in New York, California, Illinois, New Jersey, and Massachusetts, and 135,000 adult Portuguese speakers in Massachusetts alone. Several dozen languages have more than 10,000 speakers gathered in one region or another.

There are many ways of looking at such data. Language lovers like me see in them a linguistic treasure-house we should be scrambling to conserve and build on. Wherever there are concentrations of non-English speakers, there are opportunities to develop bilingualism and biliteracy in native and nonnative speakers alike, opportunities to nurture the linguistically capable diplomats, scholars, and international professionals we conspicuously need, as well as opportunities to create bilingual professionals able to serve domestic populations. Never has the need for citizens with advanced multilingual competencies been greater or more apparent to us, and never has the potential for creating them been greater.

Capitalizing on these linguistic resources, however, would require something the United States has never had: a language policy and a language planning process. When the United States Constitution was drafted, I'm told, its authors debated whether to declare English the official language of the new republic and decided against it as a matter of individual liberty. (The Constitution itself appeared simultaneously in English, German, and French.) For the century that followed, the result was a linguistic free-for-all in which communities educated their children and conducted their business in the languages of their choice. The first public girls' high school in the country was taught in Cherokee; the first book of poetry by African Americans was in French; in 1871 the mayor of Los Angeles spoke only Spanish. But after 1890 the absence of a national language policy and planning process translated into ill-considered impositions of monolingualism and the persecution of linguistic minorities, starting with German, then indigenous languages, Spanish, and Japanese. Today the policy vacuum has produced a country aware of its acute linguistic needs yet prevented from meeting them by an outmoded monolingualist

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ideology that sees bilingualism as potential treachery. At the same time, government entities are engaged in urgent discussions about how to meet their needs for advanced language competencies. In our fields, as this year's meeting of department chairs attested, we find it ever more difficult to produce domestically educated students with the levels of language competence needed for scholarly communication and access to scholarly debate.

We face an interesting historical moment. On the one hand, linguists tell us that new immigrant children in the United States are moving to English dominance faster than ever before. On the

other, they tell us a community of 5,000 speakers is all it takes to preserve and reproduce a language. There are hundreds, perhaps thousands, of such communities in the United States today, living in continual interaction with English and English speakers. Let us figure out where to begin.

Mary Louise Pratt

#### NOTE

<sup>1</sup>I thank the MLA staff for providing these numbers. They represent self-identified home speakers of these languages, including children growing up in homes where these languages are spoken.

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

### On Broadway: The 2002 MLA Convention

The 2002 convention was my first since becoming executive director of the association, and experiencing a familiar event from a different perspective left such an impression that I couldn't resist writing this column on the subject. The boxes from the convention have barely been unpacked, but calls for papers for the 2003 convention in San Diego already appear in the newsletter you are reading right now. Within a few months the Program Committee will read hundreds of special session and forum proposals, and the program for the next convention will be largely filled in before summer vacation. The director of convention programs, Maribeth Kraus, is hard at work on negotiations with hotels for the 2003 and 2004 conventions in San Diego and Philadelphia. Such is the cyclical preparatory rhythm of the annual meeting, designed to culminate in an intense four days during which faculty members, graduate students, and exhibitors gather in halls, ballrooms, and meeting spaces to attend sessions, take part in interviews, discuss scholarly publications, and participate in all manner of scholarly and social exchange.

New York served as the convention site for the first time in a decade, and many changes from then to now were palpable. The city's transformations pressed themselves on visitors: the Times Square area, largely divested of its aura of danger and sleaze, now houses a multiplex cinema and shows off a new Arquitectonica-designed hotel on Broadway that looks more South Beach than Midtown. Obviously, the biggest change makes itself felt in the dual absence in lower Manhattan. One reason the 2002 convention experienced an increase of around two thousand in registration over last year's convention is members' desire to return to New York, to affirm a commitment to the city that suffered such tremendous loss on 11 September 2001. Members also came to New York for the cultural opportunities uniquely afforded by this city: they had tickets to the opera; they explored Museum Mile, they headed to the Brooklyn Academy of Music; and they sought out performances, plays, films, and readings offered in a multitude of languages. For students and teachers of languages and literatures, no city is quite like New York, the port of entry through which many of our ancestors passed, setting in which so many writers imagined their textual worlds, place where the stage continues to be center. (If I sound like an enthralled new resident of the metropolis, so be it.)

My first glimpse of the operations behind the scenes of the convention helped me understand what an enormous undertaking the annual meeting is. For the MLA staff responsible for logistics, 26 December marks a round of pre-convention meetings with representatives from the headquarters hotels. Kraus and her staff go over the arrangements one last time, working out glitches, accom-

modating changes. They remind the hotel personnel what our members have come to New York to do ("expect to see people pacing in the halls waiting for interviews," I added). The hotel representatives inform us of special arrangements, such as how they will limit access to the floor housing the child care center at the Marriott Marquis or how they can (and sometimes cannot) accommodate requests for additional seating in hotel rooms used for interviews. "Have a great show!" they wished us (their standard language for a conference with exhibits). The term initially surprised me, because our convention is known for the seriousness of its intellectual exchange and for the cutting-edge work discussed among colleagues; it is the event to attend to stay current in the large fields encompassed by the association's name. On reflection, though, I saw that our convention does resemble a show in some respects. Teams of people orchestrate hundreds of events that take place simultaneously over a four-day period. Lights, microphones, computer equipment, and even electronic voting devices (for the Delegate Assembly meeting) must undergo checks. Everything in the meeting rooms, including temperature, chair placement, and frequency of water refills, has to be decided in advance. The massive efforts involved in setting up over 150 exhibitors' booths require special collaboration with the press representatives responsible for making sure their books, decorations, order forms, and so on get in—and out. The awards ceremony is carefully scripted so that the winners can enjoy the recognition they deserve—and have a good chance of hearing their names pronounced correctly. The 2002 convention took place in hotels on or near Broadway, and our "show" was worthy of the Great White Way in that it is a kind of production, one that takes years of planning and hundreds of people working on-site so that members can deliver papers, hear the Presidential Address, mingle at cash bars, browse the book exhibit, or participate in the job search.

Some aspects of the convention do not go as planned, however, and at times little can be done to remedy a difficult situation to the satisfaction of everyone affected. Members may experience inconveniences because of a situation beyond the MLA's control, and when this happens staff members feel disappointed, too. This year, for example, the large number of attendees meant that some session rooms filled to capacity very quickly and not everyone who wanted to hear a particular panel could gain access. Yet some adverse conditions do fall under our collective control, as I learned at the open hearing of the Program Committee. Members who came to the hearing pointed out, as they do every year, that in many sessions the presider did not enforce the time limits on presentations and therefore allocated no time for discussion. On

every podium there was a notice from me reminding presiderees to reserve fifteen minutes for discussion, but not everyone heeded it. This is particularly egregious, because the lack of a discussion truncates intellectual exchange. Those who present papers should want to hear from the people who have found their ideas interesting enough to react to them. What makes the MLA convention different from the experience of reading journal articles or hearing a recording of conference proceedings is the chance to have our thoughts shaped through active debate. I wonder, then, why we cannot agree to structure our time so that those who listen have a chance to speak and those who speak have time to listen. Some members at the hearing suggested that MLA staff members interrupt sessions at the hour mark to ensure that the discussion period begins, but that would penalize the last speaker. Others said that there should be no more than three panelists on a session. If that were the case, I fear that papers might just expand to fill the entire seventy-five minutes, which solves nothing. One professional association to which I belong holds two-hour sessions, with as many as six papers per session, and often there is no time for discussion—or even for the last panelist to speak! Clearly, presiderees need to think about the way they handle responsibilities to their copanelists and audiences. I'd be interested to know what solutions you can offer (beyond setting a match to the paper when the paperreader won't stop, a true incident of which Phyllis Franklin wrote when she broached this subject in the *Newsletter* years ago).

Many members at the open hearing also recounted the successful, stimulating panels they attended, and I got the sense that the intellectual energy at the convention was particularly high this year. The Presidential Forum took place before a packed ballroom, and those in attendance witnessed the lively confluence of scholars in fields connected to literary studies: anthropology, psychoanalysis, and history. At the "Welcome to the MLA" session organized by the Committee on the status of Graduate Students in the Profession, I was pleased to meet new members of the association, many of whom are PhD candidates. The room had a noticeably serious ambience; the questions posed by the attendees

struck me as exceptionally thoughtful, and the concern with the current job system was shared by audience and panel members alike. New members want the MLA to continue to assist them in their professional development, and they look to the association to set standards for the job search process, tenure review, and the use of contingent faculty members. At the session I encouraged members to communicate their concerns to MLA staff members, who are always eager to know how we may better serve your needs. I reiterate that invitation here.

Finally, I want to end where the convention did, at least for the fifty or so members who joined me on Broadway—26 Broadway—at the MLA open house held on 30 December. Those who had been members of the association for over fifteen years and had preregistered for the convention received an invitation to tour the new office (the last time the convention was held in New York, we were still on Astor Place). Many of the long-standing members who visited the office were pleased to see how the departments had grown, in all senses. As those who came to the open house toured the areas devoted to producing the *MLA International Bibliography*, *PMLA*, the ADE and ADFL bulletins, and book publications, they remarked that the physical layout of the MLA headquarters makes it clear that ours is an organization actively devoted to current scholarship, research, publishing, and teaching. For me it was a special occasion to meet many members personally. I hope it was enjoyable for them to walk through the offices where the operations of the association are housed. Those of you who haven't yet seen the office are always welcome to make an appointment to visit.

The MLA office at 26 Broadway is only a few blocks from the site where the World Trade Center towers stood. Manhattan has changed, but New York remains the vibrant, ever-evolving city that has attracted people to it for centuries. I'm glad that the convention attracted over ten thousand members this year. The logistics may be the work of the staff, but the success of the "show" is yours.

Rosemary G. Feal



Mary Louise Pratt presenting the Mina P. Shaughnessy Prize to Deborah Brandt at the Presidential Address.

## Count of Positions in the October 2002 MLA *Job Information List*

The October 2002 *JIL* contained a total of 792 positions in the English edition and 535 positions in the foreign language edition. The number of positions in English declined 191, or 19.4%, from a year ago; the number in foreign languages declined 140, or 20.7%. In each of the three previous years in foreign languages and in each of the four previous years in English, the number of positions advertised in the October *JIL* was significantly higher than for the years 1992 to 1997. The October 2002 decline, while not unexpected given how closely academic job opportunities have historically mirrored the national economy, confirms that the recession has brought the recent improvement to an end. Figure 1 shows the number of positions departments advertised in the English and foreign language editions of the October *JIL* each year between 1975 and 2002. The scale of this year's decline resembles that evident between October 1990 and October 1991.

This October's decline is especially pronounced in public institutions, indicating the direct relation between academic job opportunities in public universities and state budgets. Public institutions advertised 173 fewer positions in the October 2002 English *JIL* than in 2001, accounting for over 90% of the net decline of 191 positions from October 2001. In the foreign language *JIL*, public

institutions advertised 105 fewer positions than in October 2001, representing 75% of the net decline of 140 positions. Over the five years 1997 to 2001, the public sector has been the source for 61% of the positions announced in the October English *JIL*, on average, and 54% of the positions in the October foreign language *JIL*. In October 2002 the proportion of the English *JIL* made up of jobs advertised by public institutions dropped eight percentage points, to 53% of all positions. In the foreign language *JIL* the proportion declined three percentage points, to 51% of all positions.

Assuming the number of positions announced this year will follow the distribution across the four print issues evident in the past, we project that the total announced in the English *JIL* in 2002-03 will be 5% lower than in 2001-02 and 15% below the total announced in 2000-01. We project the full-year total will also be 4% lower in foreign languages, compared with 2000-01, and 15% below the number of positions advertised in 2000-01. Tables 1 and 2 show the number of positions advertised in each of the four lists from 1975-76 to 2001-02.

Virtually all positions announced in the October *JIL* are full-time—the exact figures for the October 2002 *JIL* are 99.9% for English and 99.6% for foreign languages. In addition, 670 (85%) of

**Table 1**  
Number of Positions Listed in the Four Annual Print Issues of the English Edition of the *JIL*, 1975-76 to 2001-02

Year	October	December	February	April	Total
1975-76	434	421	316	233	1,404
1976-77	440	405	319	223	1,387
1977-78	375	410	302	201	1,288
1978-79	438	327	289	228	1,282
1979-80	512	385	339	185	1,421
1980-81	523	388	355	258	1,524
1981-82	551	300	336	218	1,405
1982-83	544	338	261	153	1,296
1983-84	523	320	296	186	1,325
1984-85	567	374	320	196	1,457
1985-86	784	326	373	180	1,663
1986-87	892	276	325	209	1,702
1987-88	937	404	369	239	1,949
1988-89	1,053	354	382	236	2,025
1989-90	976	501	280	110	1,867
1990-91	926	284	192	78	1,480
1991-92	735	275	190	71	1,271
1992-93	620	247	192	74	1,133
1993-94	624	221	161	50	1,056
1994-95	679	249	153	61	1,142
1995-96	605	261	151	61	1,078
1996-97	700	276	135	75	1,186
1997-98	698	205	139	55	1,097
1998-99	885	230	265	112	1,492
1999-2000	899	220	295	163	1,577
2000-01	959	335	312	126	1,732
2001-02	983	212	203	102	1,500

**Table 2**  
Number of Positions Listed in the Four Annual Print Issues of the Foreign Language Edition of the *JIL*, 1975-76 to 2001-02

Year	October	December	February	April	Total
1975-76	373	484	362	256	1,475
1976-77	323	425	293	221	1,262
1977-78	381	379	311	265	1,336
1978-79	385	390	327	188	1,290
1979-80	412	380	299	203	1,294
1980-81	420	319	281	244	1,264
1981-82	377	306	284	171	1,138
1982-83	463	299	263	163	1,188
1983-84	444	314	261	172	1,191
1984-85	499	313	358	235	1,405
1985-86	695	328	331	223	1,577
1986-87	723	313	355	273	1,664
1987-88	800	387	388	233	1,808
1988-89	863	375	372	214	1,824
1989-90	782	429	259	139	1,609
1990-91	756	384	208	105	1,453
1991-92	606	344	186	78	1,214
1992-93	510	305	173	102	1,090
1993-94	508	298	140	93	1,039
1994-95	638	286	182	68	1,174
1995-96	538	319	175	90	1,122
1996-97	593	275	160	90	1,118
1997-98	606	204	165	73	1,048
1998-99	590	207	263	92	1,152
1999-2000	672	199	256	134	1,261
2000-01	666	274	279	151	1,370
2001-02	675	186	186	101	1,148

Note: Prior to 1997-98, if the same positions were advertised in two or more issues of any year's *JIL*, they were counted two or more times in the total for that year. Beginning in 1997-98, most duplicates have been eliminated. 1997-98 was the first year for the online version of the *JIL*. 1998-99 was the first year for weekly updates of job listings and for the nonprint option for job listings (departments can choose to have their ads appear in the online version only). The nonprint option applies to the February and April editions only. From 1999 on, the nonprint ads are added to the counts of jobs. Those that appeared between the December and February editions are added to the February count, and those that appeared between the February and April editions are added to the April count. October 1997 totals for English include 4 positions from a supplement to the October *JIL*; foreign languages totals include 3 positions from the supplement.

the positions in English and 412 positions (77%) in foreign languages are explicitly designated tenure-track. The October 2002 English *JIL* contained 401 definite tenure-track assistant professor positions, 17% fewer than in October 2001. There were 279 definite tenure-track assistant professor positions in the October 2002 foreign language *JIL*, 15.7% fewer than a year ago.

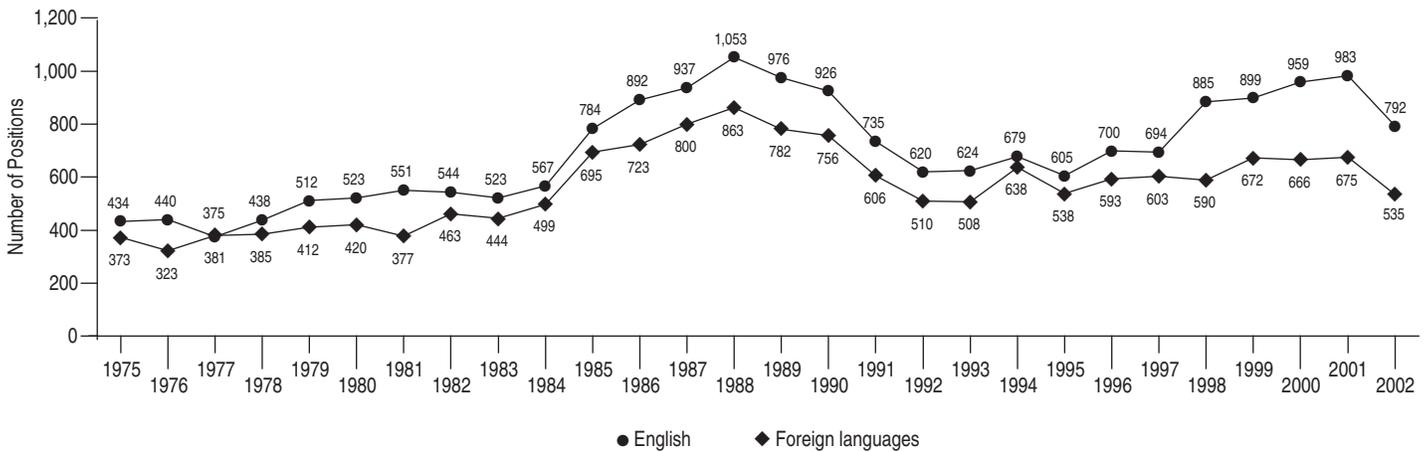
Current academic employment opportunities, especially for new PhD recipients, depend on the number of doctoral degrees being awarded as well as on the number and type of available positions. The annual federally sponsored Survey of Earned Doctorates (SED) shows that the number of doctorate recipients in English fell by 93 (8.7%) from 1,070 to 977, while the number of doctorate recipients in foreign languages fell by 22 (3.4%), from 641 to 619. Figure 2 shows the number of PhD recipients in English and foreign languages and literatures reported by the SED each year between 1958 and 2001. After declining from historic highs over the years between 1974 and 1988, the number of degree recipients in-

creased from 1988 through the early 1990s. The 977 degree recipients in English reported for 2000-01 marks the first year in the last six that United States universities have awarded doctorates to fewer than 1,000 degree recipients annually in English and American language and literature. In only one year of the thirty-three since 1966 has the field awarded fewer than 700 degrees—in 1987, when the SED reported 669 doctorate recipients in English and American language and literature. In foreign languages the 619 graduates reported for 2000-01 is 44% greater than the 430 degree recipients reported as recently as 1989.

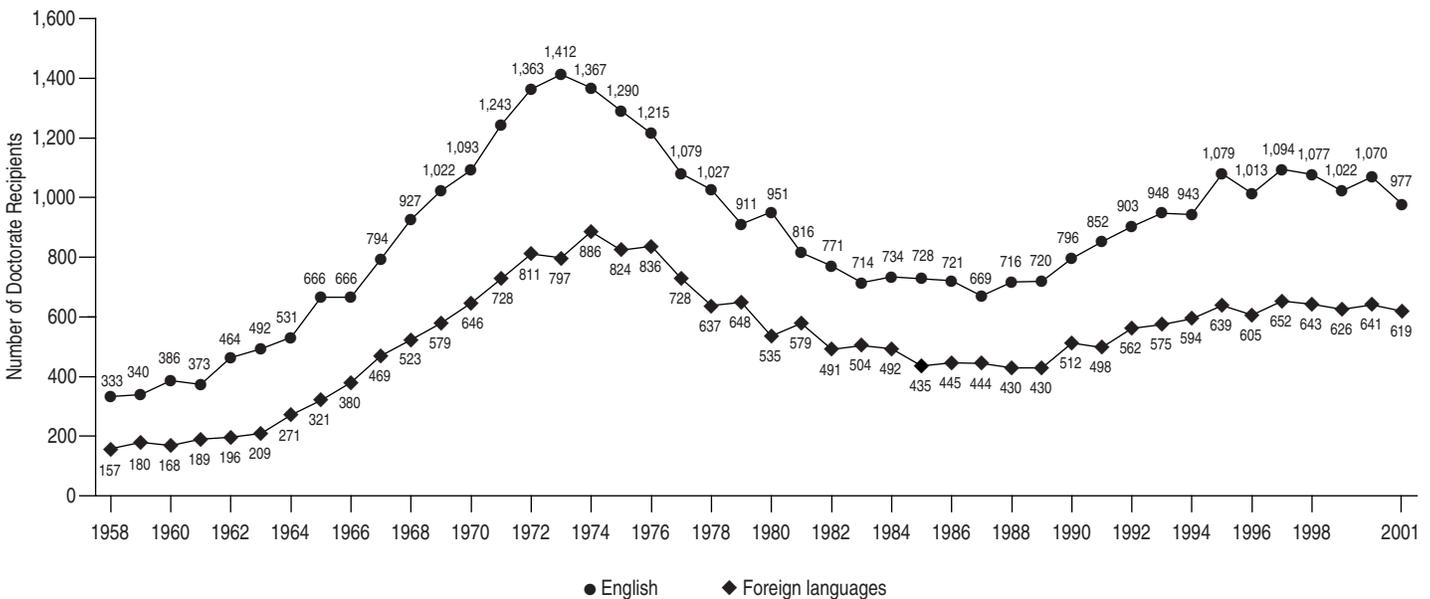
More detailed reports on the count and analysis of the English and foreign language editions of the October 2002 *JIL* can be found in forthcoming issues of the *ADE Bulletin* and the *ADFL Bulletin*.

