



City Hall, Philadelphia

CONVENTION

Philadelphia Convention

There is still time to preregister for the 2004 MLA convention in Philadelphia and save on your registration fee. The preregistration deadline is 1 December. By now you should have received your copy of the Program issue of *PMLA* or viewed it on the MLA Web site, and you have seen the wide range of subjects that will be discussed in more than 750 sessions. When you are not attending sessions, visiting the exhibit hall, or meeting with colleagues, you can take advantage of the museums, theaters, restaurants, and shopping that Philadelphia offers. Visit the MLA Web site (www.mla.org) to register, to make your hotel and travel arrangements, and to read up-to-date information about the convention.

Most English sessions and the child care center are in the Philadelphia Marriott. Most foreign language sessions are in the Loews Philadelphia. Some foreign language sessions and some English sessions, the Job Information Center, and the exhibits are in the Pennsylvania Convention Center. Registration and information areas in the Pennsylvania Convention Center and the Loews Philadelphia will open at 12:00 noon on 27 December. Members can obtain copies of the *MLA Convention News and Program Update*, which announces program changes, new exhibits, and MLA election results. (The *MLA Convention News* will appear at the MLA Web site around 20 December.) You can also purchase copies of the *Job Information List*, consult the "Who's Where" list for names and local addresses of colleagues, pick up brochures on local restaurants and tourist attractions, and make complimentary restaurant reservations.

Exhibits, in the Pennsylvania Convention Center, will open at 9:00 a.m. on 28 December. A complimentary transportation service for persons with disabilities will operate throughout the convention. □

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MLA Task Force on Evaluating Scholarship for Tenure and Promotion Invites Information from Faculty Members

The MLA Task Force on Evaluating Scholarship for Tenure and Promotion is charged with examining the procedures currently in place in research universities, liberal arts colleges, and other postsecondary institutions for the period 1995–2004. As part of its charge, the task force will acquire information from departmental chairs and deans of humanities in spring 2005. At this time, however, the task force wishes to hear from recently tenured and pretenure faculty members, as well as those who did not receive tenure, about the requirements for tenure at their institution and their experience of the tenure and promotion process. We ask that you write a letter in which you might address the following issues:

Does your institution or department have written criteria for tenure? What are those criteria in order of importance? Do the procedures stated or communicated to you match the reality of your experience?

Can you describe what kinds of materials count as "scholarship"?

Does your institution offer start-up research funds or subventions for publications? If outside letters are required, how many are required? Do you have a say in who the referees are?

What forms of mentoring have you received from colleagues, your chair, and the dean's office?

It would be helpful to the task force if you identify your institution, your primary area of specialization, the year in which the tenure clock began for you, and the year in which you came up for tenure. Letters will be read and held in confidence by the members of the task force. Please send your responses to execdirector@mla.org. □

ADE and ADFL Online Job Counseling

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

The eight categories of the site are:

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

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

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

WEB SITE NEWS

Philadelphia Convention Sessions Available Online

Beginning in November, a searchable list of convention sessions will be available online for MLA members at www.mla.org. This list will contain all the sessions in the November (Program) issue of *PMLA* and will be searchable in many ways, including by location, subject heading, and participant name.

The *MLA Convention News and Program Update* will be available online in a nonsearchable format. □

Ideas for *What's the Word?*

What's the Word?, the MLA radio program, is now broadcast on more than two hundred radio outlets in the United States. It is also aired in Canada and on Radio New Zealand. An archive of programs is available on the MLA Web site and has been visited by almost eight thousand users.

The MLA Radio Committee, which selects speakers and topics for the programs, welcomes suggestions from MLA members. Please send your ideas to Judy Goulding at the MLA office (jgoulding@mla.org). □

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

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

Who Are We? Where Are We? What Is to Be Done?

What is the MLA? It is a floor on a building opposite the bull that rages on Broadway a block or so below Wall Street. It is a dedicated staff, who work for us in that building, and work very well, earning our gratitude, which we perhaps do not express often enough. It is officers and delegates elected by the membership, and it is others appointed to serve on various committees and task forces. But, mainly, it is more than thirty thousand individuals, teachers and scholars of modern languages and literatures, whose main work is elsewhere. The organization exists to facilitate the work done in these other places, where we, the membership, study, learn, and teach.

For most of us, the MLA is the annual convention, attended by about a third of our total membership. It is the *Job Information List* and the activities around that publication. And it is *PMLA*, *Profession*, the *Bibliography*, the bulletins of the ADE and the ADFL, which some of us read some of the time, and a number of other publications of varying usefulness, including the *MLA Style Manual*. Taken together, these things constitute a professional focus, an intellectual space in which ideas are developed and exchanged—connected, sometimes awkwardly, to an economic space in which people are exchanged and careers begin and end.

My professional career began at the convention of 1958 in New York, where I had my first job interviews, and it is ending, more or less, at this one, of 2004, in Philadelphia. When I started there was no *Job Information List*. You just sent a bunch of letters into the void and hoped for the best. And there were very few women in the organization. The MLA still had a bit of the feeling of a gentlemen's club, which was awkward if you weren't a gentleman. All these things have changed for the better, it seems to me, but the mechanisms of change have been different. The changed gender composition of the MLA has been driven by social changes outside the organization and was not the result of some internal plan. The *Job Information List*, however, was a planned response to a clumsy situation, and it made the process more rational.

Reflecting on these matters has led me to wonder about our ability to respond to other aspects of our situation in this changing world of ours. Keeping in mind the point that the function of this organization is to facilitate and improve the professional lives of the members, what should this organization be doing to accomplish those goals? We can gather information, and we can urge our departmental members to make certain changes in matters ranging from what we teach and how we teach it to the ways faculty members and students are treated. But we cannot order anybody to do anything. We can, however, bring attention to conditions that we believe work against good education in our fields, such as the exploitation of graduate students and adjunct faculty members.

There is a larger problem, however, which lies mainly outside the bounds of academic institutions themselves, in the culture that surrounds education in this country. And the great question is whether we can address that problem effectively through a

professional organization such as ours. The problem we face is a decline in the perceived value of literature itself in this culture and an even more drastic decline in the value of literary criticism. The National Endowment for the Arts has quantified this decline in terms of the percentage of adults who read poems, plays, and stories—but that is just an external measure of a complex phenomenon, with roots that lie deep in the social and cultural history of this country.

As I see it, we now live in a world dominated by two powerful ideological systems of value: one that is materialistic, technical, and pragmatic and another that is spiritual and fundamentalist. We have, on the one hand, a pragmatism that denies universal values of any sort and rejects the notion that different interpretive communities can negotiate or resolve their differences rationally. And, on the other hand, we have fundamentalists—Christian, Muslim, Maoist, Nationalist—who insist that their own values must be universal, basing these values on sacred texts that are beyond interpretation because they speak directly to their believers. And by sacred texts I mean things like the Bible, the Koran, the sayings of Mao, and the US Constitution. Pragmatism and fundamentalism, different as they are, share one important feature. They do not believe that grounds exist for persuading others or negotiating their differences with those who hold other beliefs.

