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EDWARD SAMARITA, JR.

GOVERNANCE

2006 Election Results

In the elections conducted last fall, Catherine Porter (French, State Univ. Coll. of New York, Cortland) was elected second vice president of the association. Porter will serve in that office in 2007, will become first vice president in 2008, and will succeed to the office of president in 2009.

Carlos J. Alonso (Columbia Univ.), Jane Harper (Tarrant County Coll., Northeast Campus, TX), and Francis Abiola Irele (Harvard Univ.) were elected members of the Executive Council for the term 2007–10. Alonso represents the field of Spanish, Harper represents the field of French, and Irele represents a field defined as "other" by the MLA constitution (art. 8.A.5). In terms of membership categories, all are regular members of the association.

Fifty new representatives were elected to the Delegate Assembly. Sixteen delegates were elected to represent special-interest categories in the assembly, and thirty-four 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 2007 *PMLA*.

In addition, eighty-seven members were elected to the division executive committees. Their names will also appear in the September 2007 *PMLA* and at the MLA Web site. □

GRANTS AND PRIZES

Winners of MLA Prizes Announced

The winners of twelve annual prizes and five biennial awards given by the MLA were recognized at the 2006 MLA convention in Philadelphia. James Michael Holquist, 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: Lorraine Piroux, "The Encyclopedist and the Peruvian Princess: The Poetics of Illegibility in French Enlightenment Book Culture" (*PMLA*, January 2006)

(continued on next page)

The Executive Summary of the report by the MLA Task Force on Evaluating Scholarship for Tenure and Promotion appears on page 26. The full report can be found at the MLA Web site (http://www.mla.org/tenure_promotion).

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James Russell Lowell Prize: Paula R. Backscheider, *Eighteenth-Century Women Poets and Their Poetry: Inventing Agency, Inventing Genre* (Johns Hopkins University Press, 2005), and W. J. T. Mitchell, *What Do Pictures Want? The Lives and Loves of Images* (University of Chicago Press, 2005)

Modern Language Association Prize for a First Book: Virginia Jackson, *Dickinson's Misery: A Theory of Lyric Reading* (Princeton University Press, 2005). Honorable Mention: Zhen Zhang, *An Amorous History of the Silver Screen: Shanghai Cinema, 1896–1937* (University of Chicago Press, 2005)

Kenneth W. Mildenberger Prize: Cristina Sanz, *Mind and Context in Adult Second Language Acquisition: Methods, Theory, and Practice* (Georgetown University Press, 2005)

Mina P. Shaughnessy Prize: Jean Ferguson Carr, Stephen L. Carr, and Lucille M. Schultz, *Archives of Instruction: Nineteenth-Century Rhetorics, Readers, and Composition Books in the United States* (Southern Illinois University Press, 2005)

Modern Language Association Prize for Independent Scholars: Henry Hitchings, *Defining the World: The Extraordinary Story of Dr. Johnson's Dictionary* (Farrar, Straus and Giroux, 2005)

Howard R. Marraro Prize: Christian Moevs, *The Metaphysics of Dante's Comedy* (Oxford University Press, 2005), and Graziella Parati, *Migration Italy: The Art of Talking Back in a Destination Culture* (University of Toronto Press, 2005)

Katherine Singer Kovacs Prize: Rubén Gallo, *Mexican Modernity: The Avant-Garde and the Technological Revolution* (MIT Press, 2005)

Aldo and Jeanne Scaglione Prize for Comparative Literary Studies: Evelyne Ender, *Architexts of Memory: Literature, Science, and Autobiography* (University of Michigan Press, 2005)

Aldo and Jeanne Scaglione Prize for French and Francophone Studies: Karen Sullivan, *Truth and the Heretic: Crises of Knowledge in Medieval French Literature* (University of Chicago Press, 2005)

Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies: Suzanne Stewart-Steinberg, *The Pinocchio Effect: On Making Italians (1860–1920)* (University of Chicago Press)

Aldo and Jeanne Scaglione Prize for Germanic Languages and Literatures: Johannes von Moltke, *No Place like Home: Locations of Heimat in German Cinema* (University of California Press, 2005)

Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work: Wilson Baldrige, *Recumbents: Poems (Gisants: Poèmes)*, by Michel Deguy (Wesleyan University Press, 2005)

Modern Language Association Prize for a Distinguished Bibliography: Patrick Spedding, *A Bibliography of Eliza Haywood* (Pickering and Chatto, 2004). Honorable Mention: James L. Harner, *World Shakespeare Bibliography Online* (Johns Hopkins University Press, www.worldshakesbib.org)

William Sanders Scarborough Prize: Alexander G. Weheliye, *Phonographies: Grooves in Sonic Afro-Modernity* (Duke University Press, 2005)

Modern Language Association Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies: Ralph E. Rodriguez, *Brown Gumshoes: Detective Fiction and the Search for Chicana/o Identity* (University of Texas Press, 2005). Honorable Mention: Michelle Habell-Pallán, *Loca Motion: The Travels of Chicana and Latina Popular Culture* (New York University Press, 2005)

Fenia and Yaakov Leviant Memorial Prize in Yiddish Studies: Amelia Glaser, *Proletpen: America's Rebel Yiddish Poets* (University of Wisconsin Press, 2005), and Goldie Morgentaler, *Survivors: Seven Short Stories* by Chava Rosenfarb (Cormorant Books, 2004)

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 coordinator of book prizes at the MLA office (646 576-5141; awards@mla.org). □

BIBLIOGRAPHY

MLA Bibliography Fellowships

The *MLA International Bibliography* offers field bibliography fellowships for a three-year period, beginning 1 July 2007 and ending 30 June 2010. The MLA seeks scholars of any level of seniority interested in training as field bibliography fellows and able to deliver at least one hundred citations each year. This opportunity is open to potential as well as existing field bibliographers. The MLA will provide materials and training meetings at the annual convention. Fellows attending training sessions will have their conference registration fees waived. On completion of the fellowship, they will receive a stipend of \$500 and a certificate at the awards ceremony during the Presidential Address at the MLA convention. It is hoped that recipients of these fellowships will continue submitting citations throughout their careers. Applications for the 2007 field bibliography fellowships are due 1 April 2007.

The basic criteria for application are MLA membership, a master's degree or PhD in a relevant field, and access to scholarly material for indexing. Please submit a letter of request, including qualifications and reasons for applying for the fellowship, and a current résumé or CV to Helen Slavin, *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 (hslavin@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.

Getting Out of the Underground

When I began teaching many years ago, my department was located in an ivy-covered gothic tower that housed the Yale Graduate School. Professors had offices with leaded windows that looked down on green lawns. The language instructors (native speakers and assistant professors) had offices in a literal basement, next to the boilers and with no windows at all. The fact that this was a Slavic department meant that the Dostoyevskian overtones of being in the underground were not lost on anyone.

The situation at Yale has since improved, and until recently those bad old days were merely a long-suppressed memory. The occasion for recollecting my first office next to the boiler room is the MLA Ad Hoc Committee on Foreign Languages report that was presented to the Executive Council at its October 2006 session. The report caps two years of work by a blue-ribbon group chaired by Mary Louise Pratt. The council greeted the report (which will be released to the membership later in 2007) with enthusiasm and created a subcommittee (which I chair) to go forward with its recommendations. While most members of the council were grateful for the report's trenchant criticisms and suggestions, at least one member—your humble servant—was startled as well by its muscular honesty. The committee's major recommendation is an urgent call to reorganize the structure of our foreign language departments. It was this open challenge to current hierarchies that forced me to think again about those long-ago days in the underground.

The difference between the basement and the tower turns out to be a realized metaphor for what the report calls "the two-tier system," the hierarchical separation of language teachers from the literature faculty that obtains in most departments of foreign languages. This division of labor has long been recognized, but rarely has the need to overcome it been pressed with the force and urgency found in the new report.

I hasten to add that this gap at the center of foreign language departments is not unique to them. I witnessed how broad the problem is on a recent trip in the West. I was guest of a newly appointed director of the writing program in the English department of a major university. My host (a professor of literature) remarked how touched she had been by the gratitude of people hired to teach composition when she would attend their meetings—it was apparently the first time in memory someone from the literature side had done so. While the new committee report focuses (as was its charge) on the implications of such a division for the future of language teaching in this country, the wider relevance of what the report says about two-tiered departments will be obvious to any member of ADE.

Teachers working in the language tier are often off their department's promotion track. So one further benefit of any reform of the two-tier system might well be that it could also address some of the inequities found in an academic labor market increasingly filled by auxiliary hires.

For these reasons the two-tier system is an ineluctable aspect of any attempt at real reform in foreign language teaching in this country—it's the very air we breathe.

The centrality of the system is precisely what will make it hard to change. It is so deeply ingrained in our culture that any transformation of it will test our cosmopolitan pretensions. We usually think of real politics as something that has to do with the world outside our departments. We know that there

is a great deal of political hugger-mugger that goes on within our departmental homes. But the campaigning that surrounds a new appointment, say, does not seem to rise to geopolitical significance. Departmental politics are invariably described as "petty." But rearranging faculty meetings to include both literature and language teachers in a serious effort to rethink departmental offerings is not petty. In many departments it would, in fact, be revolutionary. Coming together as part of a new effort to make the connection between language and literature coherent is the kind of change that has consequences for the whole profession.