David Laurence  
Natalia Lusin  
Elizabeth Welles

**Figure 1**  
Number of Positions in the October MLA *JIL*, 1975-2002



**Figure 2**  
Number of Doctorate Recipients in English and Foreign Languages, 1958-2001



GOVERNANCE

## Membership Ratification Vote

In December 2001 the Delegate Assembly elected two honorary members and three honorary fellows and approved one constitutional amendment and five resolutions. These actions were presented to the membership for ratification this past fall. The results of the voting are presented below.

Members ratified the election of Malcolm Bowie and Ayyappa Paniker to honorary membership in the association and of José Saramago, Pramoedya Ananta Toer, and Charles Tomlinson to honorary fellowship in the association. All have been invited to accept the honors.

The membership ratified the constitutional amendment that the assembly approved. The amendment (to art. 8.A.5) limits to eight the number of Executive Council representatives in each of three membership categories—regular members, student members, and life members—but provides a mechanism for adjusting that limit to reflect the actual proportion of regular members in the overall membership of the association. The full text of the amended constitution will appear in the September 2003 (Directory) issue of *PMLA*.

The membership also ratified the five resolutions. The preamble and text of each resolution are printed below.

### *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

## Summary of Delegate Assembly Actions in New York

At its meeting on 29 December 2002 in New York, the Delegate Assembly took the following actions.

The assembly conducted three elections. In the election for the Delegate Assembly Organizing Committee, Lavina D. Shankar (English, Bates Coll.) was elected to a three-year term (2003–05). Renée Allen (comparative literature, Brown Univ.), George Levine (English, Rutgers Univ., New Brunswick), Michelle A. Massé (English, Louisiana State Univ., Baton Rouge), and Vicky Unruh (Spanish, Univ. of Kansas) won two-year terms (2003–04) on the Nominating Committee. [Note: In terms of membership categories, Allen is a student member, Levine is a life member, and Massé and Unruh are regular members.] Finally, in the balloting for the Elec-

tions Committee, Dwight A. McBride (Northwestern Univ.), Susan M. Squier (Penn State Univ., University Park), and George Yúdice (New York Univ.) were elected for two-year terms (2003–04).

In addition to annual reports from the association's standing committees, the assembly received three reports that did not require action: the report of the Delegate Assembly Organizing Committee (DAOC), the executive director's report, and the Finance Committee's report.

The assembly also received a report from the Executive Council that required action. The report concerned Emergency Resolution 2001-A, which the 2001 Delegate Assembly had approved in December 2001. In January 2002, the council received a request from one

of the proposers to withdraw the resolution. Because parliamentary law prohibits the withdrawal of a resolution at the request of the proposer after the resolution has been presented to the Delegate Assembly for action, the MLA parliamentarian was asked for advice about how the council might proceed. The council considered the parliamentarian's advice at the February 2002 council meeting and decided to return the resolution to the Delegate Assembly with the request from the proposer and to recommend that the assembly rescind its action. Acting on the council's recommendation, the assembly approved a motion to rescind Emergency Resolution 2001-A.

In other business, the assembly approved three resolutions. Following the provisions of article 7.B.3 of the MLA constitution, the Executive Council, at its February meeting, will conduct a review of the constitutional, legal, and fiduciary issues posed by the language of each resolution. The council will then forward to the membership for ratification the resolutions that do not pose constitutional, legal, or fiduciary problems. The membership ratification vote will be conducted later this year.

A complete report of the Delegate Assembly meeting will appear in the May 2003 issue of *PMLA*. □

#### COMMITTEES

## Call for Comment on Revised CSE Guidelines

Over the last several years, the Committee on Scholarly Editions has thoroughly revised its "Guidelines for Editors of Scholarly Editions." The final draft of this revision is now offered for public comment, at the MLA's Web site, under "Committees and Commissions," "Committee on Scholarly Editions," "Draft Guidelines" (or by e-mail from the chairs of the committee: see below for addresses). This revision has been undertaken in an effort to accommodate the growing number of electronic scholarly editions as well as to acknowledge broadening interest—among editors working in periods outside the nineteenth or twentieth century and in languages other than English—in the consulting and peer review services offered by the committee. Comments and suggestions should be submitted by 1 June 2003 to either of the chairs of the committee, Katherine O'Brien O'Keefe (o'keefe.4@nd.edu) or John Unsworth (jmu2m@virginia.edu). □

#### CONVENTION

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

In August 2003 the MLA convention office will mail chairs of departments that are paid members of ADE or ADFL by 1 May 2003 early information about making hotel room reservations for the MLA convention. This early notification does not guarantee that department chairs will be able to reserve a suite for interviewing job candidates at the convention, but it does give them the best opportunity to do so. Please note that suites may not be reserved through the MLA Web site. Chairs who would like membership forms or information about their departments' 2002–03 membership status should contact Roy Chustek at the MLA office (646 576-5133; rchustek@mla.org). □

### Deadline for Audiovisual Requests

All requests for audiovisual equipment must be made by the organizer of the session by **1 April**. Requests must be made on the appropriate program copy form, and the form must be postmarked no later than 1 April. 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 organizer of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 1 April.

#### 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*

##### AMERICAN LITERATURE TO 1800

**Early American Icons.** People and symbols such as Pocahontas, Plymouth Rock, and Hannah Dustan have been the focus of recent early American cultural studies. New perspectives on these or other legends, or critiques of the scholarship. Abstracts by 15 Mar.; Pattie Cowell (pattie.cowell@colostate.edu).

**Performing American: Theater, Theatricality, and Nation.** Panel will examine the relation of public performance or metaphoric performance and attempts to demonstrate or complicate issues of national identity. Abstracts by 15 Mar.; Jeffrey Richards (jhrichar@odu.edu).

**Reconfiguring Early American Literary History.** The dates 1607, 1630, 1776, 1787, 1801 have long defined the field. Are these fading amid circum-Atlantic, multilingual configurations? Should they be abandoned? What might better explain continuity or change? Abstracts by 15 Mar.; Laura Rigal (laura-rigal@uiowa.edu).

##### 19TH-CENTURY AMERICAN LITERATURE

**Keywords in 19th-Century American Literary Studies.** Brief presentations, each on a single (crucial, contested, evolving, ambiguous, or problematic) word, in the spirit of Raymond Williams's *Keywords*. Proposals by 15 Mar.; Glenn Hendler (hendler.1@nd.edu).

**The Seductions of Pairs.** Longfellow and Whitman. Romance and novel. Why do literary historians think in pairs? Complementarity? Chronology? What is the role of institutions (classes, journals, centennials)? What's at stake? What's gained or lost? Abstracts by 10 Mar.; William Pannapacker (pannapacker@hope.edu).

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

**Asian America at the Turn of the Century: 1870–1930.** Any topic related to Asian American culture during the period 1870–1930. Analyses linking Asian America and other sectors of United States cultural production are especially welcome. Abstracts by 1 Mar.; Nancy Bentley (nbentley@english.upenn.edu).

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#### 20TH-CENTURY AMERICAN LITERATURE

**Bicentennial Reflections on the Louisiana Purchase: Its 20th-Century Reverberations.** Papers or abstracts by 15 Mar.; John Wharton Lowe.

**20th-Century American Literature and Political Activism.** Activist authors and texts; activist use of literature; activist pedagogy; literature's role in social change; literature and political struggle such as antiracism, environmentalism, feminism, indigenous rights, anti-war, prisons, economic justice. Abstracts by 1 Mar.; Elizabeth Ammons.

#### BLACK AMERICAN LITERATURE AND CULTURE

**Du Bois in the 21st Century.** Papers invited for *The Souls of Black Folk* centennial: complexities of genre, gender, and the disciplines; iconographies of the veil; new color-lines. E-mail 250-word proposals by 1 Mar.; Marcellus Blount (dubois@marcellus.net).

#### AMERICAN INDIAN LITERATURES

**First Nations Perspectives: Native North American Creative Nonfiction.** Critical papers on the themes, aesthetics, and politics of Native North American writers' nonfiction—including memoirs, editorials, journalistic writing, exposé, etc. including mixed genre. Abstracts and brief vitae by 15 Mar.; Kathryn Shanley (shanleykw@mso.umt.edu).

**Formulating American Indian Literary Criticism.** Papers exploring critical frameworks specific to American Indian literatures. This criticism should be distinct from pre-established mainstream theories and be applicable to a variety of these literatures. Abstracts or full papers by 15 Mar.; Tereza M. Szeghi and Christina Roberts, 8550 East Speedway Blvd., Apt. 328, Tucson, AZ 85710.

**Intersections of Native American Studies and Queer Studies.** How can these fields complement, critique, or complicate one another? Abstracts or full papers by 15 Mar.; Mark Rifkin, 2010 Waverly St., Philadelphia, PA 19146 (rifkin@english.upenn.edu).

#### ASIAN AMERICAN LITERATURE

**Comparative Orientalisms: Figuring Asian and Arab Americans.** Comparative analyses of representations of Asians and Arabs in American culture. Self-representations and resistances in literary and cultural productions amid complex geopolitics. Abstracts, 1-page vitae by 10 Mar.; Rajini Srikanth (rajini.srikanth@umb.edu).

**Extraordinary Bodies of Asian Americans.** Asian American literature and film through the lens of disability, illness, corporeal anomaly, or technological monstrosity. New perspectives on disability and cyborg studies through Asian American focus. 1-page abstracts, 1-page vitae by 10 Mar.; Rachel Lee (rlee@humnet.ucla.edu).

**The Future of Asian American Literary Studies.** Metacritical discussion on the study of Asian American literature. Research trends, topics of

concern, methodological changes that shape the future of the field. Abstracts, 1-page vitae by 5 Mar.; Min Hyoung Song (songm@bc.edu).

#### 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).

#### Comparative Studies

##### COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

**Medieval Literature and Ritual Performance.** Depictions of ritual in medieval texts. Verbal art as ritual performance in medieval cultural traditions. 300–500-word abstracts by 15 Mar.; Lori A. Garner (lagarner@uiuc.edu).

**Medieval Warfare.** Depictions, discourses, and representations of military combat across the spectrum of medieval cultures. Abstracts by 7 Mar.; Marilyn Desmond (mdesmon@binghamton.edu).

**Muslim-Christian Relations in Medieval Literature.** How should we study the role of Muslims and Islam in medieval Christian texts and Christians and Christianity in medieval Muslim works? Abstracts by 15 Mar.; Bonnie Irwin (bdirwin@eiu.edu).

##### COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

**Comparative Studies: Beyond Europe?** Papers on all aspects of early modern comparative studies on non-European traditions, on the connection between Europe and the non-European. Theoretical and methodological papers especially welcome. Abstracts by 1 Mar.; Barbara Fuchs (fuchsbar@sas.upenn.edu).

**Skepticism in Renaissance Literature: A Reassessment.** Papers on any aspect of the topic. Abstracts by 1 Mar.; Daniel Javitch (dj15@nyu.edu).

##### COMPARATIVE STUDIES IN 18TH-CENTURY LITERATURE

**Artificial Intelligence, Automata, and Other Unnatural Subjects.** 500-word abstracts by 15 Mar.; Julia Douthwaite (julia.v.douthwaite.1@nd.edu).

**The Country in the City, the City in the Country.** 500-word abstracts by 15 Mar.; Deirdre Shauna Lynch (delynych@indiana.edu).

##### COMPARATIVE STUDIES IN ROMANTICISM AND THE 19TH CENTURY

**Bodies in Crisis, 1789–1914.** How do cultural texts mediate, represent, preserve material bodies? bodies in war and revolution? Where, when, how does the corporeal become visible (practices of reproduction? fragmentation? destruction? duplication?). Interdisciplinary or international perspectives. 1–2-page abstracts by e-mail by 15 Mar.; Jann Matlock (74237.334@compuserve.com).

**Literature and/as Education.** Comparative essays on 19th-century pedagogies; schooling

and social-subjective formation; disciplinary histories; epistemologies of reading, interpretation, genre; *Bildung* and other educational philosophies; history of philology or literary criticism in secondary and higher education. 1–2-page abstracts by 15 Mar.; Sarah Winter (sarah.winter@uconn.edu).

**Romanticism and Modernity.** Role and relation of European romanticism to founding of our critical and linguistic modernity. 1-page proposals by 10 Mar.; David Ferris (david.ferris@colorado.edu).

##### COMPARATIVE STUDIES IN 20TH-CENTURY LITERATURE

**Prisons, Universities, the Electronic Media: Possible and Impossible Communities.** An occasion for our discipline to meditate on the venues and media its latest paradigms and interventions have necessitated. Among possible pretexts: Gramsci, Fanon, Genet, Nancy, Lacan. Abstracts or papers by 1 Mar.; Henry Sussman (hss276@yahoo.com).

##### EUROPEAN LITERARY RELATIONS

**The Occult Enlightenment.** Literary and philosophical treatments of 18th-century mysticism, magic, phrenology, physiognomy, humoral pathologies; Rosicrucianism, Freemasonry, Illuminism, Mesmerism, and Swedenborgianism; texts contemporary with or subsequent to the European Enlightenment. 2-page abstracts by 15 Mar.; Kari Lokke (kelokke@ucdavis.edu).

#### English Literature

##### OLD ENGLISH LANGUAGE AND LITERATURE

**Getting It Online: The Digital Classroom.** What classroom use do Anglo-Saxonists make of online tools and databases, including the concordance to the *Dictionary of Old English, Fontes Anglo-Saxonici*, and others? Papers should address specific pedagogical problems and demonstrate Web-based solutions.

**Heroic Masculinity.** How does recent work on gender assist the definition of heroic masculinity in Anglo-Saxon texts? What kinds of masculinity stand outside heroic codes? What contributions (if any) come from such constructs as "female masculinity"?

**Open session.** Papers on any topic of relevance to Old English studies are welcome. 2–3-page abstracts or papers by 15 Mar.; Allen J. Frantzen (afrantz@luc.edu). Details available at <http://www.Anglo-Saxon.net>.

##### MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

**The England of the Chronicles.** Abstracts or papers on the construction of national identity and alterity in medieval English chronicles. 15 Mar.; Joyce Coleman (joyce\_coleman@und.nodak.edu).

**Gower and Revolution.** Abstracts or 20-min. papers on aspects of the Peasants' Revolt and the usurpation of 1399 in Gower's poetry; work addressing French, Latin, and English works equally encouraged. 15 Mar.; Robert Yeager, PO Box 1527, Enka, NC 28728 (rfyeager@hotmail.com).

**Literature and Other Disciplines.** All approaches and subjects welcome, especially papers that initiate engagement with fields and methodologies not currently represented in medievalist literary study. Abstracts or proposals by 15 Mar.; Daniel Birkholz, Dept. of English, Pomona Coll., 140 West 6th St., Claremont, CA 91711 (dbirkholz@pomona.edu).

**CHAUCER**

**Aggression in Chaucer.** Abstracts by 10 Mar.; Sylvia Tomasch (stomasch@hunter.cuny.edu).

**Chaucer: Apertures and Orifices.** An open topic. Abstracts by 10 Mar.; H. Marshall Leicester (hml@cats.ucsc.edu).

**Chaucer and His Contemporaries.** Abstracts by 10 Mar.; Robert W. Hanning (rwh2@columbia.edu).

**LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE**

**Labor in Early Modern England.** Representations and analyses of labor in English Renaissance texts. 1-page abstracts by 7 Mar.; Douglas Bruster (bruster@mail.utexas.edu).

**The Poetics of Medicine in Early Modern England.** Intersections of medicine and literature: influence of medical and paramedical writings, anatomy as form and practice, disease and healing, embodiment, gender and sexuality; physiological and psychic connections. 1-page abstracts by 7 Mar.; Elizabeth Harvey (elizabeth.harvey@utoronto.ca).

**SHAKESPEARE**

**Language and Gender in Shakespeare.** Proposals on women's languages; speech varieties and gendered roles; gendered practices in dialogue, speech acts, rhetorical tropes; rhetorical construction of gender. 2-page abstracts by 15 Mar.; Lynne Magnusson (magnuss@qsilver.queensu.ca).

**Shakespeare and Asia: Film and Performance.** Proposals on films and modern performances of Shakespeare in Asia as well as on the influence of Eastern performance traditions on Western adaptations of Shakespeare's plays. Abstracts by 5 Mar.; Susan Frye (frye@uwyo.edu).

**17TH-CENTURY ENGLISH LITERATURE**

**Private Matters in 17th-Century England.** Gendering of privacy. Interdependence of private and public. Literary representations of private property. Privacy and interiority. Women's "private" writing. Secrecy and civil war politics. Private parts and sexuality. Abstracts or papers by 7 Mar.; Laura Knoppers (llk6@mail.psu.edu).

**Religious Zeal in 17th-Century England.** Its nature and significance. Empowering versus destructive aspects of zealotry; modern scholarship's treatment of 17th-century religious radicalism; rereading 17th-century radicalism after 9/11; zeal and (in)tolerance. 1-page abstracts or papers by 7 Mar.; Achshah Guibbory (aguibbor@uiuc.edu) and Jason Rosenblatt (rosenblj@georgetown.edu).



DOOLEY / ROOT GROUP

**Women and Science.** The natural philosophical writing of 17th-century women, including Margaret Cavendish, Lucy Hutchinson, and Anne Conway. Literary engagements with natural philosophy by 17th-century women writers. Abstracts or papers by 7 Mar.; Amy Boesky (boesky@mail.bc.edu).

**RESTORATION AND EARLY-18TH-CENTURY ENGLISH LITERATURE**

**Libertinism.** Male and female libertines; libertine philosophy, politics; libertine clubs; libertines and religion, the law, science; libertines abroad. Any genre. Abstracts by 15 Mar.; Laura J. Rosenthal (lr118@umail.umd.edu). No attachments.

**New Directions in Drama.** All aspects of theater, drama, and performance, 1660-1740. Particular interest in papers that suggest new directions for the field. Abstracts by 15 Mar.; Lisa Freeman (lfreeman@uic.edu). No attachments.

**Transatlantic Crossings.** "Black Atlantic"; Old World and New World, physical and intellectual labor, national identity, property, conceptions of difference, particularities of this period, later influence. Any genre. Abstracts by 15 Mar.; Laura J. Rosenthal (lr118@umail.umd.edu). No attachments.

**LATE-18TH-CENTURY ENGLISH LITERATURE**

**Equiano and the Cultural Contexts of Abolition.** Writings by advocates and opponents of British slave trade abolition in the 1780s and 1790s in dialogue with the *Interesting Narrative*. 1-page abstracts and vitae by 15 Mar.; Liz Bohls (ebohls@oregon.uoregon.edu).

**Recentering the 18th Century: Peripheral Geographies and Sexualities.** Far-flung colonies, far-out sexual practices, challenges to the truisms of 18th-century queer and post-colonial studies. 1-page abstracts by 1 Mar.; Lisa Moore (llmoore@mail.utexas.edu).

**Women and Print Culture in the 1790s.** Proposals on the following topics: production

and reception, literary circles, publishers, coded language, anonymity, vindications, philosophers, novels, poetry, drama, reviews, Jacobins, and anti-Jacobins, Della Cruscans, sensibility, etc. 250-word abstracts by 1 Mar.; Robert Griffin (griffin@post.tau.ac.il).

**THE ENGLISH ROMANTIC PERIOD**

**Materials of Memory.** Public and private memorials, monuments, relics, souvenirs, keepsake books, and other objects of remembrance. 350-500-word abstracts by 15 Mar.; Sonia Hofkosh (sonia.hofkosh@tufts.edu).

**Materials of Print.** Perspectives on Romantic-era print culture: history of the book and writing, innovations in printing and illustration techniques, the children's book, literary annual, periodical press, etc. 350-500-word abstracts by 15 Mar.; Paula Feldman (pfeldman@sc.rr.com).

**Technologies of Memory.** Both Romantic-era technologies of memory—mnemonics, new forms and modes of writing from memory, etc.—and recent advances in memory research applied to Romantic-era texts and practices. 350-500-word abstracts by 15 Mar.; Alan Richardson (alan.richardson@bc.edu).

**THE VICTORIAN PERIOD**

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

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

**Film and Ideology.** The ideological roots and social impulses of early cinema. Papers or abstracts by 10 Mar.; Jennifer Wicke (jaw2b@virginia.edu).

**Protomodernism/Modernismo.** Theoretical, aesthetic, and material forays into incipient modernity. Papers or abstracts by 10 Mar.; Jessica Burnstein (jb2@u.washington.edu).

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**Speed, Velocity, Acceleration.** Technological, cultural, and social forces propelling early 20th-century time-space compression in metropolis and colony. Papers or abstracts by 10 Mar.; Enda Duffy (duffy@english.ucsb.edu).

#### 20TH-CENTURY ENGLISH LITERATURE

**Ted Hughes.** Abstracts by 15 Mar.; Robert Caserio (rlcaserio@aol.com).

**Writing World War II.** Abstracts by 15 Mar.; Jean Pickering (jeanpi@csufresno.edu).

#### ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

**Anglophone Interjections I: North-South Translations.** Papers that explore translations of important world English-language texts into Asian or African languages, or the reverse. Both obscure and well-known topics welcomed; rich theoretical engagement encouraged. 2-page proposals and vitae by 15 Mar.; David Chioni Moore (mooredc@macalester.edu).

**Anglophone Interjections II: South-South Dialogues.** How would the "non-western" territories be described as cosmopolitan? What material, cultural, ideological, historical relations can one trace among them? 1–2-page abstracts and vitae by 15 Mar.; Supriya Nair (supriya@tulane.edu).

**Anglophone Interjections III: Old-New Discourses.** Preindependence and post-independence constructions of the colonial—especially sociohistorical and psychological structures of the colonial fantasy and responses from indigenous and settler populations. 500-word abstracts and vitae by 15 Mar.; K. D. Verma (kverma@pitt.edu).

#### French Literature

#### FRENCH MEDIEVAL LANGUAGE AND LITERATURE

**Medieval Forgeries, Fakes, and Impositions: Then and Now.** Abstracts by 15 Mar.; Joan Tasker Grimbert (grimbert@cua.edu).