In the world at large, this has disastrous consequences, leading to violence on both the large scale of war and the smaller scale of terrorism. In the professional world in which we MLA members work, it means that the values of those notoriously dialogical texts we call "literature" are irrelevant if not dangerous. It used to be held—by the New Humanist Irving Babbitt, for example—that study of the literary classics led to a classical "restraint" suitable to a ruling class of "gentlemen." The association of literature with "gentlemen" is some centuries old, which is why the disappearance of this class has a bearing on the devaluation of literature itself. But the problem we must solve is not social; it is ideological.

What we must do, it seems to me, is to occupy vigorously that middle ground between a pragmatism without principles and a fundamentalism with a rigid and restricted set of principles. We need to insist on the value of dialogue, in literature and all other texts, and we need to incorporate the sacred texts of religion and political belief into our curricula, along with texts from the newer media. We need to teach strategies of interpretation and the decoding of ideology across this entire range of textual objects. We must teach how language works, how texts work, how culture itself works. If we can do this effectively, we will justify our roles in this culture—and perhaps even help improve our world. In my last words as your president, in Philadelphia, I shall be making this case more elaborately, urging the profession to consider a return (with modifications) to the trivium from which our humanist studies emerged in the renaissance: grammar, rhetoric, and dialectic. I hope to see you there.

Robert Scholes

Scaring (Up) "Foreign" Language Speakers: One Hundred Years of Multitude

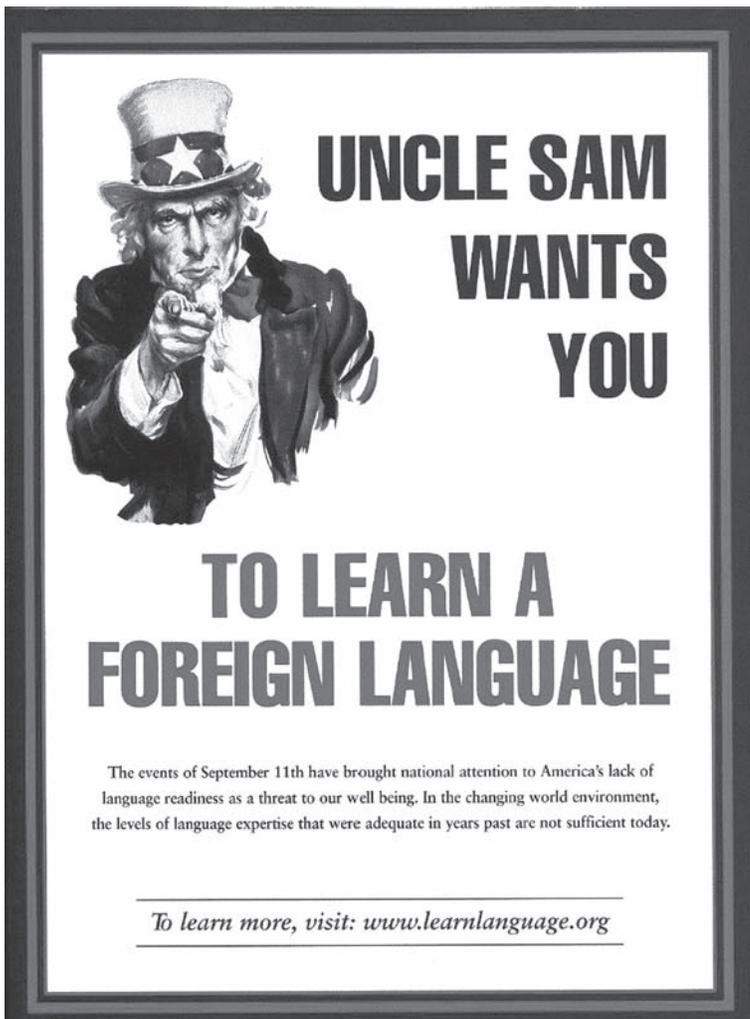
In my last column, "Mapping Languages in the United States," I discussed the concerns that motivated the Department of Defense to organize a national conference on languages, held in June 2004. I want to extend that discussion here by expanding on an issue I raised about the MLA Language Map: the relation between the many languages spoken in the United States and efforts to promote linguistic competence for national security. As we approach the start of 2005, designated by the United States Senate as the year of languages, those of us who teach and study languages and literatures find ourselves asking how we can understand the current cultural moment in context. Does the declaration on the poster reproduced on this page, "UNCLE SAM WANTS YOU TO LEARN A FOREIGN LANGUAGE," constitute a legitimate message for our students to receive? How does this injunction fit in with the traditional visual rhetoric associated with the stern, pointing figure of top-hatted Uncle Sam?

These are questions I had occasion to reflect on this fall when I spoke on the campuses of Allegheny College, in Meadville, Pennsylvania, and Iowa State University, in Ames. I was first acquainted with the "UNCLE SAM WANTS YOU TO LEARN A FOREIGN LANGUAGE" poster in September 2002, when Mary Louise Pratt and I attended a meeting of the Joint National Committee for Languages and the National Council for Languages and Inter-

national Studies. (Pratt recalls her own cringing reaction to the poster in "Building a New Public Idea about Language.") Featured at the World Series in 2002 courtesy of the CSM Group, which does public relations for Major League Baseball, and available to language teachers for free distribution, the poster follows in a centennial tradition of invoking the figure of Uncle Sam to instill patriotic acts. War posters in which Uncle Sam looms large were ubiquitous in World War I and World War II. They tapped into people's ideals as well as into their fears, and they called on all Americans to make sacrifices for the greater national and world good. Some of the messages from Uncle Sam were enlistment orders directed toward courageous men ("I Need You in the Navy this Minute!"), whereas other appeals were of the softer variety, addressed to brave women. "Uncle Sam needs Nurses," one poster proclaims, written in cursive lettering with a picture of two nurses in the place of one glowering Uncle Sam.

The text accompanying the "UNCLE SAM WANTS YOU TO LEARN A FOREIGN LANGUAGE" poster is also connected to the Uncle Sam campaigns of the World Wars. In one World War I image, reproduced here, a grinning Uncle Sam points to his winning hand of cards, which show five men's faces. They represent the manufacturer, the wage earner, the banker, the consumer, and the farmer. The poster says, "National safety and industrial prosperity are dependent upon the loyalty and efficiency of our producing and consuming citizens." The language recruitment poster used in the World Series contains this statement, "The events of September 11th have brought national attention to America's lack of language readiness as a threat to our well being." The parallel appeals are striking. National security in the post-September 11 world is said to require loyal citizens who will learn languages as weapons of mass defense. The mention of a threat to "our well being" is used as a motivating tactic to scare (up) language learners.