I am convinced that the committee is correct when it writes, "foreign language departments, if they are to be meaningful players in higher education—or indeed survive as autonomous units—must radically transform themselves." It asks all tiers of foreign language departments to come together to work on how current divisions might be overcome in experimental new programs that would better unify the goals—shared by language and literature faculties, after all—of learning a language and absorbing a culture. To achieve the goal of deeper translingual and transcultural competence across the board, local changes that are only in the gift of separate departments will have to be made in a critical mass of those departments. The connection between local and global is not only economic but also academic and professional.

As a card-carrying philologist, I feel the need for this transformation with an almost personal urgency. The tradition that most associate with the name of philology bears some responsibility for the events that historically conduced to produce our current two-tier system. For millennia, philology was the study of other, usually ancient, languages for the express purpose of gaining access to the civilization of those languages. On the cusp of the nineteenth century, August Böckh, in his great encyclopedia of the discipline, summed it up as a combination of language, literature, and culture.

As often happens, his attempt to define a science came at a time when its subject was in decline. The University of Berlin, during the years Böckh taught there, was the international capital of classical philology. But it was also and at the same time the birthplace of modern linguistics. As language began to be studied as a topic of its own, the intimate bond with literature that had always been the defining characteristic of philology was broken. Two new academic disciplines now came into being: the study of national literatures and the study of language. Each had its own department as it pursued its own academic goals.

Since that time, like the sundered human beings in Aristophanes's myth in *The Symposium*, the study of language and the study of literature have longed to come together again. The foreign language department as we now know it in the American university is one version of how to patch together such a unity. It is an institution still haunted by ghosts from Protagoras to Böckh who urge that the only reason to learn another language is to gain access to the literary masterpieces of that language. As a lifelong professor of literature, I am sympathetic to this view—I, too, have heard the siren call of classical philology. But as someone who has also worked in Title VI centers over the years, I am aware there are many reasons to learn other languages. It is, in fact, some of these other reasons that our foreign

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language departments must now accommodate if we are to continue to play a role in American higher education.

Academics long blamed an innate parochialism for the difficulty of teaching foreign languages in the United States. There may be something to this notion, but we must guard against parochialism of another kind: our own certainties about the timeless values we serve by separating a presumably utilitarian study of language from the higher study of literary texts. The first stereotypes we must overcome are our own.

I am hopeful that we can come together in new configurations, if only because the stakes are so very high. Some will be more pessimistic because they will remember that since 1957, when the Russian launch of Sputnik galvanized the academy, the great philanthropies such as Ford and Rockefeller, and, finally, the federal government, we have seen several initiatives come and go: not only are languages slow to change, but so are attitudes about languages.

Before 1957, with rare exceptions (such as the campaign against German during World War I), the United States was spared the linguistic melodramas of European countries, like those that came in the wake of Latin's decline as the language of scholarship. Christian Thomasius created a sensation by lecturing in German on the cusp of the eighteenth century, as did Kierkegaard in the nineteenth century when he petitioned the king to allow him to write his dissertation in Danish. Things were only slightly less tumultuous when Matthew Arnold in 1857 became the first professor of poetry at Oxford to deliver his lectures in English. Later, the question of French or German in Alsace, the fate of Ukrainian in Ukraine during the Soviet period, and many other lugubrious examples dramatized the life importance of language, as, of course, did the fate of Korean under Japanese rule.

For a long time, we were able to avoid hard questions about language training. The United States for the most part assumed that English was a special case among languages, and our natural wealth and geographical isolation conspired, as de Tocqueville predicted it would, to make us regard other languages not only as foreign but also as somehow unnatural. Only the threat

of nuclear destruction delivered by Russian ICBMs was able to shake us from our virginal slumber.

The fact that we have been fighting the good fight for the lifetime of most MLA members should not discourage us. We really have been addressing the issue of language seriously for no more than fifty years. This is not a long time in view of the fundamental changes in mind-set that have to be made before a successful language training program can be inaugurated.

And the time is ripe: as influential political scientists such as Samuel Huntington begin to recognize the importance of culture in geopolitics, it becomes obvious to a wider constituency—one previously dismissive of language training—that foreign languages are not only valuable but crucial. The federal government has funded the Center for Advanced Study of Language, one of only nine advance research centers sponsored by Washington—and the other eight are devoted to science and technology. We shall have to be wary as we navigate through the new islands of federal support that are now emerging, funded by the Defense Department, the State Department, the Department of Education, and a plethora of intelligence agencies. Charting our course in these waters will call for exquisite political acumen.

Even more politically demanding, I believe, will be the forging of new bonds between currently separated citizens of the two-tier system that now obtains in most of our departments of foreign languages. There are new challenges outside our departments. We are being called on to introduce previously untaught languages, to design pedagogy that can better be used in heritage language learning, and in general to engage larger numbers of students in language learning. But none of these tasks can be achieved if we don't first put our own houses in order. The work of the Committee on Foreign Languages will serve as a guide to the profession, and I am eager to do what I can to help implement the urgent recommendations that Mary Louise Pratt and her colleagues have presented to us. Difficult as the new configurations will be to achieve, they hold out the possibility of participating in a historical undertaking: the possibility of realizing anew philology's ancient dream of consolidating the study of culture, literary texts, and language.

Michael Holquist

GRANTS AND PRIZES

Making Nominations for the Phyllis Franklin Award for Public Advocacy of the Humanities

In recognition of her long and distinguished service to the humanities as executive director of the Modern Language Association, the association honored Phyllis Franklin with the establishment of the Phyllis Franklin Award for Public Advocacy of the Humanities. The award honors a person who has fostered public support for the humanities through speaking, writing, policy making, or other activities and is open to academics and public figures outside the field and the academy, such as politicians, corporate leaders, foundation heads, journalists, educational administrators, and individuals from the world of arts and entertainment. Previously the award has been presented to Edward M. Kennedy (2003) and William G. Bowen (2005).

The officers of the MLA will review nominees for the award and will recommend names for consideration by the Executive Council. All suggestions, endorsements, and solicitations of comments on persons proposed for the award will be strictly confidential; the prize will be presented at the annual convention. Letters of nomination should include the full name and mailing address of the nominee; a list of the candidate's major works, accomplishments, and publications, if applicable; a statement of three hundred words or less commenting on the candidate's achievements; and at least one letter of support. Letters should be addressed to the president of the MLA and must arrive at the headquarters office by 1 April 2007. □

What Everyone from Graduate Students to University Presidents Can Learn from the Report by the MLA Task Force on Evaluating Scholarship for Tenure and Promotion

Why should everyone care about the issues raised in this report? Isn't it relevant only to those preparing to come up for tenure and those who evaluate tenure cases? While there is no doubt that both these groups will benefit from the work of the Task Force on Evaluating Scholarship for Tenure and Promotion, the findings of the report are also aimed at a wider audience throughout the academic community, including those who have leadership positions at university presses and libraries as well as in higher administration on campuses.

The tenure decision represents much more than an event in an individual scholar's career or a bureaucratic procedure in academic life. Tenure is at the very heart of the educational system, and the shifts in access to it deserve analysis and action. The task force approached its charge in exactly these terms. The executive summary of the report, published in this edition of the *MLA Newsletter* and on the MLA Web site (where the full report is also available), makes it clear that there are systemic issues we must all seek to address if we hope to have not only an equitable process for granting tenure but also a solid basis for a profession that has become seriously unbalanced.

Yes, unbalanced. According to our best sources, including MLA placement surveys, approximately one-third of those who earn a PhD in English and other modern languages receive tenure at the institutions that originally hired them in tenure-track positions. We estimate that sixty- to sixty-five percent of all English and foreign language PhD recipients find employment in a tenure-track position within five years of receiving their degree. Approximately ninety percent of those considered for tenure actually receive it, but what has happened to the other two-thirds of PhDs? Some never obtain a tenure-track position; others leave the institution that originally hired them and take a position on another campus (we have no way of tracking the career path of each person who earns a doctorate). Still others leave the academic profession entirely. I can't imagine that anyone finds these percentages acceptable. The top issue we must face as a profession is the erosion of the tenure-track job as the normative career outcome for the majority of those who graduate with a PhD. It could be argued that the undersupply of positions must be analyzed in relation to the oversupply of PhDs; even so, the percentage of all academic jobs that correspond to full-time tenure-track positions has diminished considerably, and the majority of hiring in recent years has been off the tenure track (at the risk of repeating myself from my last column, I urge you to read the AAUP's report on this issue at <http://www.aaup.org/AAUP/issuedes/contingent/contingentfacts.htm?PF=1>).

We probably need to start with the concept of tenure itself when we build arguments about reforming our tenure practices (and this is where presidents, provosts, and deans can lead in the dialogue). We would do well to remind ourselves of the obvious reasons for preserving tenure in academia (academic freedom and with it the rights of experts in the field to determine the curriculum). As Ernst Benjamin says, "tenure alone enables faculty to preserve their professional integrity and the creative conflict essential to the advancement of learning amid the intensifying institutional constraints of contemporary higher education" (<http://www.aaup.org/AAUP/issuedes/tenure/benjamin tenureimps.htm>). Whether we are looking at advances in science, medicine, human understanding, or language study,

the most creative work takes place when scholars are unfettered in pursuing research. All of us can think of examples of highly innovative—and risky—scholarship that came about because a tenured professor veered off the path where others had tread and discovered (sometimes quite literally!) an entire new structure that no one had ever seen.

Tenure status is only achieved after scholars pass through a very rigorous review process and have established their credentials using the accepted standards of scholarly inquiry. Tenured professors have the freedom (and responsibility) to pursue the most creative work they can once an institution has made a long-term commitment to their professional development. These are good reasons to continue advocating for tenure, but there is another more pragmatic reason of which we remind ourselves. Our current two-tiered system, with the majority of instructional staff off the tenure track, compels a diminishing group of tenured faculty members to do the "heavy lifting" (as it should be) when it comes to curricular planning, committee assignments, student advising, new faculty recruitment, and other institutional work that only those with job security and adequate compensation should be asked to undertake. The task force report addresses this point directly.