**Selling the War: Military Propaganda in Medieval French Literature.** Abstracts by 15 Mar.; Paul Vincent Rockwell (pvrockwell@amherst.edu).

**Surfing the Internet to Rethink Medieval Culture.** Abstracts by 15 Mar.; Barbara K. Altman (baltmann@oregon.uoregon.edu).

#### 16TH-CENTURY FRENCH LITERATURE

**Irony.** How do we know a text is ironic? How can irony provide an answer to religious, political, ethical tensions of a society?

**Open Topic.** Papers on any aspect of 16th-century French literature. 8–10-page papers or 500-word abstracts by 15 Mar.; Cynthia Skenzi (cskenazi@french-ital.ucsb.edu).

#### 17TH-CENTURY FRENCH LITERATURE

**Beaux arts et belles lettres: Comment peut-on parler de littérature et d'esthé-**

**tique au 17ème siècle?** A roundtable.

Abstracts by 17 Mar.; Christine Probes (probes@chuma1.cas.usf.edu).

**"J'ai trop aimé la guerre": Gloire, suicide, carnage.** Abstracts by 17 Mar.; Richard Goodkin (rgoodkin@facstaff.wisc.edu).

**Métaphore, Mariage, Monarchie: Enjeux politiques.** Abstracts by 17 Mar.; Solange Guénoun (solange.guenoun@uconn.edu).

#### 18TH-CENTURY FRENCH LITERATURE

**The Enlightenment: Values and Paradigms.** Do the values that characterize (the) Enlightenment (historical period or critical project) have meaning or force today? In terms of what paradigms or concepts can a contemporary relation to (the) Enlightenment be phrased? Abstracts by 15 Mar.; Daniel Brewer (dbrewer@umn.edu).

**The Salons of Denis Diderot.** Abstracts by 15 Mar.; Elena Russo (erusso@jhu.edu).

**Who's Afraid of Voltaire? Past and Present.** The publicist, the self-promoter, the polemicist, the agitator; images and caricatures; works and deeds; engagements and entanglements; friends and enemies. Abstracts by 15 Mar.; Downing A. Thomas (downing-thomas@uiowa.edu).

#### 19TH-CENTURY FRENCH LITERATURE

**Collectibles.** Collectors, collecting, collections of any medium in 19th-century French studies. 300–500-word abstracts by 1 Mar.; Willa Silverman (wzs1@psu.edu) or Charles J. Stivale (c\_stivale@wayne.edu).

**Colonialism.** 19th-century colonial writers, 19th-century texts treating the Caribbean, the Maghreb, Indochina, and West Africa; depictions of colonial subjects and practices. 300–500-word abstracts by 1 Mar.; Doris Y. Kadish (dkadish@arches.uga.edu).

**Courtesans.** Situating the figure of the courtesan in social, textual, and aesthetic spaces (the city, the salon, the brothel, theater, painting, popular press). 300–500-word abstracts by 1 Mar.; Deborah Harter (harter@rice.edu).

#### 20TH-CENTURY FRENCH LITERATURE

**Cultiver les héros nationaux?** Examine the role history plays in French culture and letters, with focus on the construction and cultural representations of national heroes. Contributions on the arts and film are welcome. 300-word abstracts by 15 Mar.; Ora Avni, Dept. of French, Yale Univ., New Haven, CT 06520.

**Raymond Queneau et les fous littéraires.** Queneau's encyclopedia of *fous littéraires*, its place in his work generally; relations between Queneau and other writers who might be considered *fous littéraires*, such as Louis Wolfson, Raymond Roussel, J.-P. Brisset. 300-word abstracts by 15 Mar.; Ann Smock (asmock@socrates.berkeley.edu).

**Vers une définition de l'essai au vingtième siècle.** What do the vast array of essays produced by philosophers, literary theorists, cultural critics, or creative writers have in common in 20th-century France? 300-word

abstracts by 15 Mar.; Steven Winspur (swinspur@facstaff.wisc.edu).

#### FRANCOPHONE LITERATURES AND CULTURES

**Haïti: Deux siècles après . . .** The Haitian revolution, its aftermath, and its representation in literature and other arts and the meaning of the bicentennial. Brief biographies and abstracts by 15 Mar.; Thomas C. Spear.

**Passer le flambeau: Héritage et renouvellement des littératures francophones.** Entre fondateurs (Senghor, Beti, Kateb, etc.) et nouveaux producteurs des littératures francophones, quels liens de parenté/traités novateurs? Brief biographies and abstracts by 15 Mar.; Alec G. Hargreaves.

**Performing Performance: Cross-Genre Oeuvres.** Visual performative hypermedia such as theater, cinema, and hypertext and their interdisciplinary connections. Brief biographies and abstracts by 15 Mar.; Jack A. Yeager.

#### Genre Studies

#### DRAMA

**Racial Performance.** Dramatic, theatrical representations; legal, sociological, cultural, and aesthetic constructions; historical and contemporary performances of racial formation; whiteness; intersections with nationalism, colonialism, immigration, multiculturalism, or globalism. 300-word abstracts by 3 Mar.; Josephine Lee (jolee@umn.edu)

#### FILM

**Origins of the Species.** How animals figure in film and television: voicing animals; animal points of view; anthropomorphism; documentary obsessions; "natural" histories; animal media events; interspecies encounters; animal invasions and interventions. Abstracts by 7 Mar.; Sharon Willis (swls@mail.rochester.edu).

#### NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY

**Environmental Justice.** Environmental justice, ecofeminism, and environmental racism—how do these movements emerge in journalism, polemics, documentaries, travelogues, electronic exchanges, marketing campaigns, pamphlets, case histories? 1–2-page abstracts by 17 Mar.; Cheryl Fish (cjf@pipeline.com).

**The Fire This Time: The Fire Next Time at Forty.** Papers exploring *The Fire Next Time* as literature, polemic, or prophecy concerning (e.g.) conflicts between Christianity and Islam. 1–2-page abstracts by 17 Mar.; Margot Backus, 8514 Braesview Lane, Houston, TX 77071 (mbackus@mail.uh.edu).

**From the Rosenbergs to Mumia Abu Jamal: Writing against the Death Penalty.** To commemorate the 50th anniversary of the Rosenberg executions, we seek analyses of writing combating the death penalty. 1–2-page abstracts by 17 Mar.; Nancy Berke, 164 Sterling



Heidi Byrnes,  
recipient of the  
ADFL Award for  
Distinguished  
Service to the  
Profession, and  
Duarte M. Silva.

Place, 3D, Brooklyn, NY 11217 (nancyberke@yahoo.com).

#### POETRY

**Poetry and the Politics and Theories of Its Translation.** Papers investigating translational canons and lacunae, the construction of nationhood, translation and the avant-garde, alternative translation (homophonic, homolinguistic, total, etc.), translation and transformation. Noncontemporary and non-anglophone subjects are welcomed. 250-word abstracts by 8 Mar.; Steve McCaffery (mccaffer@yorku.ca).

#### PROSE FICTION

**Reading in Public.** Public readings, reading as public activity, reading and/in the public sphere, reading (alone or collectively) in public places. 1-page abstracts by 15 Mar.; Carla Kaplan.

**Reading Together.** Collective, intersubjective, or participatory reading of prose fiction; or fictional representations of such reading. Possibilities: reading aloud, amatory reading, group reading (families, clubs, classes). 1-page abstracts by 15 Mar.; Laura Green (la.green@neu.edu).

#### LITERARY CRITICISM

**Is Now the Time for Paul de Man?** Is this the intellectual political moment to reconsider de Man, to reconnect with an increasingly devalued tradition of reading for which skills threaten to be lost? Abstracts by 1 Mar.; Paul A. Bové (bove@pitt.edu). Electronic submissions preferred.

#### METHODS OF LITERARY RESEARCH

**Medieval Women's Manuscripts.** Papers on issues of authorship, editorial theory, Internet editions, and the like are welcome. Abstracts by 10 Mar.; Elizabeth Hageman (ehageman@cisunix.unh.edu).

**Methods of Literary Research: Open Session.** Papers dealing with the practice or teaching of literary research. 250-word abstracts by 10 Mar.; Ernest W. Sullivan II (ewsii@vt.edu).

**The 19th-Century Book.** Papers dealing with issues or new directions in bibliography, textual criticism, editorial theory, or book history. 1-2-page abstracts by 10 Mar.; Pamela Dalziel (pdalziel@interchange.ubc.ca).

#### AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

**Autobiography and the Public Sphere.** Autobiography and formations/critiques of private and public spheres, self-representation in formation of publics/counter publics, cultural authority of autobiography, first-person accounts in testimonial contexts, backlash against public self-disclosure, etc. Proposals by e-mail attachment by 21 Mar.; Leigh Gilmore (gilmore.55@osu.edu).

**Fiction, Lying, and Truth in Life Writing.** Issues of relations among fact, truth, fiction, lying in telling life stories. Rhetoric, representation, and documentary in autobiography, memoir, diary, letters, biography. 1-page abstracts by 21 Mar.; Rebecca Hogan (hoganr@uww.edu).

#### German Literature

##### GERMAN LITERATURE TO 1700

**Open Topic.** Abstracts are welcome on all aspects of medieval and early modern German literature.

**Power and Powerlessness: Textual Strategies, Social Phenomena.** Abstracts invited on themes such as power, powerlessness, resistance, and marginalization as represented or inscribed in early German texts, both literary and nonliterary.

**Teaching Early Texts: A Roundtable.** The place of premodern literature in the current curriculum. Is there a crisis, and, if so, how do we make early texts relevant for students and colleagues? Abstracts by 21 Mar.; Ann Marie Rasmussen (amras@duke.edu).

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

**German Homelands.** Who did the Germans think they were? Provincial patriots? German nationalists? Cosmopolitans? Literary and the-

oretical 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).

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

**Discourses on Masculinity I.** 19th-century normative masculinity and its destabilization at the turn of the century.

**Discourses on Masculinity II.** Representations of masculinity in 19th- and early-20th-century literature, the arts, and popular culture.

**Discourses on Masculinity III.** The problematizing of masculinity in medical, psychoanalytical, sociological, and (pseudo)scientific discourses. 1-2-page abstracts by 10 Mar.; Jens Rieckmann (jriekma@uci.edu).

##### 20TH-CENTURY GERMAN LITERATURE

**Looking beyond Orientalism in German Studies I: Rethinking Cultural Hybridity, Multiculturalism, and Cultural Memory.** Papers that have a strong theoretical dimension while considering the particular historical, cultural, and political situation in the German-speaking countries.

**Looking beyond Orientalism in German Studies II: German-Turkish Issues.** The interconnected cultural traditions of Turkey and the German-speaking countries; in what ways do literary texts and films enact processes of cultural translation or rewrite cultural memory?

**Looking beyond Orientalism in German Studies III: The Role of Islam and "the Orient."** Representations of the historical specificity and multiplicity of Islamic traditions in literature and film. Alternatives to or revisions of "Orientalism." 1-page abstracts by 12 Mar.; Friederike Eigler (eiglerf@georgetown.edu).

#### Hispanic Literatures

##### LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

**Memory and Nostalgia: Texts, Acts, and Artifacts.** The rhetoric of memory, individual and collective, in and across genres; nostalgia's dialogue with literary historiography and the canon in 19th-century Latin America. 1-page abstracts by 14 Mar.; Raúl Ianes (ianesr@muohio.edu).

**Realismo reconsiderado.** Nuevos acercamientos a obras canónicas, propuestas para añadir al canon, revisiones y reconceptualizaciones de los realismos hispanoamericanos del siglo XIX. Abstractos de 250 palabras para  
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14 Mar.; Francisco Solares-Larrave (fsolares@niu.edu).

**Teorizando la ficción en el siglo XIX.** How assumptions and values about literature found in essays, articles, prologues, letters, etc. systematize and shift relations in fiction. 1-page abstracts (Spanish or English) by 14 Mar.; Flor María Rodríguez-Arenas (arenas@uscolo.edu).

**20TH-CENTURY LATIN AMERICAN LITERATURE**

**Beyond Difference? Contemporary Conceptions of Culture in Latin America.** E-mail abstracts by 10 Mar.; Carlos J. Alonso (calonso@sas.upenn.edu).

**Latin Americanism and Inter-American Studies.** What stakes do Latin American literary and cultural studies have in sites of inter-American research (i.e., literature of the Americas and hemispheric studies)? E-mail abstracts by 10 Mar.; Claire Fox (claire-fox@uiowa.edu).

**Literature, the Arts, Latin America.** Intersections or convergences of the written, the verbal, the visual, and the aural in Latin America. E-mail abstracts by 10 Mar.; Lucille Kerr (lkerr@northwestern.edu).

**SPANISH MEDIEVAL LANGUAGE AND LITERATURE**

**Historiography in Medieval Iberia.** Historiography in medieval Iberian texts, including chronicles, historical romance, didactic literature. 100-word abstracts by 15 Mar.; Mark D. Johnston (mjohnston@newberry.org or mjohnston@juno.com).

**Open Session.** Submissions on any aspect of literature and language of medieval Iberia. 100-word abstracts by 15 Mar.; Michael Harney (harneyut@att.net).

**Religious Vocation and Its Voices: Nuns and Priests in Medieval Spain.** Invites discussion of life and thought of medieval Iberian clergy. 100-word abstracts by 15 Mar.; Mary-Anne Vetterling (mav@regiscollege.edu or paintrock@aol.com).

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

**The Cloister and the University.** Religious orders and universities as catalysts for literary production, both spiritual and secular.

**Revisiting Lope de Vega's Lyric Poetry.** New perspectives on the anniversary of the publication of the *Rimas*. 1-page abstracts by 15 Mar.; Ronald E. Surtz (surtz@princeton.edu).

**18TH- AND 19TH-CENTURY SPANISH LITERATURE**

**Violence, Sensation, and Spectacle in 18th- and 19th-Century Spain.** How diverse forms of public spectacle—panoramas, waxworks, exhibitions, etc.—harnessed popular taste for violence and sensation for patriotic and commercial ends. Abstracts by 1 Mar.; Jo Labanyi (j.labanyi@soton.ac.uk).

**20TH-CENTURY SPANISH LITERATURE**

**Letters, Diaries, Memoirs as Cultural Memory: Spain, 1900–50.** First-person accounts of Spanish cultural life and production in the first half of the century, especially recently recovered materials. 2-page abstracts by 1 Mar. (no e-mail submissions); Maryellen Bieder.

**16TH- AND 17TH-CENTURY SPANISH DRAMA**

**The Comedia and Islam.** Session devoted to the study of all forms of theater discourse in which Islamic culture appears at the core of dramatic structure.

**Early-Modern Spanish Drama and Its Historical Contexts.** Session open to considerations of ways in which historical contexts inform dramatic production.

**Gender and Performance.** Session open to all manifestations of performance, staging, live performances and film, as concerns issues of gender construction. Papers by 10 Mar.; Sharon D. Voros (voros@usna.edu).

**LUSO-BRAZILIAN LANGUAGE AND LITERATURE**

**Dialogue and Defiance: Drummond and His Contemporaries.** Aesthetic innovation and consciousness of modernity in Portuguese-language lyric of the generation of Carlos Drummond de Andrade (1902–1987). Papers on the poet's own repertory or that of his contemporaries. Interregional, inter-American, or transatlantic perspectives welcome. Abstracts by 15 Mar.; Charles A. Perrone (perrone@ufl.edu).

**Literary Criticism in and of the Portuguese-Speaking World.** A roundtable, with 10-min. presentations followed by discussion on literary criticism in the Lusophone world or in relation to critical movements outside that world. Abstracts by 15 Mar.; Renata Wasserman (renata\_wasserman@wayne.edu).

**Travels and Travelers in the Portuguese-Speaking World.** Examines writings by missionaries, naturalists, scholars, diplomats, and others whose accounts of their experiences have affected how the Lusophone world is seen or how it sees itself. Abstracts by 15 Mar.; Anna Klobucka (aklobucka@umass.edu).

**COLONIAL LATIN AMERICAN LITERATURES**

**Afro-American Voices and Representations of Blackness in Colonial Latin America.** Panel examines archival testimonies and narratives by *negros* and *mulatos* as well as the construction of blackness by Spaniards, *criollos*, *mestizos*, and Amerindians. Abstracts by 1 Mar.; Kathryn McKnight (mcknight@unm.edu).

**Colonial Latin America and the Underside of Capital.** Panel examines native, creole, and mestizo economic discourses in colonial Latin America and their notions of self, work, property, and wealth compared to metropolitan economic discourses. Abstracts by 1 Mar.; Luis Fernando Restrepo (lrestre@uark.edu).

**Indigenous Textualities.** Panel dedicated to the study of the interface of painting, orality, textiles, and alphabetical writing in mestizo and Indian histories. Abstracts by 1 Mar.; José Rabasa (jrabasa@socrates.berkeley.edu).

*Interdisciplinary Approaches*

**ANTHROPOLOGICAL APPROACHES TO LITERATURE**

**Disciplinary: Histories, Emergences, Retrenchments.** Historical interrogations of what Geertz calls "genre mixing in intellectual life"; revisions of disciplinary figures, media, forms; pasts and futures of cross-disciplinarity; pre- or postcultural studies paradigms; anthropology and return of aesthetics. Abstracts and vitae by 15 Mar.; bevans@rci.rutgers.edu.

**(Post)Colonial Encounters.** Investigates (post)colonial intersections of anthropology and literature: historical connections between



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the disciplines in (post)colonial contexts; how postcolonial theory has created interdisciplinary contact zones; postcolonial critiques of anthropology or ethnographic texts, discourses, and scenes. Abstracts and vitae by 15 Mar.; rlstein@umn.edu.

#### 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 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.

#### ETHNIC STUDIES IN LANGUAGE AND LITERATURE

**Multiethnicity in Film.** Papers on multiethnic themes, subjects, and representations in both commercial and noncommercial films. Papers that challenge or laud the depiction, portrayal, or presentment of multiethnicity in cinema. Abstracts only by 15 Mar.; Luzma Umpierre, PO Box 568, Auburn, ME 04212 (lumpierre@aol.com).

**Using Film in the Multiethnic Literatures Classroom: Syllabi and Suggestions.** Presenters will describe their classes and offer suggestions for incorporating film into literature and cultural studies classes. Syllabi and abstracts by 15 Mar.; James Ruppert (ffjkr@uaf.edu).

#### GAY STUDIES IN LANGUAGE AND LITERATURE

**Doing This and That in Queer Studies I: History and the Psyche.** Historicist and/versus psychoanalytic approaches to sexuality. Methodological alliances, divergences, meldings, frictions, rewards, challenges. Long-standing debates, current controversies, future developments. 1-page abstracts by 1 Mar.; Katie Kent (kathryn.r.kent@williams.edu).

**Doing This and That in Queer Studies II: Literature and Its Others.** Interdisciplinary approaches to sexuality. Methodological alliances, divergences, meldings, frictions, rewards, challenges. Long-standing debates, current controversies, future developments.

**Doing This and That in Queer Studies III: Sexuality and Class.** Materialist and class-informed approaches to sexuality. Methodological alliances, divergences, meldings, frictions, rewards, challenges. Long-standing debates,

current controversies, future developments. 1-page abstracts by 1 Mar.; Mario DiGangi (mdigangi@aol.com).

#### LINGUISTIC APPROACHES TO LITERATURE

**After Babel.** Linguistic aspects of literary translation in fiction, literary nonfiction, poetry, drama, and film. 300-500-word abstracts submitted electronically by 3 Mar.; Sue Sroda (sue.sroda@murraystate.edu) and Margaret Freeman (freemamh@lavc.edu).

#### LITERATURE AND OTHER ARTS

**Musicality I: Form.** What does the experience of musical form mean for language and literature? One- or two-word titles, such as harmony, discord, key, mode, pitch, variation, counterpoint, resolution, coda, aria, ode, diagonality, etc. Subtitles okay.

**Musicality II: Expression.** What does musical expression mean for language and literature? One- or two-word titles, such as rhythm, meter, beat, dynamics, noise, sexuality, sensuality, song, blues, jazz. Subtitles okay.

**Musicality III: Performance.** What does musical performance mean for language and literature? One- or two-word titles, such as virtuosity, color, ornament, ear, voice, climax, resonance. Subtitles okay. 500-word abstracts or 20-min. papers; Marshall Brown.

#### LITERATURE AND RELIGION

**Religion and the Rise of Literary Studies.** What are the origins and functions of the narrative according to which the academic study of literature arose because of "the failure of religion" (Eagleton's phrase)? 500-word abstracts or papers by 7 Mar.; Dayton Haskin (dayton.haskin@bc.edu).

**Suspension of Belief in the Abrahamic Faiths.** The relation of the writer to organized religion in one or more of these traditions. Abstracts by 7 Mar.; David Damrosch (dnd2@columbia.edu).

#### LITERATURE AND SCIENCE

**Bioterrors: Anxiety, Biology, Culture.** Exploring apprehension where biological and cultural phenomena intersect. Emergent infections, extinctions, biopsies, biowarfare, genomics, toxicities, etc. E-mail 300-500-word abstracts and brief vitae by 15 Mar.; Catherine Belling (cbelling@notes.cc.sunysb.edu).

**Charles Fort and Forteanism.** Papers on Fort as philosopher of science, literary writer, crypto-epistemologist, journalist, etc. Abstracts and brief vitae by 15 Mar.; Terry Harpold (tharpold@english.ufl.edu) and James J. Paxson (jpaxson@ufl.edu).

**Roundtable Discussion on Medicine: Between Science and Literature.** Inquiries by 15 Mar.; Catherine Belling.

#### PHILOSOPHICAL APPROACHES TO LITERATURE

**Perpetual War.** What is war when it is globalized? How do the semantics, logic, and symbolism of war ensure its ethos, even when it remains undeclared? Can perpetual war lead to

perpetual peace? 1-2-page abstracts by 15 Mar.; Eduardo Cadava (cadava@princeton.edu).