As the MLA Language Map shows, however, there is no shortage of heritage speakers of all the major language groups identified as crucial to national security and international relations. The question, of course, is how to encourage heritage and nonheritage language learning and to foster a national climate that welcomes competence in a multitude of languages as part of the American way. Certainly the route to achieving this cultural shift is not by creating a you-them binary in which the "you" is the native, anglophone niece or nephew of Uncle Sam and the "them" is the "foreign language" speakers whose utterances need decoding. As a nation we have witnessed this kind of "you-them" binary before. When I was in Ames, Iowa, discussing the newfound appeal to speak foreign languages as compared with the rejection of doing so during World Wars I and II, James Dow showed me a proclamation issued on 23 May 1918 by W. L. Harding, then governor of Iowa. In an attempt to silence German speakers, the proclamation declares English the official language of the United States and claims that "freedom of speech is guaranteed by federal and state Constitutions, but this is not a guaranty of the right to use a language other than the language of this country." The proclamation further enjoins people from "all acts or conversation which may excite suspicion," noting that conversations in public places and over the telephone should be in the English language, instruction in public and



private schools must be in English, and religious worship not conducted in English must be restricted to the home (State of Iowa). Loyalty to the nation required refraining from speaking a language other than English, a concept that in World War II extended not only to silencing but also to physically containing those who were viewed as potentially disloyal subjects.

How some things have—or have not—changed in almost one hundred years. Uncle Sam now needs us to learn languages, but he doesn't say he wants us to speak the language our (grand)parents came with. Uncle Sam needs a linguistically competent nation, but he doesn't want to pay for high levels of federally funded second-language education programs in schools at all levels. Or, if he wants to pay for it, it is through national security acts that bind funded language learning to government service. El tío Sam necesita hablar español, pero no quiere hablar otras lenguas.

Yes, Uncle Sam does need to speak Spanish, as we have seen in the 2004 campaigns for the highest office in the nation. Both candidates maintained extensive Web sites in Spanish, spoke the language in public (with varying degrees of linguistic and cultural success), and recognized the importance of communicating in Spanish as a way to link to the communities whose votes they courted. Yet the candidates' public embrace of the Spanish language within the United States borders in fall 2004 coincides with a rejection of the visas sought by Cuban scholars who were planning to attend the Latin American Studies Association meeting and with general restrictions on foreign scholars and students who want to come to the United States. Secretary of State Colin L. Powell, whose office is responsible for denying visas to the Cuban scholars, issued a statement on International Education Week (15–19 November), which declares, "International students and scholars benefit from engagement with our society and academic institutions and we benefit enormously from their interaction with our society as they help our citizens develop understanding and knowledge that enriches our lives, increases international cooperation, enhances our national security, and improves our economic competitiveness." Mary Louise Pratt was right to call Americans' attitude toward languages other than English ambivalent (113). As we go forward, three years after September 11, will we promote the concept of "scaring (up)" language learning and cultural exchange? Or will we support and encourage (in Powell's words) "the millions of people who build and strengthen bridges of international understanding"? The problem may be that we aren't making either choice very well, despite proclamations to the contrary.

Rosemary G. Feal



National safety and industrial prosperity are dependent upon the loyalty and efficiency of our producing and consuming citizens. The rules of the war game make victory inevitable for the best partners holding the strongest cards.

**PULL TOGETHER
AND CALL THE KAISER'S BLUFF!**

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- Powell, Colin L. "Statement on International Education Week." 15 Oct. 2004 <<http://exchanges.state.gov/iew/statements/powell.htm>>.
- Pratt, Mary Louise. "Building a New Public Idea about Language." *Profession* 2003. New York: MLA, 2003. 110–19.
- State of Iowa. Executive Dept. *A Proclamation*. Des Moines, 1918.

GOVERNANCE

Elections Committee Seeks Candidates

At the end of 2005, the seats of twenty special-interest and thirty-five regional Delegate Assembly representatives will fall vacant. The MLA Elections Committee will meet in January 2005 to begin the process of identifying candidates for these open special-interest and regional seats. Those elected in 2005 will serve in the assembly from 2006 through 2008 and must attend the meetings of the assembly in 2006, 2007, and 2008.

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

Profession 2005 Call for Papers

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

For *Profession* 2005, the members of the committee seek previously unpublished essays, of 1,800 to 5,000 words, on current intellectual, curricular, and professional trends and issues that are of importance to the field. The committee also welcomes articles on three broad topics—collegiality in the profession, creative writers and the university, and heritage language learning on campus and in communities—and articles that explore the following question: How are models from the social and natural sciences in matters of publishing, tenure, promotion, research, library acquisitions, and so forth currently being applied to the humanities?

Letters to the editor and short comments on articles in *Profession* 2004, of no more than 800 words, will also be considered. *Profession* does not publish articles by the same author two years in a row. The postmark deadline for submissions is 15 March 2005. Documentation should conform to the *MLA Style Manual*. Address materials to the editor, Rosemary G. Feal, at the MLA office. □

GOVERNANCE

Proposals for the 2004 Delegate Assembly Meeting Agenda

The following proposals were received at the MLA office by the 15 October deadline for consideration during this year's Delegate Assembly meeting in Philadelphia.

Whereas: graduate employees of public universities enjoy the right to unionize and 40,000 are so organized; the National Labor Relations Board in the 2002 New York University case affirmed the identical right of graduate employees at private universities; and in 2004 a differently constituted NLRB reversed the NYU precedent;

Whereas: the Modern Language Association has approved resolutions asserting that graduate students working for pay are employees; has endorsed their right, along with that of other part-time faculty members, to bargain collectively; has "encourage[d] its members and all those employed in teaching and research in the modern languages and literature, to unionize. . ." (Motion 1999–11); and has taken a forward role in this cause by leading in formation of the Coalition on the Academic Workforce;

Whereas the Modern Language Association in Motion 1999–11 and elsewhere recognizes the interrelationship of graduate education, graduate employment and the growth of part-time and non-tenure-track term work in an "academic labor system," in which the tenure-stream faculty currently account for only 30% of the teaching force;

We therefore move: that the MLA explore cooperation with activist groups such as the Coalition of Contingent Academic Labor (COCAL), the Coalition of Graduate Employee Unions, and the California Part-time Faculty Association; with unions such as the American Association of University Professors, the National Education Association, and the American Federation of Teachers; and with the MLA's sister professional and scholarly organizations, to reverse the latest NLRB ruling and reestablish basic labor rights for graduate employees and other term workers; more specifically, that the Association help to bring about participation of such groups in a conference being

organized by COCAL for the same purpose, and tentatively scheduled for 2006.

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

Given that many departments do not offer funding for part-time faculty to attend the annual MLA convention, and recognizing the financial stresses that a majority of adjunct faculty endure when traveling to the convention, we move that the Delegate Assembly direct the staff to review means by which costs for adjunct faculty attending the convention could be reduced, including the possibility of financial support for part-time faculty attending in order to present a paper, attend Delegate Assembly meetings, or interview.

submitted by Kandace Lombart on behalf of the executive committee of the Discussion Group on Part-Time Faculty Members

In addition to these new proposals from the membership, the 2004 Delegate Assembly will consider reports from the Delegate Assembly Organizing Committee, the Executive Council, and the Committee on Amendments to the Constitution and regular staff and committee reports on association activities.