At the heart of the report are issues related to shifting tenure standards, such as "the tyranny of the monograph," to use Lindsay Waters's expression. The task force studied how standards for tenure have narrowed over the past several decades in ways that actually work against the advancement of scholarly knowledge in all the forms it can take. Less than thirty years ago, the monograph was not generally a requisite element in the tenure dossier, and in many other disciplines (such as linguistics and philosophy), there is no book requirement for tenure. The task force report examines how the monograph came to be seen as the gold standard for tenure cases and how universities and colleges assess different elements of scholarship (such as articles and translations) when considering candidates for tenure. Members of the task force recognize that many scholarly arguments are well suited for book-length manuscripts, but they also recognize that some monographs consist of a loosely connected compendium of articles that "have a spine" only because the backbone of a tenure case is the book. The task force therefore recommends that institutions evaluate scholarly work in all the forms it takes instead of emphasizing the monograph to the exclusion of everything else.

When we talk about scholarship in all of its expressions, we are also speaking of the material form. In the twenty-first century scholarly work is increasingly produced in digital media and in collaboration with other scholars. The task force thinks these new directions portend well for the future of our profession, but the profession has not yet caught up when it comes to evaluating work of this kind for tenure and promotion. Most departments have no experience performing reviews of scholarship published electronically, but many chairs who responded to our survey said that they would be receptive to considering work in the new media. The profession as a whole needs to marshal expertise in the area of digital scholarship. The MLA has taken the lead in a number of ways, such as providing guidelines for evaluating work with digital media

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in the modern languages (http://www.mla.org/guidelines_evaluation_digital), publishing a book on electronic textual editing (<http://www.mla.org/store/CID4/PID301>), and including publications in electronic form (serials, bibliographies, monographs, and, in the near future, archives) in the *MLA International Bibliography*.

One of the report's most tantalizing conclusions is that as a profession we need to rethink the forms scholarship takes, starting with the doctoral dissertation, which, in its current conceptualization, is often written as a larval book. Rather than ask students to force all their scholarly arguments to "assume the pose" (of a future monograph), graduate advisers might encourage students to develop their research with fewer restrictions on form. If graduate students had more freedom to explore the scholarly topics that most interest them and if they were liberated from the obligation to produce a draft of a book manuscript, the field might have a greater chance to see disciplinary knowledge advance (along with careers). Is not our highest academic freedom that of selecting a topic on which we have something unique to contribute?

How do we know whether what we have to say, as graduate students or senior scholars, passes the essential test of scholarly soundness? The task force answered this question by concluding that peer review continues to be the best form of evaluating scholarship for any purpose, and certainly for tenure. But, as the report pointedly states, current practices have produced a version of peer review on steroids when it comes to the number of outside letters sought for tenure cases. The report calls for institutions to assess candidates' work more thoroughly in-house and to cease relying so heavily on the reviews obtained from readers for presses or scholars at other campuses. Far too often, limited numbers of scholars at universities considered highly prestigious receive requests to evaluate tenure cases; specialists in the field of the tenure candidate who may be at other kinds of institutions may not even be asked. The number of outside letters has grown to the point of overkill at some institutions. The task force report encourages those responsible for establishing tenure review procedures to take a good look at the entire process with an eye toward aligning the mission and values of the institution with the criteria and processes for tenure, from the big picture (what's important on this campus? how do we support it and help faculty members develop it?) to the details (how many outside letters do we want? how will appointments in more than one department or program be evaluated?).

Some reports sit on shelves virtually untouched once they are complete, and others have legs that let them travel far. The report of the task force has already gone some distance (see, for example, the coverage in major publications on higher education as well as on many academic Web logs). John V. Lombardi, chancellor and a professor of history at the University of Massachusetts, Amherst, wrote a cogent analysis of the report in relation to research competition and the changing expectations for faculty productivity (<http://www.insidehighered.com/views/2007/01/11/lombardi>). We have plans to make sure the report travels further. One of the recommendations of the report is that department chairs receive training in how to prepare dossiers for tenure and promotion. We expect to help with this matter at summer seminars for English and language department chairs (see www.ade.org and www.adfl.org for seminar details). At conferences and at meetings of professional associations, members of the task force will give presentations tailored to audiences made up of deans, provosts, presidents, university press directors and acquisitions editors, and others who have a role in shaping the way scholarship is produced and evaluated. As debate and dialogue about the report continue, we will use MLA print and Web site publications to reflect on emerging views and to document changes that take place in the short and long terms.

Here's where all MLA members can have a role. Please take the executive summary to your colleagues, department chairs, and deans and encourage them to read the whole report (you can use this link to send it electronically: http://www.mla.org/tenure_promotion). You may wish to schedule discussions of the report and to let us know what the particular responses of your communities are. For example, you might look at the results of the survey the task force conducted and ask how your department compares with others in your institution's classification category. If tenure review policies in your department haven't been updated recently, you could instigate the process with the report in hand. You might also consider sending the report to colleagues in other humanities departments, since the concerns we raise overlap with what's going on in adjacent fields. To learn more about the background of the task force's work and the implications of its findings, read Michael Bérubé's article at <http://www.insidehighered.com/views/2006/12/08/berube>. Finally, I end this column as I often do: with an appeal to communicate your thoughts, your concerns, your needs, and your plans (execdirector@mla.org). Projects such as the one I've described originate with members such as you, and the work is done to help make your professional life better.

Rosemary G. Feal

BOOK NEWS

Call for Contributions in Approaches Series

For the series *Approaches to Teaching World Literature*, the Publications Committee has approved development of two new titles:

- *Approaches to Teaching the Poetry of John Gower*, edited by R. F. Yeager and Brian S. Gastle
- *Approaches to Teaching Behn's Oroonoko*, edited by Cynthia D. Richards and Mary Ann O'Donnell

If you wish to contribute to either of these volumes, please send your name and mailing address to Sonia Kane at the MLA office by 1 April 2007 (skane@mla.org; fax: 646 458-0030). □

CONVENTION

Department Chairs' Hotel Reservations

In August 2007 the MLA convention office will mail chairs of departments that are paid members of ADE or ADFL by 1 June 2007 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' 2006–07 membership status should contact Roy Chustek at the MLA office (646 576-5133; rchustek@mla.org). □

GOVERNANCE

Membership Ratification Vote

In December 2005 the Delegate Assembly approved a resolution that was presented to the membership for ratification this past fall. The membership ratified the resolution, the preamble and text of which are printed below.

Resolution 2005-1

Whereas the Academic and Student Bills of Rights (A/SBOR) will, wherever embodied in legislation, give some power over course content and faculty expression to one or another governmental agency, encouraging it to define such matters as "indoctrination," "substantive disagreements" and "controversial matter," "appropriate," and the "spectrum of significant scholarly viewpoints"; and

Whereas, therefore, the purpose of these initiatives is the violation of academic freedom of both students and faculty members;

Be it resolved that the MLA oppose the A/SBOR and all related legislation. □

GOVERNANCE

Summary of Delegate Assembly Actions in Philadelphia

At its meeting on 29 December 2006 in Philadelphia the Delegate Assembly took the following actions.

The assembly conducted four elections. In the balloting for the Delegate Assembly Organizing Committee, Bonnie Kime Scott (English, San Diego State Univ.) and Cynthia Skenazi (French, Univ. of California, Santa Barbara) were elected to three-year terms (2007-09). Sara Clarke Kaplan (American, Univ. of Illinois, Urbana), Lucille Kerr (Spanish, Northwestern Univ.), Adalaide Morris (English, Univ. of Iowa), and John Richetti (English, Univ. of Pennsylvania) won two-year terms (2007-08) on the Nominating Committee. Elected to the Elections Committee for two-year terms (2007-08) were Chris Castiglia (Loyola Univ., Chicago), Katie Hogan (Carlow Univ.), and Roberta L. Krueger (Hamilton Coll.). Finally, Louise Erdrich and Jacques Roubaud were elected honorary fellows of the association. The assembly's election of honorary fellows is subject to ratification by the membership. This ratification vote will be conducted later this year.

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. Delegates had the opportunity to comment on or ask questions about the reports.

The assembly also received an interim report from the Ad Hoc Committee on the Structure of the Annual Convention in which the ad hoc committee asked the assembly to endorse two recommendations that the committee planned to present to the Executive Council at the council's February 2007 meeting. The recommendations, which the assembly endorsed, dealt with changing the dates of the MLA Annual Convention to the first Thursday through Sunday following 2 January and with eliminating two late-evening paper-reading session slots (8:45-10:00 p.m. on the first day and 9:00-10:15 p.m. on the third day of the convention).

In other business, the assembly approved two motions and two resolutions. In the first motion, the Delegate Assembly urged the Executive Council to "to actively pursue the city of New Orleans as the site of its next open conference venue." The second motion was one of thanks to the Executive Council for "its decision to subscribe to the Informed Meetings Exchange." The motions will be forwarded to the Executive Council in February, and the council will consider their implementation. The two resolutions will also be forwarded to the Executive Council in February. Following the provisions of article 7.B.3 of the MLA constitution, the council will conduct a review of the constitutional, legal, and fiduciary issues posed by the language of the resolutions. If the resolutions do not pose any constitutional, legal, or fiduciary problems, the council will forward them to the membership for ratification. The membership ratification vote will be conducted later this year.