#### POPULAR CULTURE

**The Aesthetics of Trash.** What forms of attention do ephemeral objects and deliberately amateurish styles demand? Examples include trash cinema, pulp fictions, sleaze, low-tech productions, punk and DIY cultures, zines and self-published materials. Abstracts only by 7 Mar. (e-mail submissions preferred); Thomas Foster (fostert@indiana.edu).

#### PSYCHOLOGICAL APPROACHES TO LITERATURE

**Reconsidering Jean Laplanche.** Implications, complications, justifications. Clinical, cultural, and literary perspectives. 500-word abstracts and vitae (no attachments) by 15 Mar.; Tim Dean (tjdean@buffalo.edu).

**Reconsidering Julia Kristeva.** Implications, complications, justifications. Clinical, cultural, and literary perspectives. 500-word abstracts and vitae by 15 Mar.; Charles Shepherdson (shepherd@albany.edu).

**Reconsidering Melanie Klein.** Implications, complications, justifications. Clinical, cultural, and literary perspectives. 500-word abstracts and vitae by 15 Mar.; Christopher Lane (clane@northwestern.edu).

#### SOCIOLOGICAL APPROACHES TO LITERATURE

**War and the University.** Ruling policy, foreign and domestic, appears to reduce to one formula: war. Is peace profitable any longer? And how do those who profess "critical intelligence" respond in and outside the classroom? Abstracts by 1 Mar.; Neil Larsen (nalarsen@ucdavis.edu).

#### WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

**Ethnic(ized) Women's Writing as New National Literatures.** What are the relations between concepts of nation-states and locally specific conceptions of race, culture, and religion represented in women's popular and academic writing included in or excluded from "national literatures"?

**Feminist and Queer Ethnicities.** How do particular queer and feminist theories and readings converge, contest, or diverge in their constructions of ethnic identity, and how have such texts reimagined queer and feminist ethnic subjects?

**Women's Studies and Ethnic Studies as Structural and Methodological Units.** How have convergences and divergences between women's studies and ethnic studies informed new methodological concerns and institutional practices such as department and program formation, hiring, research? 2-page proposals by 1 Mar.; Sonita Sarker (sarker@macalester.edu).

#### *Italian Literature*

#### MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

**Italy and the East in Medieval and Renaissance Literature.** Interactions between Italian  
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and Eastern cultures in medieval and Renaissance texts. "The East" could include Byzantium, Jerusalem, Islam, the Mongol Empire, and others.

**On the Edge of Genre.** Papers on Italian medieval and Renaissance texts in any genre(s) that problematize or challenge genre expectations and parameters.

**Open Topic.** 300-word abstracts by 10 Mar.; William J. Kennedy (wj3@cornell.edu).

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

**Italian Literature between Religion and Philosophy from Baroque Culture to Romanticism.** Abstracts of papers by 15 Mar.; Massimo Lollini (maxiloll@oregon.uoregon.edu).

**Migration and Exile in Italian Culture from Early 1600s to the Unification.** Abstracts of papers by 15 Mar.; Andrea Ciccarelli (accicare@indiana.edu).

**Nature and Animals in 17th-, 18th-, and 19th-Century Italian Literature.** Abstracts of papers by 15 Mar.; Sylvia Ross (s.ross@ucc.ie).

#### 20TH-CENTURY ITALIAN LITERATURE

**Cine-Literary Landscapes: Questioning Visual and Rhetorical Representations of Space.** 500-word abstracts and bibliographies by 1 Mar.; Stefania Lucamante.

**Futurism and Futurisms: The Italian Avant-Garde and Its European Context.** 500-word abstracts by 1 Mar.; Luca Somigli.

**Italy and the Cultures of Migration.** 250-word abstracts by 1 Mar.; Graziella Parati.

#### Language Studies

##### APPLIED LINGUISTICS

**Issues in SLA Research.** Abstracts summarizing data-based studies on topics such as input, explicit instruction (explanation, feedback), and attention.

**Teaching Culture and Pragmatics in Beginning Foreign Language and Second Language Courses.** How are they taught, how should they be taught? What's the role of the textbook, technology, the instructor?

**Technology in Foreign Language Instruction.** Abstracts addressing the role of technologies (compressed audio and video, Internet, networks, satellite, other) in the foreign language and second language teaching and learning process. 400-word abstracts by 28 Feb.; Julie Belz (jab63@psu.edu). Include presentation title and author's name and affiliation.

##### HISTORY AND THEORY OF RHETORIC AND COMPOSITION

**Topoi and Setting: Rhetoric as/and Place.** How does the content of specific rhetorical theories manifest regional and local settings? How do these locales evoke specific forms of argumentation, memory systems, and modes of delivery? 200-word abstracts by 15 Mar.; Shirley Logan (slogan@umd.edu).

##### LANGUAGE AND SOCIETY

**The Native Speaker.** Papers should treat the concept "native speaker" as a construct, perhaps a questionable and problematic one.

**Prescriptive Pedagogy and Descriptive Linguistics.** The contrast between "descriptive" and "prescriptive" approaches to language appears to be in conflict with a pedagogy that implicitly assumes normative goals. Do students have a "right to their own language"? Four hard copies only (no electronic submissions) by 13 Mar.; Paul John Hopper.

##### LANGUAGE CHANGE

**Open Topic.** 1-page abstracts by 10 Mar.; Ir-mengard Rauch (irauch@socrates.berkeley.edu).

##### LANGUAGE THEORY

Linguistic theory and the text: particularly limits of textuality, theorizing the analysis of data are especially invited. Abstracts by 7 Mar.; Elizabeth Traugott.

#### Other Languages & Literatures

##### AFRICAN LITERATURES

**African Transitions I: Translation, Adaptation, Multilingualism.** Dimensions of "transition" in African languages and arts. Papers on innovations or debates on African languages; translations across languages; developments in intraethnic, interethnic, cross-cultural conversations by 1 Mar.; Charles Cantalupo (cxc8@psu.edu).

**African Transitions II: Shifting Genres.** Dimensions of "transition" in African literary and oral cultures. Papers on new developments, generic innovations, and transformations in literature and orature; genre and identities; genre and gender by 1 Mar.; Ada U. Azodo (aazodo@iun.edu).

**African Transitions III: Performance and Visual Culture.** Dimensions of "transition" in African film, performance, and visual idioms. Papers on innovations in performance, film,

and any nonconventional expression of culture and change by 1 Mar.; Maureen N. Eke (eke1mn@cmich.edu).

##### EAST ASIAN LANGUAGES AND LITERATURES TO 1900

**Generic Hybridity.** Generic hybridity (mixing of poetry, fiction, nonfictional forms, visual arts, etc.) and the issues it raises for East Asian literatures up to 1900.

**Representations of the Other.** Constructions of the Other—racial, ethnic, and cultural—in traditional East Asian texts, exploring how the Other has served as a strategy for the construction of cultural and social identity.

**Urban Life, Commercial Publishing, and Popular Culture.** The nature of vernacular literature in East Asia up to 1900 as related to the growth of urban life, commercial printing, and popular culture. Abstracts by 15 Mar.; Haruo Shirane (hs14@columbia.edu).

##### EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900

**Asian Cinema in the Age of Globalization.** The impact of globalization on Asian film culture; examines the relation between local and global, national and transnational, East and West. 250-word paper abstracts by 15 Mar.; Sheldon H. Lu (shlu@ucdavis.edu).

**Globalization and Gender in East Asian Literature.** How do globalization and gender intersect each other in East Asian literature? Issues such as popular culture, migration, hybridization, nationalism. 1-page abstracts by 15 Mar.; Jung-Soon Shim (jsshim@ssu.ac.kr).

**Postmodernity in East Asia: The Influence of Western Literatures on East Asian Writers.** The works of postmodern East Asian writers from a comparative perspective. 8-page drafts; Toru Kiuchi (tkiuchi@sta.att.ne.jp).

##### SLAVIC AND EAST EUROPEAN LITERATURES

**Anti-Americanism in Russia and Eastern Europe.** Discussions of critiques of American



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culture and its impact on Eastern Europe and Russia in politics, the arts, religion, or any other relevant sphere. Abstracts by 15 Mar.; Irene Masing-Delic (irene@hiperism.com).

**Globalization and Post-Soviet Cultures.** Responses to and engagements with the cultural aspects of globalization in the nations of the former Soviet Union. Abstracts by 15 Mar.; Vitaly Chernetsky (vac10@columbia.edu).

## Teaching

### THE TEACHING OF LANGUAGE

**Issues in Heritage Language Education.** Proposals for a panel focusing on issues in heritage language education. Papers are particularly welcomed on topics having to do with the teaching of culture. Abstracts by 15 Mar.; Scott McGinnis (smcginnis@nflc.org).

### THE TEACHING OF LITERATURE

**When Literature Becomes a Choice: Teaching in the Postcanonical Age.** Abstracts by 15 Mar.; Sara Castro-Klarén (sck@jhu.edu).

### THE TEACHING OF WRITING

**Imagining a Postcorporate English Studies.** Papers that analyze how writing instruction and programs support the encroachment on higher education of corporate culture and control and how writing instruction and programs can work to resist that encroachment.

**The Limits of Interdisciplinarity.** How do we distinguish intellectually justified collaborations between composition and other disciplines from those driven by administrative and economic needs?

**Textbooks as Disciplinary Forces.** How do textbooks explicate given knowledge or advance new knowledge about the teaching of writing? How might we use textbooks more imaginatively? 1-2-page abstracts by 1 Mar.; Christine Farris (crfarris@indiana.edu).

### TEACHING AS A PROFESSION

**Ethical Issues in Teaching and Learning II.** Conversations new and continuing from MLA 2002 on ethical issues in teaching and learning, including topics like classroom discussion dynamics, uses of student work in scholarly publications, plagiarism. 500-word abstracts by 3 Mar.; Mariolina Salvatori (mrizzi@earthlink.net).

**Problems and Solutions in Departmental and Institutional Reviews of Teaching.** Strengths and weaknesses of procedures for evaluating teaching for merit, tenure, and promotion. Ethical, structural problems, etc.; best and emergent practices in different institutional situations. 500-word abstracts by 3 Mar.; Heather Dubrow.

## Discussion Groups

### ANGLO-IRISH LITERATURE

**Irish Coming of Age.** Papers exploring works in any genre that focus on coming of age in Ireland. The maturation process described may be individual, national, or (ideally) both.

1-page abstracts by 15 Mar.; Marilyn Richtarik (engmjr@panther.gsu.edu).

### ARABIC LITERATURE AND CULTURE

**Challenges of Teaching Arabic Literature and Culture.** Papers discussing challenges for teachers, including broad issues (such as gender, violence, politics, religion, and stereotyping) and practical ones (for example, choices and availability of translated texts). Abstracts by 1 Mar.; Wail Hassan (whassan@ilstu.edu).

### ARTHURIAN LITERATURE

**King Arthur in the Digital Age.** Papers exploring the theoretical implications of digital media for the transmission and study of Arthurian literature. Abstracts or papers by 1 Mar.; Laurie Finke (finkel@kenyon.edu).

### BIBLIOGRAPHY AND TEXTUAL STUDIES

**Theorizing the Interface.** The interface addressed could be either digital or print, edition or creative work, actual or speculative. Abstracts of no more than 250 words by 15 Mar.; Neil Fraistat (fraistat@umd.edu).

### CANADIAN LITERATURE IN ENGLISH

**Rethinking Native Canadian Literatures.** Papers that examine the topic through such issues as identity and community, nationality and borders, language, gender and sexuality, authenticity, etc. Comparisons with other Native North American literatures welcome. Abstracts by 17 Mar.; Jennifer Andrews (jandrews@unb.ca).

### CATALAN LANGUAGE AND LITERATURE

**Framing Catalonia: Visual Production and Perception of Culture.** Cultural production in visual media, reading and writing the landscape, ideology as spectacle, what is (rendered) invisible. Abstracts by 15 Mar.; Colleen Culleton (cculleton@email.uncc.edu).

### CLASSICAL STUDIES AND MODERN LITERATURE

**Ovid and Early Literatures.** Abstracts or complete papers by 1 Mar.; Theresa Krier (tkrier@nd.edu).

### COGNITIVE APPROACHES TO LITERATURE

**Literary Universals.** 250-500-word abstracts by 7 Mar.; Patrick Colm Hogan (hogan@uconnvm.uconn.edu).

### COMPARATIVE ROMANCE LINGUISTICS

Abstracts pertaining to any aspect of Romance linguistics, particularly those addressing two or more Romance languages. Submit by 15 Mar.; Henry Biggs (hbiggs@artsci.wustl.edu).

### COMPUTER STUDIES IN LANGUAGE AND LITERATURE

**Why I Do (Not) Use Digital Resources.** Digital tools and archives are typically developed by one set of people for use by others. What makes their use (un)attractive in practice? Abstracts by 1 Mar.; Eric S. Rabkin (esrabkin@umich.edu).

### DISABILITY STUDIES

**Disability in the Borderlands.** Disability and Latina/o identities and cultures; literal and figu-

rative borders and borderlands in disability studies; crippling border theory; access and the border; borderlands languages and vocabularies of disability. 250-word abstracts and brief vitae by 1 Mar.; Robert McRuer (rmcruer@gwu.edu) and Tammy Berberi (berberit@mrs.umn.edu).

### 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).

### INTERDISCIPLINARY APPROACHES TO CULTURE AND SOCIETY

**Recycling and Transplanting in Literature and Visual Media.** 300-word abstracts by e-mail only by 15 Mar.; Maryse Fauvel (mxfauv@wm.edu).

### ITALIAN AMERICAN LITERATURE

**Westward, 'O! Italian American Cultural Trajectories.** Papers on Italian American westward paths and cultural transformations in literature, film, and other representations. 500-word abstracts or papers (e-mail preferred) by 15 Mar.; George Guida (gguida@citytech.cuny.edu).

### JEWISH AMERICAN LITERATURE

**Jewish Science, Jewish Text: Freud and the Tradition of Jewish American Writing.** Any aspect of Freudian theory, practice, textuality in relation to Jewish American writing, as influence, interpretive tool, shared history and context, or common ground. Abstracts and vitae (preferably by e-mail) by 1 Mar.; Emily Budick (msbemily@mscc.huji.ac.il).

### JEWISH CULTURAL STUDIES

**Zionism, Nationalism, Postcoloniality.** The relation between Zionist and anti-Zionist discourses and postcolonial theory in modern literature and culture; Zionism in relation to imperialist and nationalist discourses; questions of anti-Semitism; diaspora; figurations of Zion; proto-Zionist literatures. Abstracts by 1 Mar.; Helene Meyers (meyersh@southwestern.edu).

### LAW AS LITERATURE

**Popular(izing) Law.** Abstracts on popular treatments of the law as narrative medium across genres, time, and languages, with emphasis on how popular representations challenge and reinforce dominant paradigms. Abstracts by 13 Mar.; Stephen L. Bishop (sbishop@unm.edu).

### LEXICOGRAPHY

**Dictionaries and the History of the Book.** Dictionaries as aids to reading; research on the users of dictionaries; the publishing history of dictionaries; authorship versus editorship; critical and popular reception of dictionaries. Abstracts by 15 Mar.; Andrea R. Nagy, 90 Bishop St., New Haven, CT 06511 (andrea.nagy@yale.edu).

### LITERATURE OF THE UNITED STATES IN LANGUAGES OTHER THAN ENGLISH

**New World Babel.** Comparative approaches to issues of language diversity and the problem of cultural legitimacy in the Americas. Special interest: the cultural impact of the Louisiana

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Purchase on the region and nation. 10-page papers or abstracts by 31 Mar.; Lynn Weiss (mlweiss@wm.edu).

#### LUSOPHONE LITERATURES AND CULTURES OUTSIDE PORTUGAL AND BRAZIL

**Survival, Transformations, and Adaptations of Oral Traditions in Lusophone-African Literatures.** Discussion on how the oral traditions of the five Lusophone-African countries are recorded in today's Portuguese African literatures. Papers in English or Portuguese. Abstracts by 17 Mar.; Joseph Abraham Levi (jlevi@ric.edu).

#### MEDIA AND LITERATURE

##### Recorded Sound, Experimental Text.

Sound recording technologies—phonography, magnetic tape, cassettes—have played important roles in experimental work with language. Abstracts addressing specific cases or theorizing issues of recording, transcription, the status of "writing," etc. by 15 Mar.; Liz Kotz (ewkotch@umn.edu).

#### NETHERLANDIC LANGUAGE AND LITERATURE

Reflections on any aspect of Dutch literature, film, television. Consideration also of authors of different ethnicities writing in Dutch, representations of the Netherlands abroad, postcolonial themes. 1-2-page abstracts by 21 Mar.; Laurie Johnson (lruthjoh@uiuc.edu).

#### PART-TIME FACULTY MEMBERS

**Barriers to Part-Time and Non-Tenure-Track Organizing.** Addressing organizing difficulties—professionalism, individualism, "budget cuts," "excellence," patriotism; segmentation of labor, tiering, MA-PhD splits; competitions inhibiting solidarities local to global; right-to-work states, conservative unions. Abstracts by 10 Mar.; Gregory Meyerson (meyerson@worldnet.att.net).

#### PRESENT-DAY ENGLISH LANGUAGE

**Conflicts in Present-Day English(es): What Is and What Should Never Be.** Conflicts and convergences regarding what we teach and what "is" in present-day English. Abstracts concerning student discourses, academic discourses, other kinds and genres (by e-mail) by 15 Mar.; Deborah H. Holdstein (d-holdstein@govst.edu) or Eric Hyman (ehyman@uncfsu.edu).

#### PROVENÇAL LANGUAGE AND LITERATURE

**Open Session.** Papers on all aspects of Provençal language and literature. Abstracts by 1 Mar.; Daniel Heller-Roazen.

#### PUERTO RICAN LITERATURE AND CULTURE

**Diasporican; or, The Puerto Rican Diaspora.** Papers on the literature and culture of the Puerto Rican diaspora, especially papers on writers away from traditional centers of migration, like Puerto Ricans in California, the Southwest, Northwest, and Midwest. Abstracts by 15 Mar.; Carmen Torres-Robles (cltorres@calumet.purdue.edu).

#### ROMANCE LITERARY RELATIONS

**Translation and Romance Literary Relations.** The cultural impact of translations of Romance literary texts or the cross-cultural literary exchange effected by transcultural communities in Romance language areas in any period. Abstracts by 1 Mar.; Elissa B. Weaver (e-weaver@uchicago.edu).

#### ROMANIAN STUDIES

**Loss and Gain: The 20th-Century East European Experience in Exile.** Papers exploring *exile* in its various aspects and forms as depicted by 20th-century authors. Abstracts by 15 Mar.; Anca L. Holden (anca@arches.uga.edu).

#### SCIENCE FICTION AND UTOPIAN AND FANTASTIC LITERATURE

**Imagining Peace.** How has science fiction (any medium) tried to imagine peace: approaches to it and costs of it? Possibilities: efforts between nations, genders, races, species, ideological or theoretical camps. Papers on SF, utopian, or fantastic literature. Abstracts (no attachments) by 1 Mar.; Lisbeth Gant-Britton, UCLA Bunche Center for African American Studies, 153 Haines Hall, Box 951545, Los Angeles, CA 90095-1545 (lbritton@ucla.edu).

#### SCOTTISH LITERATURE

**Scotland and the Languages of Modernity.** Scottish language choices are linked to historically distinct notions of modernity. Papers solicited on relations of Scotland's languages, literature, and modernity: "modern," avant-garde, and across periods. Abstracts by 10 Mar.; Nancy K. Gish (ngish@usm.maine.edu).

#### SLAVIC LITERATURES AND CULTURES

**Siberia, Alaska, California: The Russian Pacific Rim.** Papers on the Russian Pacific Rim, in film, literature, history, geography, geopolitics, Russo-American, Russo-Far East Asian relations, etc. 1-page abstracts by 15 Mar.; Dragan Kujundžić (dragan@uci.edu).

#### SOUTH ASIAN LANGUAGES AND LITERATURES

**Idioms of Vernacular Postcolonialisms: South Asian Film and Media.** Extending the literary into film and media, translation of literature into film, vernacular film in international spaces. 250-word abstracts by 1 Mar.; Parvathy Anantnarayan (anantnap@hotmail.com) and Sailaza E. Pal (sepal@att.net).

#### SOUTHERN LITERATURE

**Southern Homoerotics.** Papers that address the multiplicities of homoeroticism in southern culture and literature. Discussions of pre-20th-century texts especially welcome. 500-word abstracts by 15 Mar.; Gary Richards (gnrichar@uno.edu).

#### TRANSLATION

**Translation as Cross-Cultural Brokerage.** Papers that explore translation as cross-cultural "brokerage" with all that is implied in the metaphor—marketing, sales, negotiations, etc. Creative interpretations of the title are welcome. Abstracts by 15 Mar.; Michelle Yeh (mmyeh@ucdavis.edu)



DOOLEY/ROOT GROUP

#### TRAVEL LITERATURE

**Teaching the Literature of Travel: A Roundtable Discussion.** A roundtable discussion of approaches to teaching travel literature. Especially seeking papers that engage questions of national, ethnic, religious, generic, and historical boundaries. Abstracts by 1 Mar.; David Espey (despey@english.penn.edu).

#### THE TWO-YEAR COLLEGE

**Teaching Class.** Practical pedagogy and theoretical approaches to the matter of class-based issues in teaching, especially in community colleges. Papers focusing on questions of course content or on questions of classroom teaching are equally welcome. Proposals by 1 Mar.; George Scheper (shepbklyn@aol.com).

#### WEST ASIAN LANGUAGES AND LITERATURES

**Crossing Boundaries: West Asian and Mediterranean Diasporic Texts.** Abstracts by 15 Feb.; Persis Karim.

#### YIDDISH LITERATURE

**The Yiddish Canon.** Is there—and should there be—a canon of Yiddish fiction, poetry, and drama? What criteria have been used to define it? Should they be reconsidered? Abstracts by 1 Mar.; Joel Berkowitz (yankl@albany.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.