MLA members are invited to attend the meeting of the 2004 Delegate Assembly during the convention in Philadelphia. Members may address the assembly on any of the issues on the assembly's agenda. The assembly meeting will begin at 1:00 p.m. on Wednesday, 29 December, in Grand Ballroom Salons G and H of the Philadelphia Marriott Hotel. Because the assembly meeting is open-ended—recent meetings have lasted four hours or more—even latecomers will have a chance to join in important discussions of association policies.

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



DANIEL ROOT

The Committee on the Status of Women in the Profession met 14–15 October 2004. Standing (left to right): Kirsten M. Christensen (cochair), Joyce A. Joyce, Cynthia Margarita Tompkins, and Katharine Conley (cochair). Seated (left to right): Paula Rabinowitz, Linh U. Hua, and Katie Hogan.

CONVENTION**Preconvention Workshops and Mock Job Interviews**

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

- A Preconvention Workshop for Job Seekers: The Job Search in English
- A Preconvention Workshop for Job Seekers: The Job Search in Foreign Languages
- Career Opportunities in Two-Year Colleges
- A Preconvention Workshop for Members of Search Committees
- The Job I Got: Recently Hired PhDs Talk about Their Experiences
- A Mock Interview for Job Seekers in Foreign Languages

For descriptions of these sessions, see the Fall 2004 *MLA Newsletter* and the convention program.

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

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

Applications are still being accepted for the twentieth annual job clinic on business, government, and not-for-profit careers at the 2004 convention. Since registration is limited, interested members are urged to write for information and registration materials as soon as possible. A full description appears in the Fall 2004 *MLA Newsletter*.

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

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

CONVENTION**Recommendations for Session Presiders**

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

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

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

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

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

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

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

There will be desks near the convention registration and information areas at the Pennsylvania Convention Center (Grand Hall, level 2) and the Loews Philadelphia (Millennium Hall, second floor), as well as in the Philadelphia Marriott (outside Franklin Hall, level 4), staffed by personnel who can provide assistance to persons with disabilities. The telephone numbers for the desks will appear in the *MLA Convention News and Program Update*, which will be available at the MLA Web site around 20 December and at the convention.

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

Please report any problems on site to the MLA staff members in the headquarters offices at the Philadelphia Marriott (Conference Suite III, level 3) or the Loews Philadelphia (Hospitality Suite 413, fourth floor), and they will do their best to assist you. Hotel staff members may not be able to provide the help you need. □

CONVENTION

Important Information about the Job Information Center

Once again the MLA will operate a Job Information Center at the annual convention.

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

There will be a combined center for English and foreign languages. The center, designed to assist both job candidates and interviewers, will be located in Ballroom A, Ballroom level, of the Pennsylvania Convention Center. Job candidates will be able to locate their interviews at the center; there will be no telephone service for interview locations.

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

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

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

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

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

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

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

Meetings 1, 2, 3, 45A, 46, 137, and 414 address the job situation; they should interest job seekers and administrators alike. □

CONVENTION

Audio- and Videotaping Guidelines for Convention Sessions

The MLA Executive Council has approved guidelines for audio- and videotaping at the MLA Annual Convention. Audio- or videotaping of sessions is not permitted at the MLA convention without permission of all those present at a session. The session organizer must have the consent of all the speakers at a session, and permission must be requested before the session through the headquarters office (Conference Suite III, level 3, Philadelphia Marriott; Hospitality Suite 413, fourth floor, Loews Philadelphia) in order to allow taping. The session organizer will then announce to the audience that audiotaping or videotaping will take place during the session. □

CONVENTION

Program Issue for Members with Visual Impairments

Members with visual impairments who would like to receive a copy of the November 2004 (Program) issue of *PMLA* in a usable format should write or call June Hicks in the executive director's office (646 576-5102; jhicks@mla.org). □

CONVENTION

2005 Calendar of Dates and Deadlines for Special Sessions

Address all correspondence concerning special sessions to Stacey Courtney (MLA Convention Office, 26 Broadway, 3rd floor, New York, NY 10004-1789; scourtney@mmla.org), who will direct it to the appropriate person or to the Program Committee. Except where indicated otherwise, the deadline is the close of business on the date listed. For more-specific information, please consult the guidelines published in the September 2004 *PMLA* (pp. 694–700).

- 5 JAN. Deadline for receipt of notices for the Spring 2005 *MLA Newsletter* announcing intent to propose a special session for the 2004 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- 8 FEB. Spring 2005 *MLA Newsletter* mailed to members
- 1 APR. Deadline for receipt of requests for audiovisual equipment for the 2005 convention
- 1 APR. To ensure that formal proposals for special sessions for the 2005 convention arrive at the MLA office in sufficient time for processing and submission to the Program Committee, they must be postmarked no later than 1 April or submitted at the Web site by 1 April; hand-delivered proposals must be received at the MLA office by the close of business on 1 April.
- 7 APR. Deadline by which organizers and panelists in special sessions proposed for the 2005 convention must be listed on the MLA membership rolls
- 7 APR. Deadline for receipt of requests for waiver of membership requirements for panelists (foreign scholars and persons outside the disciplines of languages and literatures) in special sessions proposed for the 2005 convention
- 15 APR. Deadline for receipt of requests for funds for speakers (if appropriate) in special sessions proposed for the 2005 convention
- LATE MAY Notification of the Program Committee's decisions mailed to members who submitted proposals for special sessions for the 2005 convention
- 15 JUNE Notification of decisions on funding requests mailed to organizers who applied for funds for speakers
- EARLY-MID JULY Program copy proofs and information on date, time, and place of 2005 special sessions sent by the convention office to organizers
- LATE JULY Deadline for receipt of corrections for special session program copy proofs for the November 2005 (Program) issue of *PMLA*
- 26 JULY Deadline for receipt of notices for the Fall 2005 *MLA Newsletter* announcing intent to propose a special session for the 2006 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE AUG. Information on date, time, and place of 2005 special sessions to be sent by organizers to panelists
- 17 SEPT. Deadline for receipt of notices for the Winter 2005 *MLA Newsletter* announcing intent to propose a special session for the 2006 convention and inviting prospective panelists to convey their interest (submit announcements only if you wish to solicit speakers)
- LATE SEPT. Fall 2005 *MLA Newsletter* mailed to members
- LATE NOV. Winter 2005 *MLA Newsletter* mailed to members
- 27–30 DEC. 2005 MLA convention held in Washington, DC

CONVENTION

Calls for Papers for 2005 Convention in Washington, DC

The 2005 convention will be held in Washington, DC. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2004 *PMLA* (pp. 694–700), before writing to the organizers listed below. If not provided, organizers' addresses are in the September 2004 *PMLA* and available on the MLA Web site to MLA members. All participants in convention sessions must be MLA members by 7 April 2005. 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

Interdisciplinary Approaches

CHILDREN'S LITERATURE

"Adulterated" Children's Literature: Adult Uses and Misuses of Children's Texts. Children's books are used by adults for political, educational, satirical, emotional, and other purposes. How and why have children's books been appropriated by and for adults? 2-page abstracts by 15 Mar.; June Cummins (jcummins@mail.sdsu.edu).