A complete report of the Delegate Assembly meeting will appear in the May 2007 issue of *PMLA*. □

CONVENTION

Calls for Papers for 2007 Convention in Chicago

The 2007 convention will be held in Chicago. Members should familiarize themselves with the guidelines for the MLA convention, which appear in the September 2006 *PMLA* (pp. 946-51), before writing to the organizers listed below. If not provided, organizers' addresses are available on the MLA Web site to MLA members and listed in the September 2006 *PMLA*. All participants in convention sessions must be MLA members by 7 April 2007. 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

Brave New World: Digital Scholarship and the Future of Early American Studies. Research or teaching with new technologies; digital archives and databases; Text Encoding Initiative; blogs; wikis. Abstracts by 15 Mar.; Mark Kamrath (mkamrath@pegasus.cc.ucf.edu).

Interactions: Old Documents, Present Interests, Early American Studies. Working where the past touches the present: contemporary uses and abuses of early American memory (colonialism, church and state, the founders, indigenous histories). Abstracts by 15 Mar.; Kristina Bross (kbross@purdue.edu) or Joanna Brooks (jmbrooks@mail.sdsu.edu).

The Matter of Things in Early American Writings. Objects in literature; material culture and genre; aesthetics or politics of material form; theory and practice of literary materialism. How do objects inform subjectivity or collective imaginings? Abstracts by 15 Mar.; Martin Brueckner (brueckner@english.udel.edu).

19TH-CENTURY AMERICAN LITERATURE

Critical Pedagogy and the 19th Century. Critical pedagogy, civic engagement, service-learning in 19th-century courses or using 19th-century texts. Related work on 19th-century schooling—theories, practices, people—also welcome. Abstracts, short vitae by 15 Mar.; Patricia Crain.

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Reading Minds. Thinking in the 19th century. Theories of mind, cognition, consciousness (individual, group, mass) in historical perspective. Psychology, neurology, spiritualism, etc. in relation to literary forms. Brief abstracts by 15 Mar.; Eliza Richards.

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

Global Chicago. The role of Chicago in organizing global circulations of knowledge, people, and markets and in localizing and institutionalizing urban theory, social sciences, and cultural production. Abstracts by 10 Mar.; Bill Brown (wlbrown@uchicago.edu).

20TH-CENTURY AMERICAN LITERATURE

Ethnic Fictions and American Geographies. How does land figure in post-1960 ethnic literatures? How do narratives of indigeneity, migration, and diaspora engage dominant geographies? 1–2-page abstracts by 5 Mar.; Shari Huhndorf (sharih@uoregon.edu).

Paranoia as Style. All periods and genres, including biography and psychological, political, racial, horror, surreal, and postmodern narrative, poetry, and drama. 1–2-page abstracts by 5 Mar.; John Wharton Lowe (jlowe@lsu.edu).

The Poetics of Urbanity. Inspired by developments in urban studies, globalization, affect, everyday life, and literary history, this panel calls for papers that open a poetics of urbanity to new conceptual indications. 1–2-page abstracts by 5 Mar.; Lauren Berlant (L-berlant@uchicago.edu).

BLACK AMERICAN LITERATURE AND CULTURE

Bound to Respect: Surviving Dred Scott. Marking two anniversaries: US v Sandford (150th), abolition of Atlantic slave trade (200th). On issues/legacies of legal cases and slavery. 250–500-word proposals with vitae by 15 Mar.; Joycelyn Moody (moodyjk@slu.edu).

Chicago Renaissances and Migrations: 1932–50 Chicago. Literary cosmopolitanism, intellectual and cultural productions by figures such as Brooks, Burroughs, Kendricks, Walker, Wright, Yerby, Catlett, Cayton, Drake, Dunham. 500-word abstracts with vitae by 15 Mar.; Daylanne English (englishd@macalester.edu).

AMERICAN INDIAN LITERATURES

Red and Black: Comparative Symbols of Survival. How do totems and symbology in Native American and African American literatures connect nature to humanity? Explore relations between these literatures that negotiate colonization, redefine humanity. Abstracts by 1 Mar.; Chezia Thompson Cager (dr.cbt@verizon.net).

ASIAN AMERICAN LITERATURE

Marketing Childhood and Adolescence in Asian American Literature. Theoretical analyses of texts and graphic novels about childhood and adolescence and targeted for youths, contextualized by examining their publishing, networking, and marketing. Ab-

stracts and vitae by 15 Mar.; Greta Niu (greta.niu@rochester.edu).

Poetry's Place in Asian American Studies. Roundtable addressing the relative lack of attention to poetry in shaping the field and offering conceptual frameworks for why poetry matters. Polemical presentations especially welcome. Abstracts and vitae by 15 Mar.; Tina Chen (tina.chen@vanderbilt.edu).

Racial Allegory. Narratives about Asian Americans that do not explicitly reference racialized bodies or subjects. How does "Asianness" circulate symbolically? To what end? Theorizing implications of invoking race metaphorically in American literature and culture. Abstracts and vitae by 15 Mar.; Leslie Bow (lbow@wisc.edu).

CHICANA AND CHICANO LITERATURE

Chicana/o Textual Practices and the Politics of Assimilation. Papers on how assimilation is a social practice textualized in Chicana/o literature. How can assimilation be understood as both social practice and textual practice?

Comparative Latinidades: The Institutional Politics of Chicano/Latino Studies. What should a comparative Latina/o studies look like? What institutional divisions and spaces affect it? What disjuncture exists between institutions and critical practice? Papers by 7 Mar.; Rafael Pérez-Torres (perez@ucla.edu).

Comparative Studies

COMPARATIVE STUDIES IN MEDIEVAL LITERATURE

Translation as Theory? *Translatio* as the site of medieval literary theory, medieval writers as translators and the theoretical and critical implications of their activities, the pedagogical and theoretical implications of teaching medieval literature in translation, etc. Abstracts by 15 Mar.; Seth Lerer (lerer@stanford.edu).

COMPARATIVE STUDIES IN RENAISSANCE AND BAROQUE LITERATURE

Peregrine Words: The Violence of Translation. What early modern cultural conditions make certain words indelibly strange and nonresponsive to translation and domestication? Translations, dictionaries, commentaries, and commonplace books are all fair game. Abstracts by 1 Mar.; Heather James (hjames@usc.edu).

Traumatic Experience of the Baroque. The relation of baroque style to trauma, including conquest in Latin America and the Counter-Reformation in central Europe. Abstracts by 15 Mar.; Gordon Teskey.

War . . . Peace . . . : Negotiation in Early Modern Europe. Abstracts on any or all of the topics including treatments of epic poetry, war stories, myths of a golden age, diplomacy, captivity narratives, domestic strife, etc. Abstracts by 1 Mar.; Abby Zanger (Abby.Zanger@tufts.edu).

COMPARATIVE STUDIES IN 18TH-CENTURY LITERATURE

The Humanities as Enlightenment Science. Abstracts by 15 Mar.; Tom DiPiero (thomas.dipiero@rochester.edu).

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 should indicate their audiovisual needs when they respond to a call for papers and 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.

The Other in the Enlightenment. Abstracts by 15 Mar.; Lisa Moore (llmoore@mail.utexas.edu).

The Portability of the Enlightenment. Abstracts by 15 Mar.; Lydia Liu (LL2410@columbia.edu).

COMPARATIVE STUDIES IN ROMANTICISM AND THE 19TH CENTURY

Literary States of Exception. Papers that analyze the aesthetic and political implications of such a state of exception in later-18th- and 19th-century literature in a comparative context.

The Poetry of the Political. Comparatist appraisals of the links between lyric poetry and political theory and practice from Romanticism through the end of the 19th century. Abstracts by 15 Mar.; Kevin McLaughlin (kevin_mclaughlin@brown.edu).

Untiming the 19th Century: Temporality and Periodization. How to think a century? Exploring the politics of periodization; apocalyptic time; late style, pastness as lastness; decadence as temporal unfittedness; century symptoms and century fear. Abstracts by 5 Mar.; Emily Apter (ea31@nyu.edu).

COMPARATIVE STUDIES IN 20TH-CENTURY LITERATURE

Comparative Literature and Transnational Regionalism. Against globalizing trends that obliterate cultural difference and nationalisms that exacerbate it, we focus on the interplay of literary cultures in transnational regions (Latin America, East Asia, East-Central Europe, etc.). Abstracts by 15 Mar.; Marcel Cornis-Pope (mcornis@vcu.edu).

Networked Margins. New communication networks connect ethnic and linguistic diasporas in ways that revise center and periphery orthodoxies. Can humanistic knowledges explain the new technologically driven global networks? Abstracts by 15 Mar.; Natasha Barnes (nbbarnes@uic.edu).

Stolen Childhoods: Narratives at Work in the World. Can testimony, memoir, and fiction reclaim ethnic and social identities or recover space for childhoods lost through war, forcible

adoption, and displacement? Can narratives alter these situations? Abstracts by 15 Mar.; Margaret Higonnet (margaret.higonnet@uconn.edu).

EUROPEAN LITERARY RELATIONS

Walter Benjamin: "The Last European." How did Benjamin's concept give voice not only to fears about emigrating to America but to a sense of living at the end of an era?

Canonizing Translations. What makes a translation standard? Why are there multiple translations of works from Dante to Kundera? How do criteria for translations differ from one European literary culture to another?

Green Europe. What is the relation between literature and the natural environment? How does it evolve from Renaissance pastoral to contemporary texts? What is the role of science in ecocriticism? Papers by 5 Mar.; Frederick de Armas (fdearmas@uchicago.edu).