##### ADVISORY COMMITTEE ON FOREIGN LANGUAGES AND LITERATURES

**Confronting the Visible and Invisible Stresses of Academic Culture.** The career trajectory, including research, teaching, family, achievement, and burnout; academic and administrative demands on faculty members and chairs. Abstracts by 28 Feb.; Patricia Chaput.

**The Future of the Scholarly Monograph in Foreign Languages, Literatures, and Cultures.** Effects on tenure and promotion, research and scholarship, and the exchange of knowledge. Abstracts by 1 Mar.; Tracy Sharply-Whiting.

**Undergraduate Students as Collaborators in Foreign Language Research.** Innovative models of faculty research involving undergraduates as active participants in projects related to language pedagogy, literature, cultural and film studies. Abstracts by 5 Mar.; Michael Geisler (geisler@middlebury.edu).

**ASSOCIATION OF DEPARTMENTS OF FOREIGN LANGUAGES**

**Internationalization: What Is the Intellectual Content?** Papers on theoretical and practical aspects of "campus internationalization," such as faculty development, student research, interdepartmental collaborations, institutional partnerships, university governance, and public policy by 1 Mar.; Julie Candler Hayes.

**Language Learning and Study-Abroad Programs: Models of Assessment.** What do we know and how do we know about the impact of study-abroad programs on students learning language and about culture? Abstracts by 28 Feb.; Dellita Martin-Ogunsola.

**Strategies, Models, and Crazy Ideas for Collaboration between Departments of English and Foreign Languages and Literatures.** Discussions of collaboration, successful or failed, in instruction, curriculum, cultural literacy, administration, or staffing. Abstracts by 1 Mar.; Dennis Looney.

**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 (wu@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).

**COMMITTEE ON SCHOLARLY EDITIONS**

**The Physique of the Text: Editing Theory and Practices.** Possible issues include physical layouts, visual aspects, tactile and material aspects, and readers' expectations of different types of editions. 1-page abstracts by 15 Mar.; Margaret J. M. Ezell (m-ezell@tamu.edu).

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

**The Color of Theory.** What practices and sites of travel, observation, and cross-cultural contact inhere in theory? What theories are implicit in literature by people of color?

**Natives and Ethnic, Nativism and Immigration.** Are indigenous peoples ethnic? Erasures and recoveries of indigenous history by ethnic literature. Portraits of immigration, diaspora through a native or nativist lens. Abstracts and 1-page vitae by 1 Mar.; Rachel Lee (rlee@humnet.ucla.edu).

**COMMITTEE ON THE STATUS OF WOMEN IN THE PROFESSION**

**Mother Tongue? Gender and Heritage Languages.** The role of women in preserving or repressing the memory, gestures, and narratives of heritage languages in the process of their transmission or eclipse. 1-page proposals by 7 Mar.; Katharine Conley (katharine.conley@dartmouth.edu).

**OFFICE OF ENGLISH PROGRAMS**

**The Small College Department: The Limits of Generalism.** Professing English as a small-department generalist: possibilities, practices, standards for evaluation; limits, abuses, vulnerabilities to exploitation. 250-word abstracts for 12-min. presentations by 10 Mar.; Lawrence Moe (lawrence.moe@metrostate.edu).

**OFFICE OF FOREIGN LANGUAGE PROGRAMS**

**Film, Culture, the Foreign Language and Literature Classroom.** Abstracts by 1 Mar.; Tracy Sharply-Whiting.

**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.

**Aberrant Communities: Unhuman Survival within Hierarchical Humanity.** Freaks, monsters, cyborgs: Cinematic and literary treatment of how rejected "others" seek integrity through communities of necessity and sympathy. Abstracts, short vitae by 10 Mar.; Delia Fisher.

**Absence Affects Presence in 20th-Century Prose.** Missing characters play crucial roles. From Woolf to Joyce, Faulkner, Salinger, Kosinski, Grass, and Roy, writers incorporate the null set to better figure human nature. Abstracts by 15 Mar.; Mary Lazar (mlazar@tusc.kent.edu).

**Accented Fiction.** How does the experience of displacement translate into fiction? What are the characteristics of exilic and diasporic narratives? What is "accented aesthetics"? 1-page abstracts and brief vitae by 15 Mar.; Ljiljana Coklin (lcoklin@writing.ucsb.edu).

**Adaptation and Transfer: Teaching English Majors to Write for the Workplace.** Teaching strategies designed to help English majors apply their analytical and writing skills to the  
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needs of the business and professional workplace. 250-word abstracts by 10 Mar.; Mary Morse (mmorse@rider.edu).

**Adoption Identities.** Seeking critical or theoretical approaches to the implications of adoption for identity formation. 250-word abstracts or completed 15-min. presentations by 8 Mar.; Emily Hipchen, *a/b: Auto/Biography Studies*, 208 48th Ave. North, Saint Petersburg, FL 33703 (hipchene@uww.edu).

**African American Short Story Writers and Journalists of New England: The Artistic Legacy of Ann Petry and Dorothy West.** Critical reassessment of the artistic legacy of Petry and West as masterful short story writers and journalists. Pearlle Peters (petersp@rider.edu).

**After McSweeney's: Contemporary Little Magazines and the Redefinition of the Literary Field.** The cultural significance of *McSweeney's Quarterly Concern* and similar hard-copy and electronic journals. Proposals by 15 Mar.; Charlie Bertsch, Modern Languages Bldg., Room 445, 1423 East University Blvd., Tucson, AZ 85721-0067 (cbertsch@u.arizona.edu).

**Against Architecture.** Relations between modernist architecture and modernist texts; representations of spaces, structures, public and private lives. Abstracts or papers by 12 Mar.; Enda Duffy (duffy@english.ucsb.edu).

**Age Theorists following Woodward.** Kathleen Woodward's texts on age have influenced more than a decade of academics. Scholarship of psychological, gerontological, and literary theorists influenced by her work. 250-word abstracts by 1 Mar.; Leni Marshall (mars0264@umn.edu).

**All about Eve.** Papers examining the representation of the legendary first woman of Abrahamic tradition, in any medium, genre, or time period, and in feminist or antifeminist interpretive traditions. 1-page abstracts by 15 Mar.; Robert Epstein (repstein@fair1.fairfield.edu).

**Animal-Human Hybridity and Ethics, 1650–1950.** Ethical issues raised by or explored through temporary or permanent composites, mergings, or overlaps of human and animal. 300-word abstracts and brief vitae by 15 Mar.; Frank Palmeri.

**The Anthology: A Problem.** The impact of British or American literary anthologies on the canon, cultures of reading and criticism, and pedagogy. 1–2-page abstracts by 7 Mar.; John Bryant (engjlb@hofstra.edu).

**Antipatriots and Cosmopolitans in American Literature.** How American nationalist identities intersect with a cosmopolitan "citizenship." Can cosmopolitanism exist with American patriotism? 1-page abstracts and short vitae by 10 Mar.; Lou Caton.

**The Anxiety of Influence at 30.** Any aspect of the history, methods, legacy, and contestations of Bloom's book. How can influence be described today? 1–2-page abstracts by 15 Mar.; Andrew Elfenbein (elfen001@umn.edu).

**Aphra Behn: Troubled Texts.** Papers that examine textual ambiguities, inconsistencies in Behn's new world canon. Reconsideration of genre and legal, state, or property issues encouraged. 500-word abstracts by 1 Mar.; Ellen Scheible (ellen.scheible@cgu.edu).

**Walter Benjamin: From Allegory to Dialectical Image.** 1–2-page abstracts by 10 Mar.; Gisela Brinker-Gabler (gbrinker@binghamton.edu) and Sabine Gölz (sabine-golz@uiowa.com).

**Beyond the *Affaire Camus*?** 1-page abstracts by 1 Mar.; Brian Gordon Kennelly (kennelly@webster.edu).

**The Black Aesthetic Movement: Past, Present, and Future.** Exploring the ideological traces and critiques of the Black Aesthetic Movement in subsequent African American canon formation and literary studies. 1-page abstracts by 1 Mar.; Gene Jarrett.

**Black Europeans?** Since blacks in Europe have not really belonged to a national imaginary, will the EU enable a broader paradigm to conceptualize identity? What constitutes "blackness" in the European context? 1–2-page abstracts by 1 Mar.; Maria Helena Lima (lima@geneseo.edu).

**Breaking the Heterosexual Code.** Disrupting the monolithic and homogenizing heterosexual code by diversifying heteroerotic identity categories: Antinormative straights—e.g., butch, femme, or culturally gay; transgender and bisexual borderlines. Abstracts by 12 Mar.; Phil Mirabelli (philmirabelli@aol.com).

**British Romantic Salons and Sociability.** Papers on *salonnières*, salon guests, women-defined sociability, conversations, games, theatricality, traveling salons, intersections of public and private spheres, methodologies. Comparative focus welcome. Abstracts and vitae by 10 Mar.; Susanne Schmid (sus Schmid@princeton.edu) and Ann Gardiner (ann.gardiner@i-u.de).

**Brown Now.** New approaches to the works of Charles Brockden Brown, including his periodical publications. Submissions on Brown's interest in medicine, law, education, arts, and natural sciences especially welcome. Abstracts by 1 Mar.; Elizabeth Jane Wall Hinds (janie.hinds@unco.edu).

**Childhood in German Enlightenment Thought.** What role did childhood play in the works of Wolff, Baumgarten, Herder, Mendelssohn, Moritz, Kant, others? 1–2-page abstracts by 1 Mar.; Anthony Krupp (krupp@miami.edu).

**Chinese American Self-Figurations in "Greater China."** How have Chinese communities in Asia responded to Chinese American (including Chinese Canadian) self-representations in literature, film, music? Analyses of press, public, and classroom responses. Abstracts by 15 Mar.; Karen Kingsbury, Foreign Languages and Literature Dept., Tunghai Univ., Taichung 407 Taiwan (kings@mail.thu.edu.tw).

**Choosing Not to Publish.** Authors who refuse to publish or who publish only underground, as a strategy for control, freedom of expression, or publicity. 20th- and 19th-century literature. 1-page abstracts by 7 Mar.; Todd S. Garth.

**Citation in the French Fiction Film.** How citation has been used in French cinema to figure and critique notions central to the fiction film. 500-word abstracts by 15 Mar.; Franck Le Gac (franck-le-gac@uiowa.edu).

**The City and Its Discontents.** How is the city represented in contemporary fiction? What role does urban space play in narratives? What is the relation between urbanity and sanity? 2-page abstracts by 10 Mar.; Gerd Bayer (gdb@cwru.edu).

**Class Politics and the Teaching of Memoir.** Submissions on the political implications of teaching memoir writing, especially to working-class, urban students and other disenfranchised student populations. Papers or 500-word abstracts by 15 Mar.; Edvige Giunta.

**Close(t) Encounters: The Captivity Narratives of Samuel R. Delany and Octavia E. Butler.** How does the speculative fiction of Delany and Butler confront legacies of confinement or servitude? 500-word abstracts by 15 Mar.; John Honerkamp (jh236@nyu.edu).

**Colonial Memory in Filipino American Literature.** Papers examining colonial memory and representations of decolonization in Filipino American literature. 500-word abstracts and vitae by 15 Mar.; Linda M. Pierce (lmpierce@u.arizona.edu).

**Colonial Rhetoric? Early American Writing as Minority Discourse.** Is there a rhetoric specific to the colonial context? Can we trace the relation between power and representation in the early Ibero/Anglo Americas? Abstracts by 10 Mar.; Yolanda Martinez-San Miguel (yolamsm@rci.rutgers.edu).

**Commodity Nationalism: The Marketing of 9/11.** Investigations of the 9/11 commodity form, the consumer logic of 9/11 politics, and the political logic of 9/11 consumption (commemorative products, mass media, kitsch). Abstracts by 10 Mar.; Dana Heller (dheller@odu.edu).

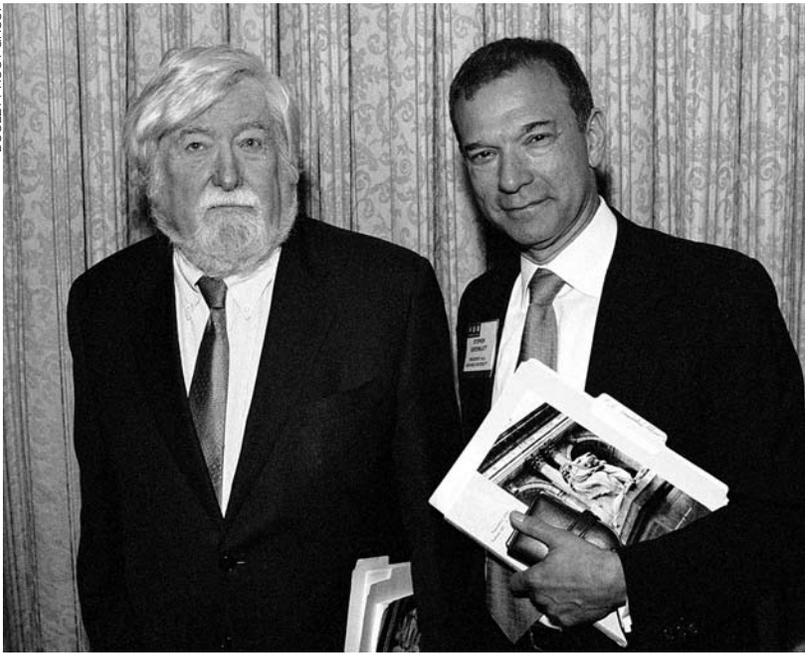
**Community in the Modern Short Story Sequence.** How have recent sequences represented diverse ethnic, gender, and national communities? How does the genre explore community differently from the autonomous short story or the novel? Abstracts as soon as possible; Jeff Birkenstein (jbirkenstein@yahoo.com).

**Comparative Luso-Hispanic Studies.** Papers exploring connections between the literatures and cultures of the Lusophone and Hispanic worlds; participants should address critical rewards and challenges of such comparisons. Abstracts by 17 Mar.; Richard Gordon (rgordon@mail.smu.edu).

**Confucianism and East Asian Literature.** Confucian themes of patriarchy, loyalty, filial piety, etc. in Chinese, Japanese, and Korean literary works often met with in discussions of world literature. Abstracts by 15 Mar.; Sangsup Lee (slee@lex.yonsei.ac.kr).

**Consuming Children: Children and Power in Literature and Culture.** Does our consumer-oriented literature and culture exploit, brainwash, empower children? Some combination of the above? Abstracts invited for papers investigating such possibilities. Ab-

DOOLEY / ROOT GROUP



Clifford Geertz and Stephen Greenblatt at the Presidential Forum, "Literary Engagements."

stracts by 3 Mar.; Dorothy Clark (dorothy.g.clark@csun.edu).

**Contemporary Internationalist Radical Literature and the Internet.** Presentations may reflect the diversity of radical perspectives worldwide and should be designed to be part of a panel that is internationalist. Paul Wellen (wei\_enlin@hotmail.com).

**Corpus Linguistics.** Using corpora in teaching and research. 1-page abstracts; Susana Sotillo (sotillos@mail.montclair.edu).

**Hart Crane Criticism.** New directions in Hart Crane criticism, including cultural or new historicist approaches and queer theory. Papers or 200-word abstracts with vitae by 1 Mar.; John Wargacki (wargackj@shu.edu).

**Creativity and Generation, 1550–1750.** Papers exploring the ethical, economic, and sexual politics of creative agency. What does it mean to create art during this period? Abstracts by 15 Mar.; Kimberly Latta (ksl1@stargate.pitt.edu).

**Crippling the Military.** How do we read the military through a disability studies lens? Intersections of disability and battlefields, veterans, VA hospitals, antiwar activism in film, fiction, media, popular culture. Abstracts by 10 Mar.; Marian Lupo (lupo.5@osu.edu).

**Critiquing Exegetical Criticism.** Present status and future direction of exegetical criticism of medieval and early modern literature. What does it have to offer to other critical approaches? 1-page abstracts by 15 Mar.; Grover Furr (furr@mail.montclair.edu).

**Cross-Atlantic Romanticism.** Did American Romanticism develop out of a relation between American authors and their British counterparts? Submissions on any topic addressing the question. 1-page abstracts by 15 Mar.; Marcy Tanter.

**Crossing Lines: Colonialism and Miscegenation.** Papers on interracial marriage or do-

mesticity, miscegenation, and related aspects of colonial ideology in British colonial literary and nonliterary texts from the late 18th to the early 20th century. Proposals by 10 Mar.; Shuchi Kapila at (kapilas@grinnell.edu).

**Deaf Literature and American Sign Language at the MLA.** What is ASL's place in the MLA and the academy? What is "Deaf literature"? How should it be "read"? Abstracts and brief vitae by 10 Mar.; Brenda Brueggemann (brueggemann.1@osu.edu).

**Disability and Academic Labor.** Reading academic labor through a disability studies lens. How does disability intersect with employment conditions and part-time labor? Does the (corporate) academy enable or disable the teaching body and mind? Abstracts by 10 Mar.; Brenda Brueggemann (brueggemann.1@osu.edu) and Marian Lupo (lupo.5@osu.edu).

**The Displacement of Contemporary European Identity in American Culture: Dissolution or Reconstruction?** Discuss narratives, documents, theory, fiction, or film. A relevant example is Gorin's 1979 documentary *Poto and Cabengo*. Short abstracts by 10 Mar.; Luc Kinsch (luc.kinsch@aya.yale.edu).

**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? By 15 Mar.; Carman C. Curton, Humanities, Lewis-Clark State Coll., 500 8th Ave., Lewiston, ID 83501 (ccurton@lsc.edu).

**Dreams of Beloved Community.** In the 40th anniversary year of King's march on Washington, this panel explores discourses and enactments of racial healing and reconciliation: Judeo-Christian, New Age, legal-rationalist,

multiracialist, autobiographical. Abstracts by 1 Mar.; Adam Gussow (agusow@olemiss.edu).

**Early Modern Cultural Shifts.** Retooling periodizations; messy paradigm shifts; questioning the paradigm paradigm; "blundering Reformations" or Renaissances; effects of shifts on the literary production of individuals or groups. Abstracts by 12 Mar.; Phil Mirabelli (philmirabelli@aol.com).

**Early Modern Psalm Culture.** The centrality of Psalm translation, broadly considered—including metrical and prose paraphrases and adaptations—for early modern culture, theology, politics, and literary exploration. E-mail abstracts by 1 Mar.; John Ottenhoff or Hannibal Hamlin.

**Eccentric Bodies in Medieval Texts and Culture.** Bodies perceived as other or grotesque on grounds of movement, behavior, or physiology, within and beyond the category of disability. Titles and abstracts by 15 Mar.; Christopher Baswell (baswell@humnet.ucla.edu).

**Emerson 200 Years Later: Transcendental Echoes in American Literature.** 2003 marks the bicentennial of Emerson's birth. Interested in papers that explore the subject of the Emersonian figure in American literature. 1-page abstracts by 1 Mar.; Diana H. Polley (dhpolley@aol.com).

**Empire and Postmodern Narrative.** A special session on Hardt and Negri's text as a utopian fiction or as a framework for reading other postmodern (esp. postcolonial) literature. Abstracts by 15 Mar.; Linda Seidel (lseidel@truman.edu).

**England from the Outside.** The image of England or Britain and the English or British national character in literary histories, anthologies, and other canon-forming writing by foreigners, including Americans and colonial authors. 500-word abstracts or 20-min. papers by 7 Mar.; Marshall Brown and Herbert Grabes (herbert.grabes@anglistik.uni-giessen.de).

**Espionage and Literature.** How do we evaluate literature by authors who themselves worked as spies? What is suggested about identity, marginality, or nation-states? How are differences between espionage, terrorism, and diplomacy negotiated hermeneutically? Abstracts by 15 Mar.; Paul Wright (paul.wright@villanova.edu).

**E-Teaching American Studies Internationally.** How does the World Wide Web help us work transnationally, enable intercultural understanding of American studies? How can we further, maintain, and consolidate global e-teaching? 1-page abstracts by 15 Mar.; Wolfgang Holtkamp (wolfgang.holtkamp@po.uni-stuttgart.de) or Dorothea Fischer-Hornung (doro.fischer-hornung@urz.uni-heidelberg.de).

**Ethical Citizenship in the Context of Global Violence.** How to imagine ethical citizenship in a time of war, "terrorism," and state-sponsored violence? Topics: nationhood, new forms of civil society, war literature, religion, migration and expulsion, new imperialism. Proposals by 1 Mar.; Shailja Sharma or Gita Rajan.

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**Exterminating Narratives: Identifying and Resisting Genocidal Cultural Logics.** Essays exploring genocidal narratives and resistance to genocide in its multiple and perhaps unseen contemporary and historical manifestations. Abstracts by 15 Mar.; Tim Libretti, English Dept., Northeastern Illinois Univ., 5500 North Saint Louis Ave., Chicago 60625 (t-libretti@neu.edu).

**Fairy Tales and Film.** Intersections between the fairy tale and film, media, or popular culture. Papers may address adaptations, intertextuality, or theoretical frameworks. Interdisciplinary approaches welcome. Abstracts or papers and brief vitae by 14 Mar.; D. K. Peterson, Dept. of English, NDSU, Fargo, ND 58105 (d.k.peterson@ndsu.nodak.edu).

**Feminist Criticism of the Turn into the 20th Century.** Feminist approaches to literature or culture, 1870 to 1920, of any national context, that draw from new findings in gender studies. E-mail abstracts by 10 Mar.; Stephanie Palmer (sc.palmer@ntlworld.com).

**Festivals: Ethnic, Aesthetic, and Social Rhetorics.** Carnival and other festivals occasion charismatic performance of communitarian identity. In locales of (negotiated) cultural syncretism, how do stylistic expression and sociopolitical affirmation interact rhetorically? Lengthy abstracts by 1 Mar.; Piers Armstrong (piers\_armstrong@dartmouth.edu).