City Sites and Children's Literature. Cities and their suburbs play important roles in children's literature, signifying safety, danger, isolation, community, corruption, emancipation, etc. 250–500-word abstracts on how such spaces function, by 15 Mar.; Jackie Stallcup (jackie.stallcup@csun.edu).

Stillborn Attempts at a Serious Tradition of Children's Poetry. Ciardi, Graves, Roethke, and Wilbur published fine collections for children in the mid-20th century. Their embryonic attempts died, overwhelmed by the comic and cute. Why? Abstracts by 15 Mar.; Lissa Paul, 133 Walmer Road, Toronto, ON M5R2X8, Canada (lpaul@unb.ca).

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LINGUISTIC APPROACHES TO LITERATURE

Exploring Literary Linguistics as a Field of Research. Three sessions on linguistically oriented approaches to literary texts, including cognitive poetics and stylistics, and integration of literary linguistics in the broader contexts of literary, linguistic, and translation studies. 300-500-word abstracts by 11 Mar.; Todd Oakley (tvo2@po.cwru.edu) and Milton Azevedo (mazevedo@socrates.berkeley.edu).

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Consuming Women. Women as consumers and as the consumed; gendered economies, cultures, ideologies, theorizations of consumption and consumerism in literature and other discourses. Abstracts by 1 Mar.; Elaine Chang (echang@uoguelph.ca).

Dykes to Watch Out For. Explorations of lesbian-initiated trends in representation, theory, history, performance, and textual practice and their interactions with popular culture, queer studies, feminism, and politics. Abstracts by 1 Mar.; Susan S. Lanser (lanser@brandeis.edu).

Postmillennial Minefields: Feminist Literary Criticism since Kolodny's "Dancing through the Minefield." What has feminist literary criticism accomplished because of and since Kolodny's essay? How should feminists navigate today's critical minefields? Abstracts by 1 Mar.; Judith Kegan Gardiner (gardiner@uic.edu).

MLA Committees

COMMITTEE ON DISABILITY ISSUES IN THE PROFESSION

Black Disability Studies. Convergences and divergences between disability studies and black studies, broadly conceived; African American cultures and cultural production; black diasporas; black/disabled theories, identities, histories. Abstracts by 1 Mar.; Alice Sheppard or Robert McRuer.

Disability and Media. Papers or presentations addressing disability and media: theories of media as disabling or enabling; intersections between audiovisual technology and people with disabilities; representational medium and represented disability; literature as disabled medium. Proposals by 1 Mar.; Celeste Langan or David Lee Miller.

Fresh Voices in Disability Studies. Fresh perspectives on disability studies that challenge, question, or reinterpret current vocabulary, theory, attitudes, and tensions in the field. 5-min. presentations followed by response and roundtable discussion. By 1 Mar.; Ann R. Keefer (arkeefe@acsu.buffalo.edu).

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

(In)Comparable Américas? Writing Race and Ethnicity in the Hemisphere. Papers that reflect on the aesthetic procedures and

historical conditions that grant (or not) a comparative approach across the North-South divide. Abstracts by 20 Feb.; Agnes Lugo-Ortiz (lugortiz@uchicago.edu).

Literatures of Color, Elsewhere: Migrating across Disciplinary Boundaries. Papers focused on teaching writers of color outside the disciplinary context of literature and English studies. Abstracts by 20 Feb.; Malea Powell (powell37@msu.edu).

Problematic Identities. Submissions on texts and experiences evincing the difficult belonging of people whose national origins, mixed ancestry, sexuality, linguistic backgrounds, and cultural heritage trouble conventional ethnoracial categories and identities. Abstracts by 20 Feb.; Susana Chávez-Silverman (scs04747@pomona.edu) or Silvio Torres-Saillant (saillant@syrr.edu).

Special Sessions

These proposed topics for special sessions at the convention have not been approved; the announcements are intended to bring potential organizers and panelists together before organizers send in their final proposals. Organizers and panelists should note the 7 April deadline for membership and the 1 April deadline for submission of final proposals.

American Realism and American Citizenship. American realism (c. 1870-1920) and the social, cultural, or political circumstances of citizenship. Possible topics: Americanization, assimilation, tradition, naturalization, emancipation, disenfranchisement, segregation. 300-word abstracts by 1 Mar.; Jeffrey W. Miller (jmiller@utm.edu).

Being in Narrative: The Historical Tradition of Caribbean Literature. For Caribbean peoples, literature serves as historical record alongside traditional histories. Seeking submissions that address the relations among Caribbean literary aesthetics, identity, and ontology. 1 page abstracts by 1 Mar.; Shona N. Jackson (nkolas@stanford.edu).

The Function of Criticism in Modern Spanish Literature. Critical treatments of the role of criticism in Spanish literature and culture from the 18th century to the Restoration (1874-1931). 1 page abstracts by 15 Mar.; Iñigo Sánchez-Llama (sanchezl@purdue.edu).

Islam in Literature from the Muslim World since 9/11. How have writers from the Muslim world dealt with Islam in their writings since 11 September 2001? 2-page abstracts and brief vitae by 14 Mar.; Carine Bourget (bourgetc@u.arizona.edu).

Edward P. Jones: The Black Mid-Atlantic World through Time. Papers analyzing the fiction of Edward P. Jones. Special consideration given to essays attentive to geography, race, social class, alienation, and historical trauma. Abstracts by 1 Mar.; Lawrence Jackson (lpjacks@emory.edu).

Modern Approaches to Pierre Loti. A session designed to present current ap-

Deadline for Audiovisual Requests

All requests for audiovisual equipment must be made by the chair of the session by **1 April**. Requests must be received by mail or by fax by 5:00 p.m. on this date. Because the need for audiovisual equipment is a major factor in the scheduling of meetings (and because the movement of equipment is both costly and hazardous), the deadline is firm. Participants who plan to use audiovisual equipment should check with the chair of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 1 April.

proaches to the works of Pierre Loti. 300-word abstracts by 1 Mar.; Richard M Berrong (rberrong@kent.edu).

Revisiting Carmen Miranda Fifty Years Later. Reexamine Carmen Miranda's star text drawing on contemporary theory. All studies of her performance or legacy will be considered, especially less known areas, interdisciplinary approaches or camp theory. 600-word abstracts and vitae by 1 Mar.; Kathryn Sanchez (ksanchez2@wisc.edu).

Taking It Digital: Teaching Literature in the 21st Century. Computers have transformed how we read and teach literature. Papers will consider theoretical and practical issues of classroom applications of technology. Abstracts by 1 Mar.; Mary Bendel-Simso (mbendels@mcdaniel.edu) and Julia Jasken (jjasken@mcdaniel.edu).