English Literature

OLD ENGLISH LANGUAGE AND LITERATURE

The Discourse of Things: Representing Material Culture in Anglo-Saxon Literature.

Giving Voice and Speaking Silence: Empowerment through Speech in Anglo-Saxon Literature.

Open Session Papers on Any Old English Topic. 250-word abstracts by 15 Mar.; Andy Orchard, Centre for Medieval Studies, 39 Queen's Park Crescent East, Toronto, ON M5S 2C3, Canada (andy.orchard@utoronto.ca).

MIDDLE ENGLISH LANGUAGE AND LITERATURE, EXCLUDING CHAUCER

Engendering Visions, Envisioning Gender. How the author/narrator's gender affects content or style, how gender is constructed, or the body envisioned, in Middle English dream visions and mystics' texts. 250-word abstracts by 15 Mar.; Lorraine K. Stock (lstock@uh.edu).

Middle English Alliterative Poetry: Conquest and Contact. How do Middle English poets "conquer" or make contact with different cultures, literary and intellectual traditions, or clerical and lay audiences? 250-word abstracts by 15 Mar.; Emily Steiner (steinere@sas.upenn.edu).

Narrative: Theory and Practice. What or who made Middle English writers think a "tale well told"? Prose, poetry, cross-genre, "truth" or fiction, early and late? 250-word abstracts by 15 Mar.; R. F. Yeager, Dept. of English and Foreign Langs., Univ. of West Florida, Pensacola 32514 (rfyeager@hotmail.com).

CHAUCER

Chaucerian Objects. Objects in Chaucer's poetry as well as Chaucer's poetry as various kinds of object, material and otherwise—all kinds of "object relations" wanted. 1–2-page abstracts by 1 Mar.; Elizabeth Scala (scala@mail.utexas.edu).

Chaucer on the Continental Divide. Papers exploring the relation between Chaucer's "Englishness" and Continental literary cultures or seeking to bridge the gap between the native and the European Chaucers. 1–2-

page abstracts by 1 Mar.; Michael Calabrese (mcalabr@calstatela.edu).

Specters in and of Chaucer: What ghosts—historical, fantasmatic, literary, aesthetic or otherwise—haunt Chaucer's poetry? How and where does Chaucer haunt those who come after him, ourselves included? 1–2-page abstracts by 1 Mar.; Patricia Clare Ingham (pingham@indiana.edu).

LITERATURE OF THE ENGLISH RENAISSANCE, EXCLUDING SHAKESPEARE Aesthetics and Interpretation in English Renaissance Literature. Questions of aesthetics, form, and beauty in English Renaissance literature (and its interpretation). Literature and music, literature and the visual arts. 1–2-page abstracts or papers by 9 Mar.; Susanne Wofford.

Early Modern Research in the Digital Age. How has research changed with access to digitally based media and collections (EEBO, ESTC, etc.)? Have the effects been salutary? deleterious? both? 1–2-page abstracts by 9 Mar.; Jonathan Gil Harris.

Renaissance Drama, Excluding the Public Theater: University, Closet, Court. How does coterie drama in private venues create its own theatrical language and conventions? What options does its amateur status enable? 1–2-page abstracts by 9 Mar.; Maureen Quilligan and Margaret Hannay.

SHAKESPEARE

Shakespeare: Friendship and Rivalry. Linked or opposed in Shakespeare's plays and poems? in his career? in his literary afterlife? E-mail 1–2-page abstracts or 8-page papers by 1 Mar.; Lars Engle (lars-enge@utulsa.edu) and Mary Crane (mary.crane@bc.edu).

17TH-CENTURY ENGLISH LITERATURE

Great Divides. Papers that reexamine the traditional watershed moments in 17th-century literature and culture. 2-page full abstracts by 9 Mar.; Ann Baynes Coiro.

Andrew Marvell and Allusion. Papers addressing allusion and its politics in Marvell's works or in texts referring to Marvell and his works. 2-page full abstracts by 9 Mar.; Nigel Smith.

Reading 17th-Century Genders in the 21st Century. Papers that address recent approaches to 17th-century genders and suggest future directions. 1–2-page detailed abstracts by 9 Mar.; Rachel Trubowitz.

RESTORATION AND EARLY-18TH-CENTURY ENGLISH LITERATURE

After McKeon: The Public Sphere. Reexaminations of our understanding of the public-private distinction, not limited to considerations of intimacy, publicity, interiority, affect, and the roles of the familiar and the strange. Abstracts by 12 Mar.; Kathryn Temple (templek@georgetown.edu).

Got ECCO? The Contents and Discontents of Electronic Media for Early Modern Studies. What are the politics and practicalities, delights and difficulties, possibilities and repercussions of the e-empire of archives and

journals? Abstracts by 12 Mar.; Cynthia Wall (wall@virginia.edu).

New Poetic Archives. Papers focusing on the impact of new archives, including electronic databases, on the field of Restoration and early-18th-century poetry: uncovering lesser-known works, shedding new light on familiar ones. Abstracts by 12 Mar.; Ann Louise Kibbie (akibbie@bowdoin.edu).

LATE-18TH-CENTURY ENGLISH LITERATURE

Is 18th-Century Studies Changing Literary Studies? I and II. Disciplinary change through quantitative study of readers, authors, publishers (St. Clair, Moretti, Sher, Raven), book not as commodity but capital asset; is there a text in these books? Abstracts, vitae by 1 Mar.; Janet Sorensen.

THE ENGLISH ROMANTIC PERIOD

Blake at 250. Exploring the state of the art of Blake scholarship, including Blake's relation to religion, politics, and the arts, as well as his problematic affiliation with Romanticism. Abstracts by 10 Mar.; Saree Makdisi (makdisi@humnet.ucla.edu).

Romanticism, Medicine, and Mind. Cognition, affect, psychology; addiction and repetition; pharmacology; and their bearing on Romantic literary production. Abstracts by 10 Mar.; Peter Manning, Obermann Center for Advanced Studies, N134 Oakdale Hall, Univ. of Iowa, Iowa City 52242-5000 (pmanning@notes.cc.sunysb.edu).

Romanticism, Religion, and the Secular. Abstracts by 10 Mar.; William Galperin (william.galperin@rutgers.edu).

THE VICTORIAN PERIOD

Mid-Victorian Self-Assessments I: Images of the Age.

Mid-Victorian Self-Assessments II: Victorians between Past and Future.

Mid-Victorian Self-Assessments III: The Social Role of Art. How did mid-century Victorians represent themselves in words and images? How did print culture differentiate the 1850s from Britain's past and future? What was art's social responsibility? 2-page abstracts by 2 Mar.; Robert L. Patten (patten@rice.edu).

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

Global Perspectives on Modernism and Modernity. How are the literatures of modernism and modernity perceived, altered, rejected in non-Western cultures? 250-word abstracts from African, Arabic, Asian, Australasian, Latin American traditions by 15 Mar.; Regenia Gagnier (r.gagnier@exeter.ac.uk).

Localizing Modernisms. How do modernist texts address local cultures, use particular languages, emerge from distinct literary traditions, or produce universalizing narratives that override regionalism? Abstracts by 15 Mar.; Talia Schaffer (talia.schaffer@qc.cuny.edu).

Modernist Mean Time. Global approaches welcome. Approaches to when (a) modernism or modernity begins; how it proceeds; relation
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to particular discourses of rupture, continuity, periodization, temporality, ends of history, Greenwich mean time, standardization. Abstracts by 15 Mar.; Jessica Burstein (jb2@u.washington.edu).

20TH-CENTURY ENGLISH LITERATURE

The Extreme Century. Papers that theorize or explore “extreme” representation in relation to modernity’s aesthetic, political, critical, cultural, or ethical extremes, using multiple texts and genres in a global frame. Abstracts and vitae by 9 Mar.; Jennifer Wicke (jaw2b@virginia.edu).

Modernism in the World. Position papers on global circulation and appropriation of modernism; transnational history of the modernist book; modernism outside of Europe and the United States; how modernist texts calculate their place in world. Abstracts and vitae by 1 Mar.; Rebecca L. Walkowitz (rwalkowitz@wisc.edu).

ENGLISH LITERATURE OTHER THAN BRITISH AND AMERICAN

Resistance to English in Anglophone Literature. Is English a viable postcolonial language? Where does the Asmara Declaration of 2000 stand today? “Englishes”? How does translation theory relate? 250-word abstracts by 15 Mar.; John Hawley.

The Six-Day War 40 Years Later. Literary representations. Proposals by 20 Mar.; Wail S. Hassan.

Violence, Terrorism, and Human Rights. New English literatures brood with anxiety over issues that have descended as new forms of personal affliction. 250-word abstracts by 15 Mar.; Pradyumna S. Chauhan.

French Literature

FRENCH MEDIEVAL LANGUAGE AND LITERATURE

Alain Chartier. Abstracts by 20 Mar.; David Hult (dhult@berkeley.edu).

Mouvance Revisited. Abstracts by 20 Mar.; Jody Enders (jenders@french-ital.ucsb.edu).

The Power of Prose. Abstracts by 20 Mar.; Michelle R. Warren (michelle.r.warren@dartmouth.edu).

16TH-CENTURY FRENCH LITERATURE

Open Session. Submissions on any topic related to 16th-century French literary studies.

Portraits of the “Other” in French Renaissance Texts. A theme session exploring representations of “Others” in 16th-century French literature. 8–10-page papers or 500-word abstracts by 16 Mar.; Roberto E. Campo, Dept. of Romance Langs., 2322 Moore Humanities and Research Administration Bldg., Univ. of North Carolina, Greensboro 27402 (recampo@uncg.edu).