**Flirting with Food.** Discussions of emotional or social entanglements and al fresco dining in fiction, drama, and film. 1-2-page abstracts by 15 Mar.; Walter Levy (wlevy@pace.edu).

**French Literature and Music.** What role has music played on the transformation of the concepts of language, self, and representation and on the move toward abstraction? Abstracts by 15 Mar.; Eric R. Touya (etouya@midway.uchicago.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@vvc.edu).

**Geo-modernism.** Papers invited that address the geopolitics of modernism. Topics include modernisms from the periphery; situating modernism in narratives of race, nation, and cosmopolitanism; modernism and postcolonialism. Abstracts by 15 Mar.; Laura Winkiel (lwinkiel@iastate.edu).

**Geração de 70, Generación del '98.** Comparative papers exploring notions of *national* and *foreign* and their role in the literary production of the two leading generations in 19th-century Portugal and Spain. Abstracts by 17 Mar.; Pedro Pereira (pedro\_pereira@brown.edu).

**Getting China Wrong?** How is China constructed in current scholarship, from cultural, postcolonial, and film studies to current critical discourse ("civil society," democracy, globalization, orientalism, occidentalism, etc.)?

Abstracts by 15 Mar.; Daniel Vukovich (dfvukov@cats.ucsc.edu).

**Health Care and the Class Politics of Wellness.** This panel brings class back to "health studies," explaining why the wellness of some is dependent on the unwellness of others. 1-2-page abstracts by 1 Mar.; Kimberly DeFazio (kdefazio@ic.sunysb.edu).

**Heroine Addiction.** Identifications with, sensations summoned by, crushes on, fantasies about fictional heroines across periods and genres. All methodologies engaging the erotics and aesthetics of heroine addicts are welcome. 1-page abstracts by 15 Mar.; Vincent A. Lanke-wish (vlankpsu@aol.com).

**Hurston's Correspondence.** How does the publication of Hurston's letters force a reexamination of her place in literary traditions and her classic texts? Address specific aspects of Hurston's career and legacy. Abstracts by 1 Mar.; Kevin Meehan (kmeehan@mail.ucf.edu).

**Images of Intellectual Work in Realist Novels.** Abstracts and 1-page vitae by 10 Mar.; Stephen Armstrong, East Carolina Univ., 2201 Bate Bldg., Greenville, NC 27858-4353 (armstrongs@mail.ecu.edu).

**Immortality on Paper: Early Modern Posthumous Authorship.** Papers might explore posthumous authorship and the development of copyright, emergence of the author and literature, or print and manuscript publication. Abstracts and vitae by 24 Mar.; M. G. Aune, Dept. of English, North Dakota State Univ., Fargo 58105 (m.aune@ndsu.nodak.edu).

**The Importance of Punctuation.** Punctuation topics related to linguistics, writing, its use in certain genres or by specific literary figures. Abstracts by 1 Mar.; Albert E. Krahn (krahn@punctuation.org).

**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).

**Joyce and Peirce: Between the Sign.** The interface between Joyce and Peirce is only beginning to be explored. Abstracts by 15 Mar.; Roy Benjamin (rabenjamin@aol.com).

**Melanie Klein: The 1990s and Beyond.** Papers exploring Kleinian object relations theory or the recent "return to Klein" in relation to literary or cultural studies. Abstracts and vitae by 1 Mar.; Edith Frampton (edith@cts.com).

**The Labor Theory of Culture.** Against culturalist ("post-") theory, this panel demonstrates why Marx's "labor theory of value" explains the workings of culture in capitalism now. 1-2-page abstracts by 1 Mar.; Jennifer Cotter (jecst39@pitt.edu).

**Lacan, Literature, and Blackness.** Lacan's importance to literature and sexuality has been established. How might scholars establish Lacan's importance to or intersection with literature of the black diaspora? E-mail abstracts by 5 Mar.; Jennifer E. Henton.

**Literary Re-Creations of the East European Past in Contemporary Jewish Fiction.** Papers examining fictional treatments of pre-Holocaust Eastern Europe by younger authors in the United States and Israel. Emphasis on allusions to Yiddish literature. 3-page abstracts by 1 Mar.; Anna Petrov Bumble (petrov@brandeis.edu).

**Living Toys.** What happens when toys come alive? Preference for papers that cross disciplinary or cultural boundaries; particular interest in fin de siècle narratives. No animals, please. 500-word abstracts, brief vitae by 1 Mar.; Kay Chubbuck (chubbuck@princeton.edu).

**L'orientalisme dans le roman québécois.** Exploration des facettes de la représentation de l'Orient dans le roman québécois depuis ses origines jusqu'à nos jours. Les croisements entre l'orientalisme et les enjeux de l'identitaire québécois. 1-2-page abstracts and brief vitae by 1 Mar.; Mounia Benalil (mounia.benalil@moncanoec.com).

**Magic, Witchcraft, and Power in Contemporary American Literature.** What do magic and witchcraft signify in contemporary American literature? What are their ethics and politics? Perspectives on gender and race particularly welcome. Proposals by 15 Mar.; Lara Merlin (lcm5@nyu.edu).

**David Mamet: The Performance of Power.** Papers dealing with gender, authority, politics, and other manifestations of power in Mamet's films, fiction, drama, particularly related to contemporary issues. 1-page abstracts and short vitae by 15 Mar.; Karen C. Blansfield (karenb@email.unc.edu).

**Maps and Medieval Literature.** Papers on the intersection of maps and literature from the medieval period. How were maps integrated into or integral to literary works? 1-page abstracts and brief biographical statements by 1 Mar.; Meg Roland (mroland@clark.edu).

**Medieval French Women in the Orient.** Proposals for papers that explore historical or literary French women and their travels to the East during the Middle Ages. 20-min. maximum. Proposals by 1 Mar.; Rebecca Wilcox, Dept. of English, Univ. of Texas, 1 University Sta. B5000, Austin 78712 (rebeccawilcox122@yahoo.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 (brophys@mcmaster.ca) or Grace Kehler (kehrler@mcmaster.ca).

**Memoirs of the Boom Writers: Autobiography or Backhanded Fiction?** What is the relation between recent autobiographies by García Márquez, Donoso, Fuentes, and Vargas Llosa and these writers' fictional narratives? Abstracts by 1 Mar.; Mary Lusky Friedman.

**Midnight's Child Grows Older: A Special Session on Salman Rushdie.** How have age, the fatwa, and relocation affected Rushdie as a writer? What developments can be discerned in his recent works? 500-word abstracts by 15 Mar.; Gillian H. Gane (ggane@hamilton.edu).

**Migration and the Global City.** Representations of migration to global cities. Related explorations of identity, history, power; analysis of race, class, gender, sexuality, theories of space especially welcome. Abstracts or papers by 8 Mar.; Susan Alice Fischer (safcpw@earthlink.net).

**Trinh T. Minh-ha.** Submissions on any aspect of the work of Trinh T. Minh-ha. Papers or 500-word abstracts by 15 Mar.; Joshua Fausty.

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

**Modernism and the Crisis of Intimacy.** How were marriages and intimacies affected by shifts in female labor patterns, divorce rates, domestic spaces; by WWI fatalities; by sexual and psychological theories? 300-word abstracts by 10 Mar.; Jesse Wolfe (j1wolfe@facstaff.wisc.edu).

**The Monograph and Its Place among Scholars: Past, Present, Future.** Is it still a vital research tool? Still the best vehicle for tenure? What role for the eMonograph? 1-2-page abstracts by 15 Mar.; Mark Klemens (klemens@boydellusa.net).

**Moving Performances: Women and Modernity.** Papers might address women of the popular stage, world's fairs, vaudeville, or "women in motion" like *la flaneuse*, the vamp, the femme fatale. Transatlantic or transnational approaches encouraged. Abstracts by 1 Mar.; Jeanne Scheper (scheper@umail.ucsb.edu).

**Moving Theory into Practice: Preparing English Education Majors.** Proposals that address changes to course or program design that accommodate the needs of English education majors to teach from theoretical perspectives. Proposals by 14 Mar.; Donna L. Pasternak (d1p2@uwm.edu).

**Multicultural Borders and Cosmopolitan Crossings.** Literary, political, or historical analyses of how multicultural differences, borders, and communities help, hinder, or clarify cosmopolitan "citizens." 1-page proposals and short vitae by 10 Mar.; Lou Caton.

**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).

**Music and Literature in the Works of Julio Cortázar.** 1-page abstracts by 1 Mar.; Joseph Tyler (jtyler@westga.edu).

**A Mutable Feast: Recontextualizing Expatriate Writing in Paris.** Papers that recontextualize 20th-century expatriate writing in Paris through various critical lenses. 1-page abstracts; Thomas Smyth (tmsmyth@ucdavis.edu).

**Mythic Distortions: Transformation of Myth in Modern Literature.** How are mythic

themes and patterns of thought inscribed in modernist and postmodern poetry, fiction, and film? Abstracts by 1 Mar.; Kurt Cline (kcline@binghamton.edu).

**New Perspectives on Pierre Loti.** Different current approaches to the works of Pierre Loti. Papers, no more than 20 min., by 1 Mar.; Richard M. Berrong (rberrong@kent.edu).

**New Work on Sylvia Townsend Warner.** All topics and approaches. 500-word abstracts and 1-page vitae by 7 Mar.; both Jennifer Nesbitt and Connie Monson.

**Nomadic Piracy: Postmodern Journeys.** Proposals exploring cinematic or literary narratives troubled by styles of wandering without a fixed home, the sort of border crossings that can only be written inside liminal spaces. Abstracts by 15 Mar.; Doug Rice (drice@csus.edu).

**Objectivist Ontologies: Being and Nothingness in Objectivist Poetics.** The Objectivist movement in American poetry might be considered the bridge between modernist and postmodernist poetic praxis. In what ways do the Objectivists construct being? Abstracts by 1 Mar.; Lisa Neville (nevillel@cordland.edu).

**Eugene O'Neill and Greek Tragedy.** Either long abstracts with many details or drafted papers by 21 Mar.; Stephen Black (sblack@sfu.ca).

**On Knowing Greek: Virginia Woolf and the Classical Tradition.** 1-page abstracts and brief biographical statements by 15 Mar.; G. Elizabeth Korn.

**Ornament and Crime.** The role of the ornament, fragment, and the baroque in modernist texts and contexts. Abstracts or papers by 12 Mar.; Maurizia Boscagli (boscagli@english.ucsb.edu).

**Overseas Filipino Literature: Fictionalizing, Poeticizing, and Theorizing.** Abstracts by 1 Mar.; Paulino Lim, Jr. (paulimjn@sprintmail.com).

**Paradise Lost and Popular Genres.** Engagements of *Paradise Lost* in popular genres (novels, films, plays, etc.), 17th century to present. 1-2-page abstracts by 8 Mar.; Lauren Shohet (lauren.shohet@villanova.edu).

**Paternalism and American Literature.** Literary representations of paternalism, the legitimating ideology justifying white exploitation of other races. Papers may explore attitudes toward minority groups, advance theoretical approaches, or offer critiques of the paternalistic model. 500-word abstracts by 1 Mar.; David A. Davis (david\_davis@unc.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 classroom; situational or transactional analyses of student and teacher roles. Abstracts by 15 Mar.; Nancy Owens.

**Poetics of Jewish and German Identities in Contemporary Literature.** 1-2-page abstracts by 10 Mar.; Sebastian Wogenstein, Dept. of German and Comparative Literature, Wilhelm-

strasse 50, 72074 Tuebingen, Germany (sebastian.wogenstein@uni-tuebingen.de).

**Poetry and Objects.** What poetry discovers about space, time, and the senses when it is preoccupied with objects in the world (not necessarily artworks). English or foreign language focus. Abstracts and vitae by 5 Mar.; William Waters (waters@bu.edu).

**The Politics of Family in Victorian Literature.** Abstracts by 1 Mar.; Dara Rossman Regaignon (dregaign@princeton.edu).

**The Postcolonial and the Global: Connections, Conflicts, Complicities.** Theoretical intersections between the critical discourses of globalization and postcolonialism; elaborations or contestations of theoretical claims in the light of specific material contexts in diverse locations. Abstracts by 15 Mar.; Revathi Krishnaswamy (revkrish@aol.com).

**Postcolonial Revisions of Early Modern Histories.** Papers addressing postcolonial fiction writers' engagement with early modern texts and events. Inquiries welcome. 1-2-page abstracts by 7 Mar.; Bernadette Andrea (bandrea@utsa.edu).

**Postmodern Bluebeard.** Atwood's "Bluebeard's Egg" and Carter's "Bloody Chamber" serve as central examples of the folktale's usefulness. Papers exploring feminist retellings, what these revisions teach about contemporary sexual relations, gender dynamics. Abstracts by 15 Mar.; Lorena Russell (lrussell@unca.edu) or Bansari Mitra (bansarim@hotmail.com).

**Postmodernity and Cross-Culturalism: East, West, Africa.** Richard Wright, Rushdie, Oe, Cha, Alice Walker, Toni Morrison, Lacan, Barthes, and others. 8-page drafts by 15 Mar.; Yoshinobu Hakutani (yhakutani@kent.edu).

**The Postwar Atlantic.** Papers exploring literary and intellectual exchanges between the United States and France or Francophone countries after 1945. Specific authors or movements such as existentialism, negritude, or feminism. Abstracts and vitae by 7 Mar.; Sarah Relyea (sarelyea@aol.com).

**Proust and the Limits of Theory.** How does *A la recherche du temps perdu* resist various  
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theoretical approaches? How does Proust's novel exceed its own theory of art? Close readings encouraged. Abstracts by 10 Mar.; David Arndt (darndt@deepsprings.edu).

**Psychoanalysis and Crime Narratives.**

Crime narratives have figured prominently in psychoanalytic literary criticism. Why is crime of interest to psychoanalysis? Readings of texts not prominent in the critical tradition are encouraged. Abstracts by 10 Mar.; Julie Park (jpark@deepsprings.edu).

**The Quest of Identity and Ontological Anxiety in Eugène Ionesco's Writing.**

Ionesco's work reflects an identity crisis sharpened by a deeply alienating environment. 1-page abstracts by 15 Mar.; Roxana M. Verona (roxana.m.verona@dartmouth.edu).

**Race, Class, and Pronunciation.** How shifts in American English pronunciation are constructed by consciousness of ethnicity, race, and class so as to avoid associations with marginalized groups. Abstracts by 15 Mar.; Thomas Paul Bonfiglio (tbonfigl@richmond.edu).

**Racial Border Crossings: 19th-Century Britain and United States.** The nations' overlapping and divergent racial constructs. Possible subjects: miscegenation, eugenics, literary and artistic representations of color, "scientific" racial categorization, international exchange over racial politics. 500-word abstracts by 1 Mar.; Tiffany Aldrich (tmaldrich@ucdavis.edu) or Molly Clark Hillard (mmhillard@ucdavis.edu).

**Reading Asian American Los Angeles.**

Panel considers Los Angeles's literary history, geography, literature, and film and its relation to Asian American creativity and criticism. 500-word proposals and vitae by 1 Mar.; Melissa Fabros (mgfabros@socrates.berkeley.edu).

**Reading Colette: 50 Years On.** Papers on Colette's life and work. Possible topics: reception, ties with other writers, 21st-century perspectives, Colette's feminism. 1-page abstracts by 1 Mar.; Helen Franks Southworth (helen@darkwing.uoregon.edu).

**Real and Imagined Men: Cultures of Masculinity in South Asia.** Constructions and contestations of masculinity in postcolonial South Asia. Foundational-hegemonic as well as subaltern-marginalized representations and practices. Literature, popular culture, social science discourses. Abstracts by 15 Mar.; Revathi Krishnaswamy (revakrish@aol.com).

**(Re)Covering Identity: Former East German Women's Writing in New German Contexts.**

Themes such as the strange state of permanent exile within Heimat are emphasized in the unique poetic and sociocultural space these writers inhabit. Abstracts by 15 Mar.; Karen M. Eng (engk@georgetown.edu).

**Reflecting across the Rhetoric/Composition-Literature Divide.** In an increasingly interdisciplinary academy how might scholar-teachers address the epistemological, pedagogical, and political conse-

quences of this long-standing division? How might the issues be reframed? Abstracts by 15 Mar.; Margaret Willard-Traub (willardt@oakland.edu).

**Renaissance Counterfactuals.** Counterfactuals are narratives that explore unrealized contingencies. Papers that explore English Renaissance manifestations of such "what if?" cases are invited. Although all genres are welcome, studies of drama are especially encouraged. Papers by 15 Mar.; Joseph Michael Sullivan (sullivan@marietta.edu).

**Representing the Father on the 18th-Century French Stage.** The father—real, figurative, surrogate, etc.—as portrayed in 18th-century French theater. What trends emerge? How does he differ from the paternal figure in novels? 1-page abstracts by 15 Mar.; Maria Park Bobroff (mcp2@duke.edu).

**Rethinking Elizabeth Spencer.** New, theoretically informed readings of her novels, her stories set outside the South, and her place in southern and American literature. Abstracts and brief vitae by 20 Mar.; Thomas F. Haddox (thaddox@utk.edu).

**Revitalizing (Auto)Biography in Spanish America.** The new (auto)biographies of Spanish American writers. Abstracts by 7 Mar.; Juan José Barrientos (juan\_jose\_barrientos@hotmail.com).

**The Role of Language and Literature Departments at Colleges and Universities.** Considerations of their mission, distinctiveness from other departments such as history or anthropology, and the possibilities and limits of interdisciplinarity. Abstracts by 7 Mar.; David Pan (dpan@stanfordalumni.org).

**The Roles of Luck and Pluck in the Novels of Richard Russo.** Economic forces in Russo's postindustrial burghs. Marxist readings are strongly encouraged. 8-10-page essays or 1-2-page abstracts by 1 Mar.; William Chernecky, Dept. of English, Div. of Liberal Arts, PO Box 1129, Louisiana State Univ., Eunice 70535.

**Romances of the Global.** Papers addressing Romance plots involving crossing of national, racial, religious boundaries; romanticization of globalization in theories of the global; politics of publication and reception of anglophone fiction in the United States. Abstracts by 1 Mar.; Emily Davis (edavis@umail.ucsb.edu).

**Romancing Henry Green.** Papers dealing with romance (as literary genre, theme, aspect of sexuality, or critical practice) in Henry Green's novels, memoir, and recent biography, *Romancing*, by Jeremy Treglown. 1-page abstracts by 15 Mar.; David Copeland (david.copeland@sympatico.ca).

**San Diego to Kodiak: Can We Talk?** Research concerning extant indigenous languages. What is the state of the language? Discuss challenges and efforts to learn, record, and document indigenous languages. 1-page abstracts by 15 Mar.; Frederick White (frederick.white@sru.edu).

**Scenting the Text.** Papers on French literary texts, of any period, in which odor plays a pivotal role. Titles, 1-2-page abstracts, and short

vitae by 1 Mar.; Mary Bryden (brydenkm@cardiff.ac.uk).

**Self-Disclosure.** Proposals addressing how issues regarding self-disclosure (e.g., race, sexual orientation, political ideology, disease, prochoice or prolife stance) are (not) negotiated. Other concerns: teaching a personally relevant text and the risk(s) of self-disclosure, etc. Abstracts by 15 Mar.; Chris Bell (tooferbelle@yahoo.com).

**Shakespeare, Cavendish, and Renaissance Drama.** Electronic submissions are welcome. Abstracts by 1 Mar.; James Fitzmaurice (jim.fitzmaurice@nau.edu).

**Shakespeare in Italy.** Discussion of the representation of Shakespeare's plays staged or filmed in Italy or in Italian. All interpretative paradigms are encouraged. 8-10-page papers or 1-2-page abstracts by 1 Mar.; W. Reginald Rampone, Jr.

**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.

**The Spanish Gothic: Literature and the Arts.** Papers exploring seminal works and the development of the genre and its influence and representation in the arts. Abstracts by 15 Mar.; Julia Bordiga Grinstein (julia.bgrinstein@ttu.edu).

**Spasmodic Poetics: A 150-Year Retrospect.** Submissions encouraging new discussion of spasmodic and Victorian poetics, on any aspect of the movement: Dobell, Smith, EBB, Tennyson, Emily Brontë. E-mail 1-page abstracts by 15 Mar.; Jason Rudy or Charles LaPorte.

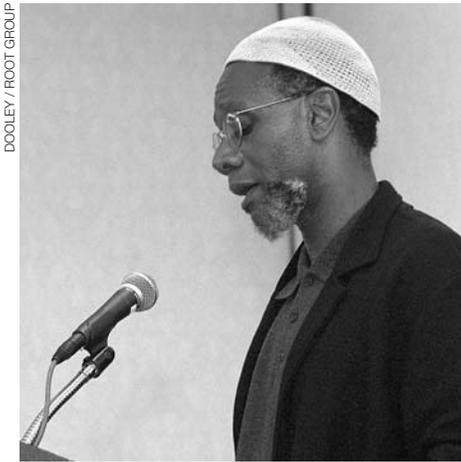
**Students Who Just Don't Get It: Selling "Old" Literature to New Students.** Address teaching 1500-1900 British literature to first-generation students at "noncompetitive" universities. Go beyond experiences: propose solutions. Abstracts and brief biographies by 15 Mar.; Mary Lenard (mary.lenard@uwp.edu).

**Surrealism and the Sadean Woman.** Violence and eroticism in works by female writers and artists affiliated with the surrealist movement. Papers exploring relation to Angela Carter's *Sadean Woman* especially welcome. Proposals and vitae by 15 Mar.; Jonathan Eburne (jeburne@utk.edu).

**Taking the Gaia Hypothesis Seriously: Globalization and the New-Spirituality Movements.** Any aspect of the global justice movement, resistance to corporate globalization, and earth-based spiritualities and sexualities. Abstracts and biographies by 20 Mar.; Serena Anderlini-D'Onofrio (serena1@centennialpr.net).