Allied and Affiliate Organizations

AMERICAN BOCCACCIO ASSOCIATION
Boccaccio. Any papers relevant to his work. By 1 Mar.; Janet Smarr (jsmarr@ucsd.edu).

AMERICAN HUMOR STUDIES ASSOCIATION
Woody Allen. Papers on humor in his films and stand-up comedy.

Joke Cycles. Papers on joke cycles, past and present (blondes, elephants, light bulbs, etc.). Examples, analysis, cultural and historical context. Papers or proposals by 15 Mar.; John Bird (birdj@winthrop.edu).

AMERICAN NAME SOCIETY
Two Open Sessions. Fields include literature, literary theory, philosophy, linguistics, geography, social historical usage. Panels on single authors or subjects invited. 150-word abstracts by 1 Mar.; Christine DeVinne (cdevinne@ursuline.edu).

ASSOCIATION FOR BUSINESS COMMUNICATION

Professional Communication: Looking Back, Looking Forward. Papers on any aspect of business, technical, or other professional communication, especially ethical issues, the impact of technology, and challenges of globalization. 1-2 page abstracts by 1 Mar.; Daphne Jameson (daj2@cornell.edu).

ASSOCIATION FOR THE STUDY OF LITERATURE AND THE ENVIRONMENT

Considering Shephard Kretsch's *The Ecological Indian*. 250–300-word abstracts are invited that address issues presented by Kretsch in *The Ecological Indian*.

Ecocritical Views of Pre-1800 Literature. 250–300-word abstracts are invited that use ecocritical approaches to non-US literature written before 1800. Submit by 1 Feb.; Barbara Cook (barbara.cook@eku.edu).

CHILDREN'S LITERATURE ASSOCIATION

Cartooning Life? Graphic Novels and Young Adult Literature. Examining connections between printed cartoons and graphic novels as well as the graphic novel as a form of YA literature. Send abstracts or papers by 1 Mar.; Tammy Mielke (t.mielke@worc.ac.uk).

Children's Literature and Modernism. The role of children's literature in modernist literature or during the modernist period,

1890–1945. Possible authors or illustrators include Hughes, Cullen, HD, Woolf, Joyce, Stein, Baum, and Rackham. Abstracts by 1 Mar.; Karin Westman (westmank@ksu.edu).

LANGSTON HUGHES SOCIETY

Langston Hughes: Writer without Borders. Papers that treat Hughes as part of a global conversation: ideology, aesthetics, economics, color, class, and sex (language and translation). 1-page abstracts (e-mail submission preferred) and biographical statements by 7 Mar.; Dolan Hubbard (dolan.hubbard@att.net).

MARLOWE SOCIETY OF AMERICA

Open-Topic Session. Papers welcome on any aspect of Marlowe studies. Detailed abstracts or 15-min. papers (e-mail attachment or hard copy) by 1 Mar.; Bruce E. Brandt, Marlowe Soc. of America, English Dept., Box 504, South Dakota State Univ., Brookings 57007-1397 (bruce.brandt@sdstate.edu). □

CONVENTION

Forum Proposals Welcome

Proposals of forums for the 2005 convention are welcome. Convention forums are large public meetings on topics of broad general interest; they may be organized by individual members, divisions, discussion groups, allied organizations, or the American Literature Section. (For information on organizing forums, see the Sept. 2004 *PMLA*, p. 699.) Those interested in proposing forums are encouraged to attend the open hearing of the Program Committee at the convention (Thurs., 30 Dec., 10:15–11:30 a.m., Meeting Room 310, level 3, Philadelphia Marriott). The deadline for submission of proposals is 15 March 2005. Please direct inquiries to the office of the executive director. □

BOOK NEWS

Three New MLA Titles Published

The MLA will publish three new titles in winter 2004–05. *Approaches to Teaching the Works of Louise Erdrich*, edited by Greg Sarris, Connie A. Jacobs, and James R. Giles, seeks to enrich teachers' and students' understanding of the fictional world Louise Erdrich creates and to address the challenges of teaching her novels and poetry. The first part of the book provides background readings that establish a context for teaching Erdrich and acquaint teachers with Native American traditions, history, customs, and culture—especially those of the Ojibwe, or Chippewa. In the second section, experienced teachers of Erdrich discuss the strategies they use to engage students in a sometimes unfamiliar world. The volume, to be released in December, is 370 pages; it costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

Also set for December release is *Teaching the Representation of the Holocaust*, edited by Marianne Hirsch and Irene Kacandes. This volume of essays on teaching about the Holocaust is the newest title in the MLA series Options for Teaching. The thirty-eight contributors come from various disciplines (history, literary criticism, psychology, film studies) and address a wide range of issues pertinent to the teaching of a subject that many teachers and students feel is an essential part of a liberal arts education. The volume is 500 pages; it costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

Forthcoming in January 2005 is *Chaucer's Fame in England: STC Chauceriana, 1475–1640* by Jackson Campbell Boswell and Sylvia Wallace Holton. This new bibliography of over 1,300 Chaucer references builds on a rich tradition of vigorous scholarship, starting with Caroline Spurgeon's 1925 landmark compilation, *Five Hundred Years of Chaucer Criticism and Allusion, 1357–1900*. Since the publication of Spurgeon's volume, two additional bibliographic tools have become available to Chaucer scholars: the *Short-Title Catalogue*, which lists books printed in English from 1475 to 1640, and the University Microfilms project, which makes microfilm versions of those books available to researchers. *Chaucer's Fame* lists Chaucer references, allusions, and echoes for books listed in the *STC*, incorporates and emends all 300 of Spurgeon's references to books in English, and presents additional Chaucer references unearthed by scholars since 1925, some of which are here published for the first time. The volume is 400 pages; it costs \$65.00 (MLA members \$52.00) in cloth.

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



Philadelphia skyline

JIM MCWILLIAMS © PCVB

GRANTS AND PRIZES

Mahmoud Al-Batal Receives the ADFL Award for Distinguished Service to the Profession

The 2004 ADFL Award for Distinguished Service to the Profession will be presented to Mahmoud Al-Batal, professor of Arabic in the Department of Middle Eastern Studies and director of the Emory College Language Center at Emory University. The award honors eminent scholar-teachers for exceptional contributions to the field of foreign languages and literatures at the postsecondary level. Al-Batal has served as director of two prominent programs in the acquisition of Arabic as a foreign language, through which he has had an enormous impact on the field of Arabic language instruction, methodology, research, and development. He is currently chair of the Arabic board in the newly created National Middle East Language Research Center.

Al-Batal has had a distinguished career promoting and developing the teaching of Arabic as a foreign language at state, regional, and national levels and in international forums. A native of Lebanon trained at the University of Michigan, he received his PhD in Arabic linguistics in 1985. He taught in the Middlebury Arabic School from its inception in 1983 and served from 1992 until 2002 as its director. He is credited with transforming the school into the leading summer program for training Arabists in the United States. Al-Batal was also director of the Center for Arabic Study Abroad, funded by the United States Department of Education. He served the program as resident director at the American University in Cairo (1985–87) and more recently (since 2000) as executive director in the United States.