17TH-CENTURY FRENCH LITERATURE

Dissonant Denouements. Interpretations of works whose endings clash with genre or reader expectations: for example, *Tartuffe*’s precarious “happy ending,” *La Princesse*

de Clèves’s refusal to follow the “marriage plot.” 400-word abstracts by 15 Mar.; Barbara Woshinsky (bwoshins@miami.edu).

Open Session. Papers on any aspect of French 17th-century literature and culture. 400-word proposals by 15 Mar.; Nicholas D. Paige (npaige@berkeley.edu).

Quarrels, Debates, and Controversies.

Proposals may address one of the following fields, broadly defined: literary and cultural quarrels; scientific, philosophical, and theological polemics; public and private debates or disputes. 400-word proposals by 15 Mar.; Erec R. Koch (erkoch@tulane.edu).

18TH-CENTURY FRENCH LITERATURE

The Drame Bourgeois at 250. Reconsidering Diderot’s *Le fils naturel* (1757) and related texts in their aesthetic, philosophical, and ideological dimensions. Submissions on other bourgeois dramatists, within and beyond French borders, welcome. 1-page abstracts by 15 Mar.; Caroline Weber (cw2263@columbia.edu).

Enlightenment Experiments. National or international; scientific, aesthetic, or political; successful, contested, or failed. In honor of the tricentennial of Buffon’s birth, author of *L’histoire naturelle*. 1-page abstracts by 15 Mar.; Tili Boon Cuillé (tbcuille@artsci.wustl.edu).

Precursors. Early instances of 18th-century phenomena (*philosophe*, epistolary novel, *libertinage*). 18th-century precursors to later developments (the intellectual, Romanticism). Historical problems: the precursor as a retrospective construct; false and noncontinuities. 1-page abstracts by 15 Mar.; Geoffrey Turnovsky (gt2@u.washington.edu).

19TH-CENTURY FRENCH LITERATURE

The Descent of Science. From the early 19th-century rise of biological disciplines to the social inscription of Darwinism, the influence of evolutionary science on arts and letters. 1-page abstracts by 10 Mar.; Adrianna M. Paliyenko (ampaliye@colby.edu).

The Press. All aspects of 19th-century journalistic culture; newspapers and literature; the press and literary scholarship. 1-page abstracts by 10 Mar.; Maurice Samuels (maurice.samuels@yale.edu) and Daniel Desormeaux (ddd@uky.edu).

Utopian Philosophies: Homage to Frank P. Bowman (1927–2006). Literary, social, and political ramifications of religion in French Romanticism; contributions of “minor Romanics” to literature, philosophy, and history. 1-page abstracts by 10 Mar.; Catherine Nesci (cnesci@french-ital.ucsb.edu).

20TH-CENTURY FRENCH LITERATURE

Le “Chicago Français”: Gangsters, Polars, and Other Mischief. Representations of gangsters and crime in French film and detective fiction and their connection to the city, society, and ethics. All approaches welcome. Abstracts by 15 Mar.; Peter Schulman (pschulma@odu.edu).

Generational and Geographical Dialogue. What changes take place between generations of French writers and how do these changes relate to the dialogue between France and the

rest of the Francophone world. Papers or substantial abstracts by 15 Mar.; Bella Brodzki.

FRANCOPHONE LITERATURES AND CULTURES

Francophone Cultural Expressions in the Middle East (Excluding the Maghreb) and Asia. Abstracts by 1 Mar.; Aliko Songolo (asongolo@wisc.edu).

Productions théâtrales francophones aujourd’hui. Abstracts by 1 Mar.; Roseanna Dufault (r-dufault@onu.edu).

Transnationalism, Transculturalism, and Cosmopolitanism in Francophone Literature and Film. Abstracts by 1 Mar.; Joëlle Vitiello (vitiello@macalester.edu).

Genre Studies

DRAMA

Technologies of Performance. How do technologies (of stagecraft, communication, or self) operate in drama and performance? And what impact (cultural, social, aesthetic, etc.) does “technology” have in or as performance? 250-word abstracts by 15 Mar.; Karen Shimakawa (kshimakawa@nyu.edu).

FILM

The Ends of Cinema in the Digital Age. Abstracts by e-mail attachment by 1 Mar.; Anna Everett (chair@filmstudies.ucsb.edu) and Nora Alter (nma@clas.ufl.edu).

Film and the History of Technology. Where does “film” begin? How does film reinvent itself in times of technological change (for example, the coming of sound or Technicolor)? Abstracts by 1 Mar.; Alice Kuzniar (akuzniar@email.unc.edu)

NONFICTION PROSE STUDIES, EXCLUDING BIOGRAPHY AND AUTOBIOGRAPHY

Alternative Approaches to Telling History. Papers on *The 9/11 Report: A Graphic Adaptation* especially welcome. E-mail abstracts by 15 Mar.; M. Claire Pamplin (mpamplin@bmcc.cuny.edu).

Consuming Ideas: Food in Nonfiction.

Nonfiction treatments of food (text, photo, film, etc.), including dining, taste, cooking, cookbooks, food production, hunger, starvation, relation of food to culture. Abstracts (by e-mail only) by 15 Mar.; Daniel J. Martin (dan.martin@rockhurst.edu).

The Indigenous Press. Examinations of newspapers, journals, presses run by indigenous people in historical and contemporary contexts. Role of the press in politics, culture, literacy programs, and language preservation. E-mail abstracts by 15 Mar.; Laura E. Lyons (lelyons@hawaii.edu).

POETRY

Documentary Poetries. Poetries using documents to record, inform, persuade, or move, with emphasis on poems as part of the material conditions, technologies, and political histories of their moments. E-mail 250-word abstracts by 1 Mar.; Adalaide Morris (dee-morris@uiowa.edu).

Poetry and Globalization. Papers on poetry and globalization, with an emphasis on work

that formally engages material, cultural, social, or technological dimensions of global change. 250-word abstracts by 1 Mar.; Jahan Ramazani (ramazani@virginia.edu) and Michael Davidson (mdavidson@ucsd.edu).

PROSE FICTION

Narrative and Image. Narrative against, with, through, alongside the visual in media such as dance, film, graphic novels, photography, comics, painting, diagrammatics, hypertext, anime, etc. 500-word proposals (electronic format) by 1 Mar.; Judith L. Sensibar (jlsensibar@earthlink.net).

LITERARY CRITICISM

Literary Criticism for the 21st Century. Are there promising models for literary criticism for this new century? Propose a model or offer an analysis of the situation of literary criticism. Abstracts (500 words max.) by 15 Mar.; Jonathan Culler (jdc9@cornell.edu).

METHODS OF LITERARY RESEARCH

Ethnographic Research and Noncanonical Literatures. Papers describing the recovery, analysis, and communication of noncanonical literatures, oral or written, through interviews with informants, exploring community archives, or other methods. 500-word abstracts by 15 Mar.; Nancy Moore Goslee (ngoslee@utk.edu).

Free Culture: Intellectual Property and Restricted Archives. Papers on topics ranging from censorship to restricted access to government or private archives or on other related topics. Abstracts by 15 Mar.; William Baker (wbaker@niu.edu).

AUTOBIOGRAPHY, BIOGRAPHY, AND LIFE WRITING

Celebrity Life Writing. Rhetorical, aesthetic, and ideological dimensions of celebrity narratives in print, broadcast media, and online. Production of celebrity representations—ghost writing, authorized lives, “reality” shows, scandal. 1–2-page abstracts and short vitae by 10 Mar.; Craig Howes (craighow@hawaii.edu).

Incest in Autobiography. Autobiographical accounts, cultural proscription, literary treatments, legal punishment, varying taboos. 1–2-page abstracts and short vitae by 10 Mar.; Sarah Bird Wright (swright4@richmond.edu).

Sketches from Life. Word and image as theory, form, practice in (auto)biographies in any format or context. Topics include portraits and illustrations; ekphrasis; interiors, landscapes; visual tropes; artistic lives. 1–2-page abstracts and short vitae by 10 Mar.; Alison Booth (ab6j@virginia.edu).

German Literature

GERMAN LITERATURE TO 1700

Open Topics in Medieval and Early Modern Studies.

What Is Empire? The interplay between literary culture and imperial politics and ideas in medieval and early modern Germany. New critical approaches to “empire” encouraged. Abstracts (400 words max.) by 1 Mar.; Willard R. Hasty (hasty@ufl.edu).

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

Terror and Human Rights. What do 18th- and early-19th-century German-language culture and literature contribute to an understanding of terror, human rights, and interactions between the two concepts? Abstracts by 5 Mar.; Robert Tobin (tobin@whitman.edu).

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

Publishing Culture (1815–1930) I: Writers and Their Publishers. Writing and publishing during social and political upheaval in the German-speaking world as the publishing industry boomed and diversified, readership expanded and democratized, women entered print culture en masse, and elites sought to define art exclusively.

Publishing Culture (1815–1930) II: Niche Genres and Niche Markets. Topics might include children’s and youth literature, crime fiction, romance novels, etiquette books, magazines, encyclopedias.

Publishing Culture (1815–1930) III: Elite Culture within Mass Markets. Topics might include art books, poetry, rare book culture. 1-page proposals by 1 Mar.; Lynne Tatlock (ltatlock@wustl.edu).

20TH-CENTURY GERMAN LITERATURE

German Culture and Political Violence. Papers should focus on representations and theories of political violence in 20th-century German-speaking countries. 200–250-word abstracts by 16 Mar.; Julia Hell (hell@umich.edu).