**Teaching Flora Nwapa.** Papers presenting effective approaches to teaching specific literary works or literary traditions in Flora Nwapa's children's books, novels, plays, poetry, short stories, or oeuvre. Abstracts by 1 Mar.; Marie Umeh (msumeh@aol.com).

**Teaching Orientalism.** This panel invites scholars from various disciplines to speak about how they teach the concepts of Oriental-



Nathaniel Mackey at the Division on Poetry session "Conversations with Poets."

ism and how they make use of them in the classroom. Proposals by 15 Mar.; Jeffrey Cass (jcass@tamiu.edu).

**Tenure.** Viable still? Or elitist anachronism? Arguments pro and con. Abstracts and vitae by 1 Mar.; Sharon O'Dair.

**Texts That Kill.** Textuality and fatality. Reading and writing as high-stakes struggle for survival. E-mail abstracts and vitae by 1 Mar.; Brian Kennelly (kennelly@webster.edu).

**Textual (Mis)Representations of the Tour de France (1903–2003).** E-mail abstracts and vitae by 1 Mar.; Brian Kennelly (kennelly@webster.edu).

**Theorizing Age for Hyphenated Americans.** Papers exploring how embodied subjectivities (race, gender, national origin, religion) affect literary expressions of and theories of advanced age. 250-word abstracts by 1 Mar.; Leni Marshall (mars0264@umn.edu).

**Transformations: Re-visions of Classic Literature for Children and Adults.** Papers investigating transformations, interpretations, and subsequent ideological implications of such texts as *Emma*, *Gulliver's Travels*, *Peter Pan*, *Othello*, and *Winnie-the-Pooh*. Abstracts by 3 Mar.; Jackie Stallcup (jackie.stallcup@csun.edu).

**Translation in Latin America.** The role of translation in issues of representation, identity, innovation, tradition, and center or periphery in Latin America. Local and transnational implications of the translation theories and practices of Latin America. Abstracts by 1 Mar.; Sergio Waisman (swaisman@mail.sdsu.edu).

**Transnational Collaborations: inSITE's Border Matrix.** Critically examine inSITE, the binational San Diego–Tijuana collaboration of site-specific art. Possible topics: the local or global of site-specific border art; public art and the political-aesthetic divide; individual artists and community collaborators. Abstracts by 15 Mar.; Amy Sara Carroll (asc7@duke.edu) and Laura G. Gutiérrez (laura-g.gutierrez@uiowa.edu).

**United States Postcoloniality: Emergent Discourses of Diaspora.** Papers examining how ethnic American diaspora in the United States may be examined in terms of postcolonial

theory. 500-word abstracts and vitae by 15 Mar.; Linda M. Pierce (lmpierce@u.arizona.edu).

**Unknown Spaces: The Literature of Childhood.** Literature linking childhood trauma to later life psychology; trauma exposing children to voyages into unknown spaces: crime, incest (Sophocles); simulated identities (Cortázar); obsessive tendencies (Proust). Abstracts by 1 Mar.; Maria Zubritski, Coll. of New Rochelle, 144 West 125th St., New York, NY 10027 (mzubritski@cnr.edu) and Mark Wagner, Nichols Coll., Box 5000, Dudley, MA 01571 (mark.wagner@nichols.edu).

**"Up the Hill": Ascent and Enlightenment in 17th-Century English Poetry.** Literature, alchemy, and Hermetic philosophy in the conception of gnostic paths leading from matter to spirit. Proposals by 15 Mar.; Yaakov Mascetti (mascety@h2.hum.huji.ac.il).

**Victorian Haunted Houses.** Abandoned by all but the ghost story genre, how do haunted houses in Victorian literature figure, via their architecture, an investment in the uncanny. 250-word abstracts by 10 Mar.; Jon Hodge (jonhodge@mac.com).

**The Victorianism of A. S. Byatt's Possession, Novel and Film.** Papers dealing with Victorian aspects in A. S. Byatt's novel. Abstracts by 15 Mar.; Richard Currie (currie@post.box.csi.cuny.edu).

**Victorian Theater and Literature.** How does Victorian theater impact our understanding of Victorian literature? What is the impact of including drama in a Victorian survey course? 1–2-page abstracts addressing either question by 7 Mar.; Renata Kobetts Miller (remiller@ccny.cuny.edu).

**Villain du Jour: The Serb Terrorist.** Critical perspectives on Hollywood's newest politically correct "bad guys" (e.g., *24*, *The Peacemaker*, *Behind Enemy Lines*). 1-page abstracts and short vitae by 15 Mar.; Michael Gooch (mgooch@ny.devry.edu).

**Violence and the Banlieues.** Papers examining representations of violence and multiethnic urban youth across a variety of cultural forms (film, literature, media) in France. 1-page abstracts and vitae by 10 Mar.; Mary E. Wolf (mawolf@nmsu.edu).

**Virtual Literary Communities: La Femme Nikita, 24, and Related Fandemonia.** Phenomena such as fan fiction, cyberdrama and -poetry, message boards, chat rooms, conventions, campaigns, charity events, studies, anti-terrorist and espionage agency parallels and issues. 500-word abstracts and vitae by 10 Mar.; Susan Hollis Merritt (shmerritt@aol.com).

**Walking in the City.** Seeking literary discussions of the rhetoric of walking. Can the urban public realm, spatialized by the walker, resist being eclipsed by consumerism? Cross-cultural perspectives, including non-Western. Abstracts by 15 Feb.; Karein Goertz (goertz@umich.edu).

**Orson Welles.** Papers on any aspect of Welles's career (adaptations of Shakespeare, theater, specific films, radio, etc.). Abstracts by 15 Mar.; Mashey Bernstein (masheyb@aol.com).

**Whiteness.** In African American literature, the black diaspora, cinema, performance arts,

photography, sculpture, Mexico, Spain, Europe, cyberspace, rhetoric, etc. Papers or 2-page abstracts by 15 Mar.; La Vinia D. Jennings (laviniaj@utk.edu).

**Writing for the College Literature Class.** Papers on successful and unsuccessful assignments, ways of responding, and explorations of the theoretical underpinnings of the pedagogy. 250-word abstracts by 7 Mar.; Karen Surman Paley (ksurman1@cox.net).

## Allied and Affiliate Organizations

### AMERICAN ASSOCIATION FOR ITALIAN STUDIES

**Italian Literature and the Other Arts.** 1-page abstracts by 20 Mar.; Dana Renga (drenega@coloradocollege.edu).

**Narrating the South through Words, Sound, and Images.** 1-page abstracts by 20 Mar.; Joseph Francese (francese@msu.edu)

### AMERICAN ASSOCIATION OF AUSTRALIAN LITERARY STUDIES

**Australia and Asia: Literary Connections. Women in Australian Literature: Writers and Characters.** Proposals by 10 Mar.; Jim Hoy (fax: 620 341-5547; hoyjames@emporia.edu).

### AMERICAN ASSOCIATION OF PROFESSORS OF YIDDISH

**Assimilation and Reaffirmation: Tensions in Modern Anglo American/Latin American Jewish Literature.** 200-word abstracts by 15 Mar.; Evelyn Avery (eavery@towson.edu).

**Teaching and Reading Yiddish Literature.** Paper proposals by 15 Mar.; Dror Abend-David (d.abend.1@alumny.nyu.edu).

### AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES

**Disease in Slavic Literature and Film.** Representations of disease and pestilence. Disease as metaphor. Disease and artistic creativity. Abstracts by 15 Mar.; George Gutsche.

**Representations of Terrorism: The Long 20th Century (1881–2003).** Representations of terrorism are profoundly implicated in distortions of language during wartime. We invite papers addressing these issues in a variety of media. Abstracts by 15 Mar.; Hilde Hoogenboom.

### AMERICAN BOCCACCIO ASSOCIATION

Papers related to the life and works of Giovanni Boccaccio. 1-page abstracts by 17 Mar.; Janet Smarr.

### 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 DIALECT SOCIETY

**Two sessions.** Varieties (social or regional) of American English as represented in literature  
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(not necessarily American). Abstracts only, by 20 Mar.; Michael Adams (madams1448@aol.com). E-mail submissions only.

#### AMERICAN HUMOR ASSOCIATION

**How Humor Reflects Culture: Humor Magazines, 1950–70.** Any aspect of humor magazines welcome. Other 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.; Lynn C. Hattendorf Westney, Richard J. Daley Library (MC/234), Univ. of Illinois, Box 8198, Chicago 60680-8198 (lynnhatt@uic.edu).

#### AMERICAN THEATRE AND DRAMA SOCIETY Modernism and American Drama/Theater.

The interconnection of modernism and American playwrights or dramatic themes, modernism in dramatic genres, and related topics. 250-word abstracts dealing with modernity and American drama by 1 Mar.; David Krasner (david.krasner@yale.edu).

**From Page to Stage: Literary Adaptations for United States Theater.** Issues connected to the adaptation of US literary texts for US productions (commercial, not-for-profit, or street theater; multicharacter to solo; realist, experimental, or performance art). 250-word abstracts by 1 Mar.; Robert Vorlicky (rhv1@nyu.edu).

#### ASSOCIATION DES AMIS D'ANDRÉ GIDE

**Gide et la critique génétique.** Double session. Selected papers published in the *Bulletin des Amis d'André Gide*. 300-word abstracts by 10 Mar.; Jocelyn Van Tuyl (fax: 941 359-4479; vantuy@ncf.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 AMERICAN INDIAN LITERATURES

**Opening Our Canon: Teaching Lesser-Known Native Writers.** Practical classroom approaches, bibliographies, syllabi, and assign-

ments for teaching American Indian writers other than the Big Six or the so-called Noble Nine. 250-word abstracts by 10 Mar.; Ginny Carney (gcarney@paulbunyan.net).

#### ASSOCIATION FOR THE STUDY OF DADA AND SURREALISM

**Open Topic.** Papers on any aspect of Dada and surrealist writing, photography, art, film, or performance. 1-page abstracts by 7 Mar.; Rudolf Kuenzli (rudolf-kuenzli@uiowa.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.

#### MARGARET ATWOOD SOCIETY

**Atwood and the Environment: Poetry, Short Stories, Novels, and Essays.** *Environment* is broadly defined to include landscape, place, space, ecology, etc. 500-word abstracts by 15 Mar.; Karen Macfarlane (karen.macfarlane@msvu.ca) and Charlotte Templin (templin@indy.edu).

**Margaret Atwood's Multiple Bodies.** Bodies aging, mutilated, covered, revealed, appropriated, or commodified; body images; the body politic; and body of work in Atwood's various genres. 1–2-page abstracts by 15 Mar.; Phyllis Perrakis (pperrak@uottawa.xca) and Joy Arbor (jarbor@bigred.unl.edu)

#### SIMONE DE BEAUVOIR SOCIETY

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

#### SAMUEL BECKETT SOCIETY

**Beckett and Censorship.**

**Beckett and Irish Poetry.** Titles, 1-page abstracts, and short vitae by 1 Mar.; Mary Bryden (brydenkm@cardiff.ac.uk).

#### BYRON SOCIETY OF AMERICA

**Byron and Gender.** Proposals and papers addressing Lord Byron's life or work in relation to gender studies, feminism, gay studies, bisexuality, or related areas. 1-page abstracts or 8-page papers by 15 Mar.; Paul Douglass (pdouglass@email.sjsu.edu).

#### 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).

#### PAUL CLAUDEL SOCIETY

**Les divers genres de l'écriture chez Claudel.** Papers reflecting on formal aspects of Claudel's work in various genres. Papers on other topics will also be considered. Abstracts by 1 Mar.; Madhuri Mukherjee (mukherjeem@wpunj.edu).

#### THE COLLEGE LANGUAGE ASSOCIATION

**Signifyin' Theories: New Gazes on Literatures and Languages I.** Submissions on literature and languages, including New World language pedagogy, cross-cultural influences and representation, the vernacular in contemporary literature, sexual-textual politics, folklore, and literary theory.

**Signifyin' Theories: New Gazes on Literatures and Languages II.** Submissions on literature and languages, including postcolonial literature; blues poetics and poetic blues; womanist theory, feminist understanding; literary theory "down by the Crossroads." 1–2-page abstracts by 13 Mar.; Régine Latortue, Dept. of Africana Studies, Brooklyn Coll., 2900 Bedford Ave., Brooklyn, NY 11210 (regine@brooklyn.cuny.edu).

#### COMMUNITY COLLEGE HUMANITIES ASSOCIATION

**Community College Missions and Commitment to the Liberal Arts.** Historical analyses, philosophical (re)visionings, and examples of good and not-so-good practice—all with reference to the standing of the humanities and the liberal arts in relation to the varying mission statements of community colleges. Proposals by 1 Mar.; George Scheper (shepbklyn@aol.com).

#### JOSEPH CONRAD SOCIETY OF AMERICA

**Conrad in Magazine Form.** How did magazine presentation of Conrad's works shape audience response? How were works re-formed? What effect did illustration or packaging have? How did the treatment reflect the histories of the magazines? Abstracts by 1 Mar.; Laura Davis (ldavis1@kent.edu).

**Teaching Joseph Conrad.** Any aspect of teaching Conrad: course contexts; cultural contexts; strategies of reading; narratological, technological, comparative, or performative approaches. Particular interest in works other than *Heart of Darkness* but will consider all proposals. Abstracts by 1 Mar.; Elizabeth Schneider (eschneider@mail.as.miami.edu).

#### COUNCIL OF WRITING PROGRAM ADMINISTRATORS

**Plagiarism: Multiple Complicities, Needed Interventions.** Papers addressing the complexities of plagiarism in academic contexts and ways in which teaching and administrative practices encourage or discourage plagiarism.

**Teacher Preparation in English: The State of the Profession.** Papers addressing the cur-

rent status and possible future directions of teacher preparation (at all levels) across the domain of English studies. 1-page proposals by e-mail by 28 Feb. Susanmarie Harrington (sharrin@iupui.edu).

#### DICKENS SOCIETY

**Dickens: Time, Change, and Character.** New approaches to time-honored topics: growing up, growing old, changing characters, changing times. 1-page abstracts and 3-line biographies by 1 Mar.; Janice Carlisle (janice.carlisle@yale.edu).

#### EMILY DICKINSON INTERNATIONAL SOCIETY

**Emily Dickinson: Exception or Rule?** How does Dickinson resemble or differ from other 19th-century writers? Which approaches (pre)determine Dickinson as exceptional? Are there links between poetic and Americanist exceptionalism?

**Sexuality and Emily Dickinson, History and Theory.** Issues and approaches involving queer theory, historical studies of sexuality, and Dickinson's poetry, letters, or life. 400-word abstracts by 15 Mar.; Cristanne Miller (ccmiller@pomona.edu).

#### JOHN DONNE SOCIETY

**John Donne: An Open Session.** 8-11-page, 20-min. papers by 1 Mar.; Mary Papazian.

**Reading Donne: Auditors, Authors, and Authorities.** 8-11-page, 20-min. papers by 1 Mar.; Jeanne Shami.

#### WILLIAM FAULKNER SOCIETY

**Faulkner's Racialized Aesthetics.** Given the new scholarship in race theory, we seek papers exploring how race figures in the language and structures the thematics of Faulkner's fiction and how attention to such figuring affects our readings. 250-word proposals by 15 Mar.; Judith L. Sensibar (jlsensibar@asu.edu).

**"The Shape of My Body Where I Used to Be a Virgin": Faulkner and Sex.** How does Faulkner "write sex"? Papers drawing on contemporary theories of the body (queer theory et al.) especially welcome. 250-word proposals

by 15 Mar.; Catherine Kodat (ckodat@hamilton.edu).

#### FEMINISTAS UNIDAS

**New Approaches to Conducting Feminist Research.** This session addresses the problem of conducting research on writers from the Spanish and Portuguese traditions whose works challenge Anglo-centric theoretical constructs. Abstracts by 28 Feb.; Lisa Vollendorf (l.vollendorf@wayne.edu) and Peggy Sharpe (psharpe@olemiss.edu).

#### MARGARET FULLER SOCIETY

**Margaret Fuller's Networks.** Fuller's relationships (literary and social); literary friendships and influences; development of relational and social models; positioning within networks of traces, memories, memorials ("Margaret ghost" effects). 1-3-page proposals and vitae by 10 Mar.; Jeffrey Steele (jsteele@facstaff.wisc.edu).

**The "Other" within Transcendentalism.** Challenges to the "whiteness" of Fuller and her Concord circle; the presence of slavery and racial difference in their writings; commitments to abolitionism and antislavery; forms of racialism and racism. 100-200-word abstracts by 7 Mar.; Larry J. Reynolds (ljr@tamu.edu).

#### GOETHE SOCIETY OF NORTH AMERICA

**Parody: Re-visioning Goethe.** Proposals invited on the forms and functions of parody in and of Goethe's work. 1-2-page abstracts by 15 Mar.; Angela Borchert (borchert@uwo.ca).

#### 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).

#### INTERNATIONAL ASSOCIATION OF GALDOS SCHOLARS

**Interdisciplinary Approaches to Galdós.** Papers might draw on fields such as philosophy, legal theory, political theory, urbanism, medicine, anthropology, psychoanalysis, etc. Abstracts by 28 Feb.; Jo Labanyi (j.labanyi@soton.ac.uk)

**Teaching Galdós, Teaching in Galdós.** An exploration of strategies for teaching Galdós, and of teaching (understood broadly) as a theme in Galdós's work. Abstracts by 28 Feb.; Chad Wright (wrightc@cua.edu).

#### INTERNATIONAL BRECHT SOCIETY

**Brecht's Essayistic Writing.** Abstracts by 24 Mar.; Astrid Oesmann (astrid-oesmann@uiowa.edu).

**Visual Culture and Brecht.** Abstracts by 24 Mar.; Stefan Soldovieri (ssoldovi@utm.utoronto.ca).

#### 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).

#### INTERNATIONAL SPENSER SOCIETY

**Spenser and Shakespeare.** Abstracts by 28 Feb.; Katherine Eggert.

**Spenser, Time, and Memory.** Abstracts by 28 Feb.; Patricia Fumerton.

#### INTERNATIONAL VIRGINIA WOOLF SOCIETY

**Virginia Woolf and Contemporary Magazines and Journals of the 1920s and 1930s.** Woolf as writer, icon, and public intellectual in the context of highbrow little magazines, high-fashion magazines, and popular journals; multimedia presentations encouraged. 500-word abstracts (including bibliographies) and descriptions of audiovisual needs by 15 Mar.; Leslie Kathleen Hankins (lhankins@cornellcollege.edu). Electronic submissions preferred.

**Virginia Woolf in the Archives.** Papers grounded in archival research that address any Woolf-related topic. Possible subjects include the Hogarth Press, Woolf's reception, the revision process, other writers' responses to her work, etc. 500-word abstracts by 15 Mar.; Celia Marshik (celia.marshik@sunysb.edu).

#### INTERNATIONAL VLADIMIR NABOKOV SOCIETY

**Approaches to Teaching *Lolita*.** Abstracts by 15 Mar.; Zoran Kuzmanovich (zokuzmanovich@davidson.edu).

**Nabokov after *Lolita*: *Pnin* and *Pale Fire*.** Papers on either *Pnin* or *Pale Fire* or their interconnections. Abstracts by 15 Mar.; Charles D. Nicol (chaz@indstate.edu).

#### HENRY JAMES SOCIETY

**James and Visual Culture.** 15-min. presentations exploring James's aesthetic outlook with respect to the reigning and emerging fine and popular arts of his day and today. Topics include illustrations, photography, film.

**The Jamesian Body.** 15-min. presentations exploring intersections among hunger, digestion, Fletcherization, elimination, eroticism in Jamesian texts and contexts. Topics include James on aging, sexuality, or his stammer. 2-page abstracts by 1 Mar.; Wendy Graham (wegraham@vassar.edu).

#### KAFKA SOCIETY OF AMERICA

**Global Kafka.** 400-word abstracts on the topic by 20 Mar.; Maria Luise Caputo-Mayr, 160 East 65th St., 2 C, New York, NY 10021 (fax: 212 744-0821; mlcaputomayr@hotmail.com).

#### KEATS-SHELLEY ASSOCIATION OF AMERICA

**Romanticism and the Historical Sciences.** Romantic writers and the sciences of temporal reconstruction, including historiography, archaeology, paleontology, geology, forensics, philology, biblical source criticism; theories, methods, techniques; with relations to historical disciplinaries (new and old); Charles Rzepka.

**Editing and the Younger Romantics.** Future directions for editing of the younger romantics, both canonical and less canonical writers. What needs to be done, redone, rethought; textual media (print versus digital format), etc.; Lisa Vargo.  
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**DORIS LESSING SOCIETY**

**Estimations of Value: Economic Perspectives on Doris Lessing's Writing.** Political, domestic, or narrative economies; considerations of class, global money, media of exchange; economies of pleasure; gift, debt, investment, waste; (re)production, consumption; the literary marketplace. 1-2-page abstracts by 15 Mar.; Cynthia Port (cport@english.upenn.edu).

**"I'm Just a Storyteller," She Says: Studies in Lessing's Narrative.** Narrative form, writing and mental health issues, oral tradition, less-examined short stories, dreams. Other topics are welcome. 500-word proposals and brief biographies by 15 Mar.; Debrah Raschke (draschke@semovm.semo.edu) and Sandra Singer (ssinger@uoguelph.ca).

**G. E. LESSING SOCIETY**

**Ironic Enlightenment.** Lessing has been depicted in scholarship as aware of the limits of Enlightenment. What is the status of irony in a self-doubting Enlightenment project? 1-page abstracts by 15 Mar.; Karl-Heinz Maurer, 869 Beecher Ave., Galesburg, IL 61401 (kmaurer@knox.edu).

**The Uses of Lessing.** In his times and thereafter, Lessing has served as a touchstone for other, whether the focus be theater or theology, aesthetic or literary theory. Papers should focus on cases in point. E-mail abstracts by 15 Mar.; Richard Schade (richard.schade@uc.edu).