With a three-year grant from the National Endowment for the

Humanities, Al-Batal—together with his colleagues Kristin Brustad and Abbas Al-Tonsi—sembled the widely used textbook series for teaching Arabic, *Al-kitaab fii ta'alumal-'arabiyya: The Book for Teaching Arabic*. The series is credited with establishing the standard in Arabic language instruction.

Al-Batal is one of the prominent names among a new generation of teachers of Arabic who have made language pedagogy the center of their research in both theoretical and applied linguistics. He has published studies in which colleagues see important contributions to discourse analysis in Arabic. Al-Batal continues to present and publish scholarly papers on language in the Arab world. He is currently engaged in an online project, funded by a two-year federal grant, to develop Arabic listening materials on the Internet, bringing authentic material from Arab television and radio to students of Arabic. In the words of one colleague, "I have trouble thinking of an aspect of our field in which he has not made a major contribution."

ADFL welcomes nominations for this award. Criteria specify that the award is given for outstanding service to the profession in the larger community, not fame from publication. Anyone wishing to nominate a candidate should write a letter of no more than two typed pages, gather three supporting letters, and forward these materials together with the nominee's vita, to ADFL, 26 Broadway, 3rd floor, New York, NY 10004-1789 (adfl@mmla.org). The ADFL Executive Committee acts on nominations at its spring meetings and confers the award only in years when a particularly outstanding candidate is nominated. □

GRANTS AND PRIZES

ADE Francis Andrew March Award Presented to Phyllis Franklin

The ADE will present the 2004 Francis Andrew March Award for Distinguished Service to the Profession posthumously to Phyllis Franklin at the MLA Annual Convention in Philadelphia. The ADE executive committee named Franklin as recipient of the March Award at its meeting in March 2004. Franklin was informed of the award in spring 2004 and had hoped to attend the convention and presentation.

The article in the Fall 2004 *MLA Newsletter* following Franklin's death in August described many of her accomplishments. In selecting her to receive the March Award, the committee focused especially on Franklin's service to the MLA, the ADE, and the wider humanities community, beginning in 1981 with her appointment as director of MLA's Office of English Programs and ADE and continuing from 1985 until her retirement in 2002 as the MLA's executive director. Those who had the privilege of knowing and working with her will remember her forcefulness and generosity of spirit, her energy and professional commitment, and perhaps most of all the intelligence and integrity she unfailingly displayed in her unswerving dedication to the field. Her personal graciousness and her skill at orchestrating groups to build consensus through democratic process are legendary.

The ADE invites all to the March Award convention session honoring Franklin, which will take place from 1:45 to 3:00 p.m. on Tuesday, 28 December, in Grand Ballroom Salon J of the Philadelphia Marriott. □

COMMITTEES

Committee on the Literatures of People of Color Publishes *Guidelines for Good Practice*

The Committee on the Literatures of People of Color in the United States and Canada (CLPC) announces the availability of its brochure *Guidelines for Good Practice*. The brochure outlines in condensed form the importance of studying the literatures of people of color; the means of attracting job applications from faculty members of color; and important considerations in the evaluation of the teaching, scholarship, and service of faculty members of color for retention, tenure, and promotion. The guidelines are available online at http://www.mla.org/resources/documents/rep_guidelines_poc. Copies of the brochure, singly or in quantity, may be requested by contacting David Goldberg or Doug Steward by mail at the Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004-1789; by phone at 646 576-5000; or by e-mail at dgoldberg@mmla.org or dsteward@mmla.org.

The CLPC's charge is to encourage dialogue across ethnic boundaries and to promote intercultural perspectives on and comparative analyses of the literatures and languages of various ethnic groups, including African Americans, Chicanos, Asian Americans, Puerto Ricans, and Native Americans. Elaine Chang (Univ. of Guelph) currently chairs the committee and may be reached at echang@uoguelph.ca. □

MEETINGS**2005 ADFL
Summer Seminars**

The ADFL summer seminars offer department chairs and program heads three days of intense professional exchange about life and work in departments of foreign languages. The seminar is arranged to allow participants to enjoy the cultural and natural resources of the surroundings. The 2005 seminars will again feature preseminar workshops for chairs newly appointed or just completing the first year of their appointment. Seminar East will be held 9–11 June, in conjunction with ADE, at Georgetown University in Washington, DC. Peter C. Pfeiffer, Department of German, and Joseph Sitterson, Department of English, will cohost. Seminar West will be held 23–25 June at the University of Washington, Seattle. Galya Diment, Department of Slavic Languages and Literatures, will host. Speakers and topics will be announced in the *ADFL Bulletin*; at the ADFL Web site (www.adfl.org); and in a brochure detailing housing, meals, and excursions that will be mailed to ADFL members in early spring. For further information, please write or call Nelly Furman, Director, ADFL, or David Goldberg, Associate Director, at the MLA office (646 576-5132; adfl@mla.org), or consult the ADFL Web site. □



Carolyn Lukens-Olsen and Janice Chiville Zinser at ADFL Summer Seminar East, held 24–26 June 2004 at Miami University, Oxford.



Kathleen Vera Kish, Belén Castañeda, and David Pharies at ADFL Summer Seminar West, held 10–12 June 2004 at the University of New Mexico, Albuquerque.

MEETINGS**2005 ADE Summer Seminars**

The ADE Summer Seminars offer chairs, directors of graduate and undergraduate studies, and writing program administrators congenial, supportive opportunities to confer with peers from departments across the country. Over three days, participants gain perspective on their departments and programs through discussion of broad issues facing the field nationally and through intensive small group sessions that focus on specific problems in departmental administration. Each seminar features a full day Workshop for New Chairs designed especially for those about to begin or just completing a first year as department chair.

Seminar East will be held 9–12 June 2005, in conjunction with the ADFL, at Georgetown University in Washington, DC. Joseph Sitterson, Department of English, and Peter C. Pfeiffer, Department of German, will cohost. At Seminar East, the Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 9 June.

Seminar West will be held 20–23 June 2005 at the University of California, Santa Barbara. Cohosting are Susan McCleod, director of the writing program, and Carl Gutierrez-Jones, Richard Helgerson, and William Warner, former chair, acting chair, and incoming chair, respectively, of the English department. At Seminar West, the Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 20 June.

Information about registration and accommodations, along with seminar programs, will be announced at the ADE Web site (www.ade.org) and in a brochure that will be mailed to chairs of ADE-member departments in April. For further information, please write or call David Laurence, Director, ADE, or Doug Steward, Assistant Director, at the MLA office (646 576-5132; ade@mla.org), or consult the ADE Web site. □

BIBLIOGRAPHY

How to Be Included in the *MLA International Bibliography*

My colleagues and I are eager to include your work in the bibliography. We invite you to send us information about your articles, essays, and books that appeared in 2004 and those from before 2004 that have not previously been indexed. With the 2000 edition, we have expanded the scope of the bibliography to include rhetoric and composition and the history, theory, and practice of teaching language and literature at the college level. We have also endeavored to improve our coverage of scholarship about Arabic, Persian, and Turkish languages and literatures.