Hispanic Literatures

LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO 1900

Desired Nations. Discourses of emancipation in Spanish America. New nations, emancipation and utopia; nationalism as project; nation as a desired object. All critical approaches

welcome. 2-page proposals by 1 Mar.; Alberto Julian Perez (julian.perez@ttu.edu).

Monstruario: Teratology and Culture. Monstrosity, deformity, and abjection as key tropes of class, gender, and race in Latin America. Revulsion, fear, anxiety, and the cultural politics of horror and disgust. 2-page proposals by 1 Mar.; Carlos Jáuregui (carlos.a.jauregui@vanderbilt.edu).

Ventriloquism as Writing. Does speaking for and through the racial or sexual other trouble the foundational-national fiction? Approaches might include psychoanalytic, performance, discursive, queer, or postcolonial theory. 2-page proposals by 1 Mar.; Benigno Trigo (Benigno.Trigo@vanderbilt.edu).

20TH-CENTURY LATIN AMERICAN LITERATURE

Forty Years after One Hundred Years of Solitude: The Future of the Boom. Boom authors and texts especially worth reading, teaching, and writing about. The boom’s future as a critical category. 1-page abstracts by 10 Mar.; Roberto I. Díaz (rdiaz@usc.edu).

The Future of Central America: Recentering Latin American Literature and Culture. Papers on the concept of regional and national identities relative to recent trends in Central American literary and cultural production. 1-page abstracts by 10 Mar.; Jill S. Kuhnheim (jskuhn@ku.edu).

La poesía del presente. Critical approaches to recent Latin American poetry related to displacement, traumatic memory, complex mirrors, poetics of delirium, reflections of the senses or affect. 250-word abstracts by 10 Mar.; Ester Gimbernat González (ester.gonzalez@unco.edu).

SPANISH MEDIEVAL LANGUAGE AND LITERATURE

Eight Hundred Years of the Cantar de Mio Cid: Epic and Ballad. Cover any aspect of the *Cantar de Mio Cid* or the *Romancero del Cid*. Abstracts by 15 Mar.; Oscar Martín (oscar.martin@yale.edu).

Open Session. Open to any topic in medieval language and literature. Abstracts by 15 Mar.; Anthony Cárdenas (ajcard@unm.edu).

Spanish Medievalisms. Metacritical panel exploring the ways in which the Spanish Middle Ages serve contemporary needs or have inspired artistic and intellectual production. (See “What Is Medievalism?” at www.uni.edu/~utz/medievalism/.) Abstracts by 15 Mar.; Gregory Hutcheson (gshutch@louisville.edu).

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

Movement, Place, and Identity in the Hispanic World. Papers that explore cartographies, identities forged in contact zones, translation, and other forms of cross-cultural communication.

Mysticism and Spirituality. Papers on mysticism and all other forms of spiritual expression (Christian, Jewish, Muslim, Amerindian) in the Iberian world.



Rubén Gallo, presider at the session “Sound Poetry.”

EDWARD SANCHEZ JR.

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The Spanish Inquisition. No one expects it, but we expect papers that deal with its cultural implications, its manifestations in literature, and the challenges it poses for scholars today. Abstracts and 1-page vitae by 1 Mar.; Elizabeth Wright (wrighte@uga.edu).

18TH- AND 19TH-CENTURY SPANISH LITERATURE

Creating Culture in the Periodicals of the Hispanic World, 18th–19th Centuries. New approaches on the role of periodicals in the configuration of modern Spanish culture. 250-word abstracts by 10 Mar.; Íñigo Sánchez-Llama (SanchezL@purdue.edu).

Race in the Hispanic World, 18th–19th Centuries. Theorizing racial situations and conditions in Spain and its Asian, African, and New World kingdoms. 250-word abstracts by 10 Mar.; Ruth A. Hill (Rah8t@virginia.edu).

Touched by an Angel: Representations of Domestic Violence in 19th-Century Spain. Attention to issues of domestic violence in all Spanish cultural discourses, from the literary to the journalistic or legal. 250-word abstracts by 10 Mar.; Wadda Ríos-Font (Wriosfont@barnard.edu).

20TH-CENTURY SPANISH LITERATURE

The Spanish Transition to Democracy, Thirty Years On. Re-visions of the Transition, including political, social, and cultural aspects. Papers may analyze literature, film, visual and performing arts, popular culture, etc. 1–2-page abstracts by 10 Mar.; Ofelia Ferrán (ferra007@umn.edu).

16TH- AND 17TH-CENTURY SPANISH DRAMA

Eating and Drinking in the *Comedia*. Feasts, banquets, celebrations, and humble meals. Imagined and fantastic meals. Appetite, taste, hunger, starvation, satiation, consumption, digestion, gluttony. Thirst, toasts, drunkenness.

Performing in the *Comedia*. The play within the play. Ritual and ceremony. Onstage rehearsals. Cross-dressing and other disguise. Role-playing. Performing gender, class, or race.

Reading and Writing in the *Comedia*. Literal and metaphoric reading. Characters as senders (letter writers, storytellers, playwrights, directors) and receivers (readers, spectators, critics). Books, letters, notes, messages, decrees. Interpretations and misinterpretations. 1-page abstracts by 8 Mar.; Valerie Hegstrom (valerie_hegstrom@byu.edu).

LUSO-BRAZILIAN LANGUAGE AND LITERATURE

Citizenship, Literature, and Culture. Articulations of citizenship in the Lusophone world in relation to nationhood, migration, and forms of exclusion and affirmation based on race, ethnicity, or gender. Abstracts by 15 Mar.; Christopher Dunn (cjduinn@tulane.edu).

Portuguese Others. Papers examining how the Portuguese have defined themselves against other essentialized groups (e.g., Spanish, Moors, Africans, Orientals, British, Jews, Dutch) in literary and cultural texts. Abstracts

by 15 Mar.; Phillip Rothwell (philroth@rci.rutgers.edu).

Reading and Teaching Clarice Lispector Thirty Years Later. Papers exploring novel ways of reading and teaching Lispector's works thirty years after her death in 1977. Abstracts by 15 Mar.; Cristina Ferreira-Pinto Bailey (acpinto60@yahoo.com).

COLONIAL LATIN AMERICAN LITERATURES

Electronic Textuality in Colonial Latin American Studies. Contributions on current uses, future directions, and theoretical implications for research and pedagogy: e-publishing, digital archives, electronic materiality, editorial methodologies, interdisciplinary collaborations, etc. 1-page abstracts by 1 Mar.; Cynthia L. Stone (cstone@holycross.edu).

Ethics of Representation in Colonial Latin American Studies. Theoretical interventions dealing with the ethics of representation in colonial texts and contemporary scholarship related to the colonial period. Proposals by 1 Mar.; Galen Brokaw (brokaw@buffalo.edu).

Roundtable on Collaborative Projects and Interdisciplinary Dialogues in Colonial Studies. Presentations exploring collaboration and interdisciplinary projects among the following fields: anthropology, art history, history, discursive analysis, and visual studies. 1-page abstracts by 1 Mar.; Yolanda Martínez-San Miguel (yolandam@sas.upenn.edu).

Interdisciplinary Approaches

ANTHROPOLOGICAL APPROACHES TO LITERATURE

Primitivism in Theory. The place of the "primitive" in contemporary literary and cultural theory or in work by writers foundational for that theory (Kant, Hegel, Freud, et al.). 300-word abstracts by 15 Mar.; Cannon Schmitt (cschmitt@wayne.edu) and Kathy Psomiades (kpsomiad@duke.edu).

Representing Anthropology. The representation of anthropology (or anthropologists) in literature or letters (history, biography, memoir, journalism, criticism, etc.), in high or popular media (including film and television). 300-word abstracts by 15 Mar.; Vincent P. Pecora (vpecora@hum.utah.edu).

CHILDREN'S LITERATURE

The Cat in the Hat at Fifty: Beginner Books Come of Age. The *Cat's* legacy. Possible topics: influence, adaptations, translations, reception, historical and cultural contexts, reading primers, education, childhood. 1-page abstracts by 1 Mar.; Philip Nel (philnel@ksu.edu).

Children and Political Activism. Examines fictional, nonfictional, photographic, etc. depictions of children taking political action and texts that inspire child readers to become political. 1–2-page abstracts or 8-page papers by 1 Mar.; Jennifer Miskec (jennifer.miskec@cnu.edu) or Chris McGee (mcgeecw@longwood.edu).

Japanese "Kawaii"/"Cute" Children's Culture, 1995–Now. This panel explores international reception of this uniquely Japanese

form. 1–2-page abstracts or 8-page essays by 1 Mar.; Jaimy Mann (jmmann@english.ufl.edu).

DISABILITY STUDIES

Disability and Graphic Narratives. Portrayals of disability or illness in comics and graphic novels: mutantcy, supercrips, passing, overcoming, coming out, rehabilitation. E.g., Greg Fox, Kelley Puckett, Grant Morrison, Allison Bechdel, Gail Simone, webstrips and 'zines. Abstracts by 15 Mar.; Ann Keefer (vatergrrrl@yahoo.com).

Disability, HIV/AIDS, and Culture. Disconnections and missed connections between the spheres (e.g., how the three inform one another and how they can be, and are, prioritized and with what investments). Abstracts by 15 Mar.; Chris Bell (christopher.bell@ntu.ac.uk).

War and Disability. Disability in, as, because of war, especially Iraq: cultural representations; intersections with race, class, and gender; the military-industrial complex; Gulf War Syndrome; PTSD; history and future. 250-word abstracts by 15 Mar.; Ellen Samuels (esamuels@berkeley.edu).