**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).

**MEDIEVAL AND RENAISSANCE DRAMA SOCIETY**

**Sex, Art, and Theater: Staging Dirty Pictures.** Papers discussing "sex"—sexual activity, preference, expression—on the early stage, especially papers connecting staging with sex in visual art.

**The Roots of Golden Age Drama.** Papers on Spanish drama before the Golden Age or on any aspects of earlier drama reflected in Golden Age drama. E-mail 1-page abstracts by 7 Mar.; Gloria Betcher (gbetcher@iastate.edu).

**MELVILLE SOCIETY**

**New Views on *Pierre*: A Roundtable Discussion.** 8-min. presentations. 1-page proposals by 7 Mar.; Robert S. Levine (rlevine@umd.edu).

**MILTON SOCIETY OF AMERICA**

**Milton and Allusion.** John Leonard (jleonard@uwo.ca).

**Milton and Popular Culture.** Laura Lunger Knoppers (llk6@psu.edu) and Gregory M. C. Semenza (semenza@uconn.edu). 8-page, 20-min. papers by 15 Mar.

**WILLIAM MORRIS SOCIETY**

**A Vision or a Dream? Morris's Politics in the 21st Century.** Political and social themes

in Morris's writings: utopianism, ecology, socialism, internationalism, "the beauty of life."  
**The Visual Imagination: Pre-Raphaelite Texts and Art.** Artistic contexts for poetry; Pre-Raphaelite illustrations; cultural artifacts; poems as visual images; associated poems and paintings. Proposals by 15 Mar.; Florence Boos (florence-boos@uiowa.edu).

**NORTH AMERICAN HEINE SOCIETY**

Heine's Italian journey has enormous consequences for the fate of his work and his life. Papers concerning any aspect of his stay in Italy or the Italian travel sketches are welcome. 1-page abstracts by 15 Mar.; Richard Block (richardblock@colorado.edu).

**HAROLD PINTER SOCIETY**

**"My Plays Are Funny up to a Point": Humor in Pinter.** Pinter's humor, comic influences, and style. 250-word abstracts by 17 Mar.; Christopher Hudgins (hudginsc@nevada.edu).

**POPULAR CULTURE ASSOCIATION**

**Reality Television and Its Spectatorship.** Theoretically informed analyses of the content and spectatorship of reality television programming on American television. 2-page abstracts or 15-min. papers and vitae by 24 Feb.; Liahna Armstrong.

**RADICAL CAUCUS IN ENGLISH AND THE MODERN LANGUAGES**

**Class and Geography in California Literature.** Analysis of literature of working-class flatlands; workplace; Mexico-California border; destruction or assaults on working-class communities; class encoded in geography, urban planning, fortress architecture; ecology of fear.

**War and the University.** Neoliberalism, austerity, recession, and academic labor; universities as sites of ideological reproduction, war research, legitimation, or resistance/critique? the historical role of intellectuals regarding war, empire, patriotism, anticommunism, fascism; racism, profiling, USA Patriot Act. 1-page abstracts by 1 Mar.; Michael Bennett (bennett@liu.edu).

**ROMANIAN STUDIES ASSOCIATION OF AMERICA**

**Eugène Ionesco: Between Cultures and Literatures.** Ionesco's "otherness" in Romania and France generated a critical distance full of humor, rebelliousness, and frustration. Comparative approaches to other bicultural writers welcome. 1-page abstracts by 15 Mar.; Jeanine Teodorescu-Regier (jeaninet@uic.edu).

**The Politics of Fiction in Pre- and Post-communist Europe.** 1-page abstracts by 15 Mar.; Ileana A. Orlich (Orlich@asu.edu).

**GEORGE SAND ASSOCIATION**

**George Sand: Her Masters, Her Disciples.** According to traditional literary historiography, Sand has only masters and no disciples. How have recent critical studies revisited the question? 1-page abstracts, brief vitae by 20 Mar.; Isabelle Naginski.

**Portraits of Men in Sand's Works.** Much has been written about Sand's women characters, but little about her males. Can recent the-

ories of masculinity shed light on her works? 1-page abstracts, brief vitae by 20 Mar.; Annabelle M. Rea.

**SOCIETE RENCESVALS, AMERICAN-CANADIAN BRANCH**

**Problems in the Romance Epic.** Two sessions. Papers invited on any aspect of the Romance epic. Abstracts by 15 Mar.; Catherine Jones (cmjones@uga.edu).

**SOCIETY FOR CRITICAL EXCHANGE**

**Casualties of Copyright Policy.** Accounts of scholarly and pedagogical projects that copyright restrictions have made especially difficult or impossible to complete or caused to be revised, truncated, or abandoned. 2-page abstracts by 15 Mar.; Martha Woodmansee (mawr@po.cwru.edu) or Peter Jaszi (pjaszi@wcl.american.edu).

**SOCIETY FOR GERMAN RENAISSANCE AND BAROQUE LITERATURE**

**Family and Family Relations in German Renaissance and Baroque Literature.** **Open Topic.** Abstracts by 19 Mar.; Albrecht Classen (aclassen@u.arizona.edu).

**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 NARRATIVE LITERATURE**

**Ethical Narrative Language.** Theoretical discussions of the ethical import of narrative language (not "theme"). How does medium (fiction, news, hypertext) become ethical message? Is narratology alienated from ethics? 1-page abstracts, vitae by 15 Mar.; Amy Elias (aelias2@utk.edu; click "Action" at <http://www.vanderbilt.edu/AnS/english/clayton/narrative>).

**Narrative Nonfiction and Authenticity.**

Genres of narrative nonfiction—autobiography, travel narrative, testimonial writing—with focus on questions of representation, literariness, authenticity, and textual politics. Considerations of genre evolution and theoretical issues. Queries welcome. 500-word abstracts by 15 Mar.; Stacy Burton (sburton@unr.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).

**SOUTH ASIAN LITERARY ASSOCIATION**

**Children in South Asian Cultures.** On depiction of childhood or child and young-adult

protagonists in South Asian writing and film—especially in relation to colonialism, migration, diaspora, postcoloniality. 300-word abstracts by 15 Mar.; Amritjit Singh (asingh@ric.edu) and Anushiya Sivanarayanan (anushiya@att.net).

**South Asian Immigrants, 1899–1965.** Literary and cultural perspectives on lives and writings of West Coast immigrants: settlement, acculturation, race, class, gender, Kōmagata Maru, Ghadar, Punjabi-Mexicans, Hindu-German conspiracy, etc. 300-word abstracts (no attachments) by 15 Mar.; Cynthia Leenerts (caleen@gwu.edu) and Lopamudra Basu (lopabasu@aol.com).

**WALLACE STEVENS SOCIETY**

**Stevens, Law, and Legal Theory.** The relation between Stevens and the law, including his legal training, work as a surety lawyer, influence on the law-and-literature movement, and recent developments in legal theory. 15 Mar.; David Skeel, Law School, Univ. of Pennsylvania, 3400 Chestnut St., Philadelphia 19104-6204 (dskeel@law.upenn.edu).

**THOREAU SOCIETY**

**Walden's 150th Anniversary.** Papers re-assessing Thoreau's classic. Possible topics: how *Walden's* influence has changed; its role and significance in American or World literature and culture; explorations of the concept of "Walden." 1-page abstracts by 15 Mar.; Laura Dassow Walls (wallsl@lafayette.edu) or Sandy Petruionis (shp2@psu.edu)

**EDITH WHARTON SOCIETY**

**Edith Wharton, the Novel, and History.** Examinations of Wharton's historical novels, of her use or depiction of history in novels; alternatively, analyses of her understanding of the history of the novel and her influence on the novel's development. 100–200-word abstracts by 10 Mar.; Julie Olin-Ammentorp (olinamme@lemoyne.edu).

**The Edith Wharton Business.** Papers on Wharton's business ventures—from authorship to real estate and investment; marketing Wharton—from dust jackets to films; as a marketing lure for commercial products such as fabrics, etc. E-mail 1–2-page abstracts by 10 Mar.; Augusta Rohrbach (rohrbach@fas.harvard.edu).

**WILLIAM CARLOS WILLIAMS SOCIETY**

**Spring and All Today.** Reconsiderations of Williams's long poem on the 80th anniversary of its publication. Abstracts by 15 Mar.; Bill Mohr (bmohr@ucsd.edu).

**William Carlos Williams and Objectivism.** Papers on Williams as Objectivist poet or Williams and the Objectivists. Abstracts by 15 Mar.; Burton Hatlen (hatlen@maine.edu).

**WOMEN IN FRENCH**

**Espaces féminins en mouvance.** Il s'agit d'examiner les espaces à travers lesquels la femme française ou francophone est représentée dans la littérature. 1-page abstracts by 10 Mar.; Florence Ramond Journey, Gettysburg Coll., Dept. of French and Italian, Gettysburg, PA 17325 (fjourney@gettysburg.edu).

**In a Mirror Darkly.** France looks back on the Nazi occupation. How do authors and filmmakers rewrite the occupation, and for whose benefit? 1-page abstracts by 10 Mar.; Judy Sarnecki (judith.h.sarnecki@lawrence.edu).

**WOMEN IN GERMAN**

**Nonnative Writing in German: Interlinguality, Interculturality, Globalization.** Issues of reading and writing between languages, cultures, borders, ethnicities; moods, modes, memories; use of language(s); theoretical frameworks; relations to other interlingual or intercultural literatures; globalization. 1–2-page abstracts by 15 Mar.; Erika Berroth (fax: 507 389-5887; erika.berroth@mnsu.edu) and Dagmar Voith-Leeman (fax: 41 61 361 70 83; d.voith@balcab.ch).

**WOMEN'S CAUCUS FOR THE MODERN LANGUAGES**

**The Work of Women Chairs: A Roundtable.** Women department chairs are invited to share their thoughts on rewards and challenges and to discuss what role, if any, gender plays in their experience. Proposals or nominations by 15 Mar.; Roseanna Dufault (r-dufault@onu.edu).

**WORDSWORTH-COLERIDGE ASSOCIATION**

**Male and Female Romantic Writers in Dialogue.** Papers exploring similarities and common points of engagement in writings by men and women of the British Romantic period. Detailed abstracts by 15 Mar. (preferably by e-mail); James McKusick. □



An open house at the MLA office.

## C O R R E S P O N D E N C E

**Resolution against High-Stakes Tests***To the editor:*

I am writing to express my concern regarding the wording of Resolution 2001-3 (Fall 2002 *MLA Newsletter*), specifically the portion that reads "Whereas high-stakes tests invariably discriminate against students from poor, working-class, and minority families . . ." Although I am not a member of a minority group, I did come from a poor, working-class family, and I went directly from the welfare roles to Northwestern University—on the basis of near-perfect scores on one of those high-stakes tests, the SAT. Incidentally, I was graduated summa cum laude.

My record at Northwestern, combined with near-perfect scores on the high-stakes GRE, won me a prestigious fellowship to a major university. There I ran into my first "class" problem. One of the most senior members in my department told me that "someone of my class" didn't really belong in the professoriat. (This was in 1971; I can't imagine such a statement being made these days, or a student not knowing—as I did not—that such statements were unprofessional and possibly actionable.) I was so humiliated that I dropped out in my second semester (although I eventually completed an MA there).

It took me seven years to work up the courage to reapply to graduate school. I went to the University of Chicago, where I completed my doctorate in three years, with departmental honors.

I adduce this personal history to make a couple of points about the proposed resolution. "High-stakes tests" do not "invariably"—often, perhaps, but not invariably—discriminate against the disadvantaged; sometimes those tests can be the ticket out of a disadvantaged background. The term *invariably* inadvertently plays into some of the worst of our society's prejudices, for example, the notion that the disadvantaged will invariably do worse on meritocratic measures because they have too much social baggage, psychological disabilities, whatever.

The worst problem that those from "disadvantaged" backgrounds encounter (and I find the resolution's list of what constitutes "disadvantaged" curiously limited—poor, working-class, minority. Not the physically challenged? Not the older, nontraditional student? Just to cite two examples) is in fact the kind of prejudice I encountered—the kind of prejudice that, I fear, use of the term *invariably* reinforces.

Finally, I find ambiguous and therefore impracticable the resolution's final paragraph: ". . . the MLA opposes using the scores on a single test to make important decisions about students' futures . . ." Is the resolution arguing against *all* use of high-stakes tests? As an avid reader of the *Chronicle of Higher Education* and as the chair of a committee at my home university that has been doing research on national recruitment policies for the past two years, I know of no university that uses scores on high-stakes tests as anything more than one piece of evidence among many—high school GPA, high school rank, recommendations, personal statement, evidence of special talent not recognized in formal high-stakes tests, etc.—in making admissions decisions. I can only conclude that the MLA resolution is arguing against the use of high-stakes tests. And in that, I must reiterate, you would be denying some students an arena in which they can prove their mettle and gain admittance into the future of their dreams.

Barbara E. Kurtz

**BOOK NEWS****Call for Contributions in Approaches Series**

The Publications Committee has approved development of two new titles in the series Approaches to Teaching World Literature. The first volume, *Approaches to Teaching Milton's Shorter Poetry and Prose*, will be edited by Peter C. Herman. The second, devoted to Puig's *The Kiss of the Spider Woman*, will be edited by Daniel Balderston and Francine Masiello. If you wish to contribute to either volume, please send your name and mailing address to Sonia Kane at the MLA office by 1 April 2003 (skane@mla.org; fax: 646-458-0030). □

**BOOK NEWS****Call for Contributions and Suggestions for Options for Teaching Volume**

For the MLA Options for Teaching series, Naomi Yavneh is preparing a collection of essays titled *Teaching Women Writers of the Italian Renaissance*. The volume will provide background and guidance for teaching these authors in Italian as well as in English and from a variety of disciplinary perspectives. The editor solicits abstracts or proposals (1-2 pp.) for short essays to be included in an extensive section on effective teaching practices. Submissions may include syllabi, assignments, or any description of successful methods or approaches. She also seeks proposals for short essays on individual authors, specific genres, issues of geography or language, and "cross-pollination" between Italy and other cultures. Please address all inquiries, suggestions, and essay proposals to Naomi Yavneh, Dept. of Humanities, CPR 107, Univ. of South Florida, 4202 East Fowler Ave., Tampa 33620 (yavneh@chuma1.cas.usf.edu). Essay proposals are due by 1 May 2003. □

**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.

**Call for Submissions**

*Medieval Forum*, an electronic journal for the promotion of scholarship in Medieval English Literature, invites submissions. *MF* is dedicated to providing a venue for the free exchange of ideas in a collegial, humanistic environment. Please visit our website for guidelines and to view our current volume: <http://www.sfsu.edu/~medieval>.

## BOOK NEWS

## Four New MLA Titles Published

The MLA is releasing four new titles in winter 2002 and spring 2003. Published in December, *Approaches to Teaching English Renaissance Drama* is edited by Karen Bamford and Alexander Leggatt. The essays in the book explore the compelling dramatic techniques and rich language found in a wide variety of both well-known and less-familiar Renaissance plays. The volume is 340 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$18.00 (MLA members \$14.40) in paperback.

Also published in December, *Approaches to Teaching Conrad's "Heart of Darkness" and "The Secret Sharer"* is edited by Hunt Hawkins and Brian W. Shaffer. The volume explores methods of teaching the two stories, which are among the most taught and studied works of twentieth-century British fiction. The volume is 300 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$18.00 (MLA members \$14.40) in paperback.

*Approaches to Teaching Gilman's "The Yellow Wall-Paper" and Herland* was published in January. Edited by Denise D. Knight and Cynthia J. Davis, this collection of essays addresses the rewards and challenges of teaching these two works and offers a practical and valuable resource for teachers who are new to Gilman as well as for experienced teachers looking for fresh approaches. The volume is 198 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$18.00 (MLA members \$14.40) in paperback.

A new title in the MLA Texts and Translations series, *An Anthology of Modern Urdu Poetry: In English Translation, with Urdu Text*, will be released this spring. The modern Urdu poets presented in this book offer a fascinating range of forms and styles, as well as a complex commentary on the experience—personal, religious, cultural, political—of the issues and dilemmas of the twentieth century. Edited and translated with an introduction by M. A. R. Habib, the volume is 120 pages; it costs \$9.95 (MLA members \$7.96). The book is available in paperback only.

Forthcoming in May 2003 is the sixth edition of the *MLA Handbook for Writers of Research Papers*. All MLA members will receive a complimentary copy.

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](http://www.mla.org). The MLA accepts Visa, MasterCard, and American Express. □

## DEADLINES

## Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 April and 30 June. More specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 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.

## APRIL

- 1 Helen Ann Mins Robbins Fellowship

## MAY

- 10 Rockefeller Foundation
- 15 National Foundation for Jewish Culture Dissertation Fellowships
- 15 Woodrow Wilson National Fellowship Foundation

## JUNE

- 1 IREX (International Research and Exchanges Board)
- 1 Women's Caucus for the Modern Languages
- 15 Fordham Medieval Fellows Program
- 16 Canadian Studies Grant Programs

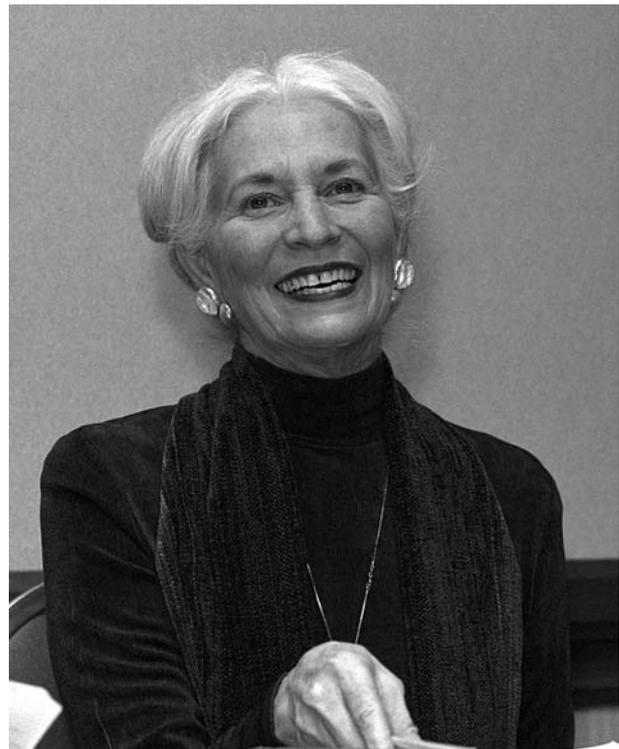
## MEETINGS

## 2003 ADE and ADFL Summer Seminars

This year for the first time ADE and ADFL will hold a joint seminar. It will take place 26–29 June at the Snowbird Resort in Utah and will be hosted by Richard Chi (Univ. of Utah) and Stuart Culver (Univ. of Utah).

ADE Summer Seminar Midwest will take place 5–8 June at the University of Minnesota, Twin Cities, and will be hosted by Kent Bales. Directors of graduate study are invited to meet at Seminar Midwest. For further information, consult the ADE Web site ([www.ade.org](http://www.ade.org)) or contact David Laurence, Director, ADE, at the MLA office (646 576-5130; [ade@mla.org](mailto:ade@mla.org)).

ADFL Seminar East will be held 12–13 June at Yale University and will be hosted by Nina Garrett. Speakers and topics will be announced in the *ADFL Bulletin* and on the ADFL Web site ([www.adfl.org](http://www.adfl.org)), and a brochure detailing housing, meals, and excursions will be mailed to ADFL members in early spring. For additional information, contact Elizabeth Welles, Director, ADFL, at the MLA office (646 576-5132; [adfl@mla.org](mailto:adfl@mla.org)). □



DOOLEY/ROOT GROUP

Andrea Lunsford, recipient of the ADE Francis Andrew March Award for Distinguished Service to the Profession.

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

**MARCH**

- 1 Deadline for entries in the 2003 James Russell Lowell Prize competition
- 7 Deadline for receipt of departmental administrators' statements for the April 2003 *Job Information List*
- 15 Deadline for receipt of forum proposals for the 2003 convention
- 17 Deadline for receipt of submissions for *Profession 2003*

**APRIL**

- 1 Deadline for receipt of entries competing for the 2003 MLA Prize for a First Book and the Lois Roth Award for a Translation of a Work of Literature
- 1 Postmark deadline for proposals for special sessions for the 2003 convention
- 1 Deadline for receipt of requests for audiovisual equipment for the 2003 convention
- 1 Postmark deadline for program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 7 Deadline for receipt of requests for waivers of membership requirements for participants in the 2003 convention
- 7 Deadline by which organizers and panelists in the 2003 convention must be listed on the MLA membership rolls
- 15 Deadline for receipt of requests for funds for speakers at the 2003 convention
- 30 Deadline for applications for dues subsidies for residents of developing or soft-currency nations

**MAY**

- 1 Deadline for receipt of entries in the 2003 competitions for the MLA Prize for Independent Scholars, the Kenneth W. Milkenberger Prize, the Mina P. Shaughnessy Prize, the Katherine Singer Kovacs Prize, the William Sanders Scarborough Prize, the MLA Prize in United States Chicana and Chicano and Latina and Latino Literary and Cultural Studies, and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies and for French and Francophone Studies and for the biennial competitions for the MLA Prize for a Distinguished Scholarly Edition, the Morton N. Cohen Award for a Distinguished Edition of Letters, and the Aldo and Jeanne Scaglione Prizes for Studies in Slavic Languages and Literatures, for a Translation of a Scholarly Study of Literature, and for Italian Studies
- 23 Deadline for receipt of departmental administrators' statements for the 2003 Summer Supplement of the *Job Information List* (no solicitations will be made)
- 23 Deadline for submission of manuscripts for the *PMLA* special topic On Poetry

**JUNE**

- 15 Notification of decisions on funding requests mailed to discussion leaders who have applied for funds for speakers at the 2003 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2003 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2003 (Directory) issue of *PMLA*

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