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

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

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

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

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

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

The deadline for the receipt of material for the 2004 printed bibliography is 3 January 2005. Information received after that date will be considered for the 2005 edition. Address materials or questions to *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (646 576-5053; fax: 646 458-0033; bibliography@mla.org).

Barbara Chen



The PMLA Editorial Board met on 7 and 8 October 2004. Standing (left to right): Pierre N. Saint-Amand, Marianne Hirsch, Wai Chee Dimock, and Susan A. Stewart. Seated (left to right): Maria Herrera-Sobek and Bruce Robbins.

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Rosemary G. Feal, Executive Director

D E A D L I N E S

Fellowships and Grants

The following list includes fellowships and grants that have deadlines between 1 January and 31 March. More-specific information, such as eligibility, description of grants, number of grants awarded, and sources for further details, can be found in the September 2004 PMLA (pp. 1093–113).

JANUARY

- 3 Yale University Agrarian Studies
- 5 American Research Center in Egypt
- 5 Center for the Critical Analysis of Contemporary Culture, Rutgers University
- 5 National Foundation for Jewish Culture Dissertation Fellowships
- 10 American Association of University Women Educational Foundation
- 10 John Carter Brown Library
- 10 Newberry Library
- 10 Rockefeller Foundation
- 10 United States Institute of Peace
- 12 Robert Penn Warren Center for the Humanities, Vanderbilt University
- 13 American Council of Learned Societies Fellowships and Grants
- 13 Institute of Historical Research Mellon Fellowships for Dissertation Research in the Humanities
- 15 American Antiquarian Society
- 15 American Association of University Women Educational Foundation
- 15 Archaeological Institute of America
- 15 Beinecke Rare Book and Manuscript Library
- 15 Camargo Foundation
- 15 Chateaubriand Fellowships
- 15 Gilbert Chinard, Harmon Chadbourn Rorison, and Edouard Morot-Sir Fellowships
- 15 Kosciuszko Foundation
- 15 Phi Beta Kappa Society Mary Isabel Sibley Fellowship
- 15 Winterthur Research Fellowships in American Art, History, and Culture
- 15 Yale Center for British Art
- 28 Erasmus Institute
- 31 Belgian American Educational Foundation
- 31 Institute of Advanced Studies–Mellon Fellowships at the National Foreign Language Center
- 31 W. Ormiston Roy Memorial Fellowship

- 1 University of California, Los Angeles, Center for Seventeenth- and Eighteenth-Century Studies
- 1 University of California, Los Angeles, William Andrews Clark Memorial Library
- 1 Children's Literature Association
- 1 IREX (International Research and Exchanges Board)
- 1 Latin American and Caribbean Studies Center of Stony Brook University
- 1 Midwest Victorian Studies Association
- 1 Harry Ransom Humanities Research Center
- 11 Linguistic Institute Fellowships
- 15 American Institute for Maghrib Studies
- 15 American Numismatic Society
- 15 National Council of Teachers of English Research Foundation
- 15 National Women's Studies Association
- 15 Phi Sigma Iota Awards in Foreign Languages
- 15 Swann Fellowship
- 16 American Psychoanalytic Association Fellowship Program
- 28 Memorial Foundation for Jewish Culture
- 28 Schallek Memorial Awards

MARCH

- 1 American Academy in Rome
- 1 American Classical League
- 1 American Philosophical Society
- 1 Friends of the University of Wisconsin, Madison, Libraries Grants-in-Aid
- 1 Library Company of Philadelphia and Historical Society of Pennsylvania
- 1 Newberry Library
- 15 American Handel Society Research Fellowship
- 15 Hemingway Research Grants
- 15 IREX (International Research and Exchanges Board)
- 17 University of Michigan Center for Afro-American and African Studies

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

DECEMBER

- 1 Preregistration deadline for the 2004 convention
- 10 Deadline for receipt of ballots covering ratification of 2003 Delegate Assembly actions
- 10 Deadline for receipt of MLA election ballots (covering contests for second vice president, Executive Council, Delegate Assembly, and division executive committees)
- 12 Deadline for receipt of 2004 convention addresses for "Who's-Where"

JANUARY

- 3 Deadline for receipt of offprints and books for inclusion in the 2004 *MLA International Bibliography*
- 5 Deadline for receipt of convention calls for papers for the Spring 2005 *MLA Newsletter*
- 14 Deadline for receipt of departmental administrators' job listings for the February 2005 *Job Information List*
- 24 Deadline for receipt of field bibliographers' submissions for inclusion in the 2004 *MLA International Bibliography*
- 31 Deadline for receipt of proposals for honorary members and fellows, the MLA Award for Lifetime Scholarly Achievement, and the Phyllis Franklin Award for Public Advocacy of the Humanities

MARCH

- 1 Deadline for receipt of entries for the 2005 James Russell Lowell Prize competition for books published in 2004
- 1 Deadline for receipt of *MLA International Bibliography* fellowship applications
- 4 Deadline for receipt of departmental administrators' job listings for the April 2005 *Job Information List*
- 15 Deadline for receipt of forum proposals for the 2005 convention
- 15 Deadline for submission of manuscripts for the *PMLA* special topic Cities
- 15 Postmark deadline for submissions for *Profession 2005*

APRIL

- 1 Deadline for receipt of entries for the Lois Roth Award for a Translation of a Literary Work and the MLA Prize for a First Book for books published in 2004
- 1 Postmark and Web submission deadline for program copy from divisions, discussion groups, MLA committees, and allied and affiliate organizations
- 1 Postmark and Web submission deadline for proposals for special sessions for the 2005 convention
- 1 Postmark deadline for requests for audiovisual equipment for the 2005 convention
- 7 Deadline for receipt of requests for waiver of membership requirements for participants in the 2005 convention; organizers and panelists at the 2005 convention must be listed on MLA membership rolls
- 15 Deadline for receipt of requests for funds for speakers at the 2005 convention
- 30 Deadline for receipt of applications for dues subsidies for residents of developing or soft-currency nations

MAY

- 1 Deadline for receipt of entries for the 2005 competitions for works published in 2004 for the MLA Prize for Independent Scholars, the Mina P. Shaughnessy Prize, the Kenneth W. Mildener Prize, the Katherine Singer Kovacs Prize, the William Sanders Scarborough Prize, the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies, and the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies, for French and Francophone Studies, and for Italian Studies; for works published in 2003-04 for the MLA Prize for a Distinguished Scholarly Edition, the Morton N. Cohen Award, and the Aldo and Jeanne Scaglione Prizes for Studies in Slavic Languages and Literatures and for a Translation of a Scholarly Study of Literature

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