ETHNIC STUDIES IN LANGUAGE AND LITERATURE

Aesthetics and United States Ethnic Literature. What are the pros and cons of this aesthetic "turn" to the study of United States ethnic literature in any given category? Abstracts by 1 Mar.; Frederick Aldama (aldama.1@osu.edu).

Cosmopolitanism and Ethnic Studies. Papers exploring the relation between these two areas of literary study. Abstracts and vitae by 1 Mar.; Anupama Jain (jaina@union.edu).

Ethnic Studies—Is It Postcolonial? Presentations on the confluences, contradictions, and conflicts between United States ethnic studies and postcolonial studies, especially regarding "internal colonization," decolonization and the problem of "post." Abstracts by 20 Mar.; Jesse Alemán (jman@unm.edu).

GAY STUDIES IN LANGUAGE AND LITERATURE

Queer Intermedia. Aesthetic, historical, theoretical dimensions of queer cultural production from any period. New media, film, TV, graphic novels, print, visual arts, blogs, podcasts, artifacts, manuscripts, music, performance art. 1-page proposals by 1 Mar.; Jay Grossman (j-grossman@northwestern.edu).

LINGUISTIC APPROACHES TO LITERATURE

What Is Literary Language? Three sessions exploring literature as linguistic discourse, style, register, speech act, or aspect of standardization. 300–500-word abstracts as e-mail attachments by 12 Mar.; Julia Karolle-Berg (jkarolle@jcu.edu) and Claiborne Rice (crice@louisiana.edu).

LITERATURE AND OTHER ARTS

Theorizing Adaptation I: Literature and TV or Radio. Addressing theoretical issues involving (serialized or not) adaptations of literary texts to TV or radio.

Theorizing Adaptation II: Literature and Visual Arts. Addressing theoretical issues involving adapting textual to visual media. Abstracts or 15-min. papers by 1 Mar.; Linda Hutcheon (l.hist@utoronto.ca).

LITERATURE AND RELIGION

Holy Beauty. Concept and function of beauty in sacred texts and religious literature, representations of the divine and their legitimacy, taste and exclusivity, devotional uses, ontology of beauty, aesthetic. 300-word abstracts by 1 Mar.; Susan Felch (felch@calvin.edu) and Achshah Guibbory (aguibbor@barnard.edu).

Religion and the Teaching of World Literature. Bridging the divide between religious and secular; the use of sacred texts; all genres and cultural traditions; one traditional session, one roundtable format. 200-word abstracts by 15 Mar.; Patricia Ward (patricia.a.ward@vanderbilt.edu).

LITERATURE AND SCIENCE

Feeling Science. What's the use of feeling to science, of science to feeling? Hippocratic medicine to romantic science to neuroscience and beyond; scientific theories of affect; conversations with literature and film. Abstracts or complete papers by 15 Mar.; Martha Stoddard-Holmes (mstoddard@csusm.edu) and Laura Walls (wallsls@gwm.sc.edu).

Micro: Studies in the Very Small. Dust, strings, cellular automata, nanos, minimalisms, sound bytes, blurbs, and blogs swarm in technology and writing today. Any aspect of the tiny: actual or metaphorical. Abstracts or complete papers by 15 Mar.; Arielle Saiber (asaiber@bowdoin.edu).

PHILOSOPHICAL APPROACHES TO LITERATURE

The Inhuman. Papers investigating how the inhuman relates to the categories of the human, the animal, the incorporeal, and the object. 250-word abstracts by 15 Mar.; Eleanor Kaufman (eleanork@humnet.ucla.edu).

On the Enigma of Peace. Theoretically and philosophically inflected representations and considerations of the nature, limitations, and promise of peace, whether past, present, or future. 250-500-word abstracts by 15 Mar.; David L. Clark (dclark@mcmaster.edu).

POPULAR CULTURE

James Brown. One year after his death, examinations of his legacies as activist, capitalist, addict, soul brother, genius, and hardest-working man in show business. 150-word abstracts and vitae by 1 Mar.; Cynthia Fuchs (cfuchs@gmu.edu).

Race and the Sci-Fi Future. How is race confronted or elided in sci-fi narratives? Consider race, the posthuman, dissolution of difference, alien races. 150-word abstracts and vitae by 1 Mar.; Joel Dinerstein (jdinerst@tulane.edu).

War Zones. Images of combat as these shape and reflect politics, policies, national identities and mythologies; reading news, fictions, documentaries, new technologies (YouTube, etc.). 150-word abstracts and vitae by 1 Mar.; Cynthia Fuchs (cfuchs@gmu.edu).

POSTCOLONIAL STUDIES IN LITERATURE AND CULTURE

Postcolonial Environments. How do postcolonial literatures and cultures inscribe nonhuman alterity? Topics might include ecology, sustainability, human and nonhuman relations, ecocriticism, ethics, biopolitics, planetary. 500-word proposals and 2-page CVs by 15 Mar.; Elizabeth DeLoughrey.

Postcolonial Studies: Reflective Assessments. Inaugurating the MLA's new Division on Postcolonial Studies, a panel to review postcolonialism's transformation of literary studies since 1983. 500-word proposals and 2-page CVs by 15 Mar.; David Chioni Moore.

Religion and Postcolonial Literature. Possible topics: aesthetics and religion, atheism, apostasy, conversion, fundamentalism, mystery, sacred space, secularism. 500-word proposals (with panel title in subject line) and 2-page CVs by 15 Mar.; Deepika Bahri.

PSYCHOLOGICAL APPROACHES TO LITERATURE

Psychoanalysis and Exceptional Spaces. Queer spaces, postcolonial spaces, included exteriors. Papers on psychoanalysis and Agamben especially welcome. 150-word abstracts (no attachments), short vitae by 5 Mar.; Graham Hammill (ghammill@nd.edu).

Psychoanalysis and Irigarayan Space. Irigaray's rethinking of philosophical, architectural, political configurations of space. Papers on relation of space to embodiment, sex, race especially welcome. 150-word abstracts (no attachments), short vitae by 5 Mar.; Ewa Płonowska Ziarek (epziarek@buffalo.edu).

Psychoanalysis and Relational Space. Transitional, third, habitual, cryptic, incorporated, shared, transferential spaces. Papers on Winnicott, Lacan, Bion, Abraham and Torok, Bourdieu, Lefebvre especially welcome. 150-word abstracts (no attachments), short vitae by 5 Mar.; Esther Rashkin (esther.rashkin@utah.edu).

SOCIOLOGICAL APPROACHES TO LITERATURE

Whither Liberal Democracy? Sociological, philosophical, literary, filmic, and other cultural texts on the end(s) of liberal democracy and political futures to come. How do we imagine the horizon of democracy today? 150-word abstracts by 15 Mar.; Imre Szeman (szeman@mcmaster.ca).

WOMEN'S STUDIES IN LANGUAGE AND LITERATURE

Women's Studies at Work in the World: Social and Environmental Justice. Papers that address ways in which women's studies in language and literature foster social change in locations beyond the university. Abstracts by 1 Mar.; Susan S. Lanser (lanser@brandeis.edu).

Women's Studies at Work in the World: Theoretical Interventions. Papers focusing on diverse ways in which feminist theories or theorizing has transformed—or could transform—the world beyond the university. Abstracts by 1 Mar.; Judith Kegan Gardiner (gardiner@uic.edu).

Women's Studies at Work in the World: Transnational and Global Interventions.

How has women's studies teaching, writing, or scholarship responded to such concerns as (im)migration, global labor, trafficking, poverty, or women's rights? Abstracts by 1 Mar.; María Herrera-Sobek (maria.sobek@evc.ucsb.edu).

Italian Literature

MEDIEVAL AND RENAISSANCE ITALIAN LITERATURE

Medieval and Renaissance Representations of the City and Urban Spaces.

Open Session.

"Voices" of Medieval Mediterranean Italy. Roundtable. Abstracts by 15 Mar.; Roberta Morosini (Morosir@wfu.edu).

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

From Fairy Tales to Children's Literature from the Baroque to the Postunification. Abstracts by 16 Mar.; Maria Truglio (mxt34@psu.edu).

The Rural Other: Representations of Agrarian and Pastoral Life in 17th-, 18th-, and 19th-Century Italian Culture. Recent developments in rural studies provide the opportunity to investigate the complex relation between the city and the countryside. Abstracts by 16 Mar.; Tullio Pagano (paganot@dickinson.edu).

Theorizing Poetry, Poeticizing Theory in 17th-, 18th-, and 19th-Century Italian Literature. Abstracts by 16 Mar.; Joseph Luzzi (jluzzi@bard.edu).

20TH-CENTURY ITALIAN LITERATURE

Cultural Intersections: Erasing the Divide between Low and High Art in Italian 20th-Century Aesthetics. Abstracts by 20 Mar.; Luca Somigli (luca.somigli@utoronto.ca).

The Role of the Intellectual in Contemporary Italian Culture. Abstracts by 20 Mar.; Valerio Ferme (valerio.ferme@colorado.edu).

Writing and Screening *Gli anni di piombo*. Abstracts by 20 Mar.; Norma Bouchard (normabouchard60@hotmail.com).

Language Studies

LANGUAGE AND SOCIETY

National Literature and Film in Molding of Intercultural Persona. Papers should focus on important cultural aspects of national literatures or films that can widen world outlook and enhance intercultural understanding in the diversified world. Papers by 15 Mar.; C. Jan Swearingen (cjan@neo.tamu.edu).

Revisiting Stereotyping and Immigration in the United States. Papers must raise specific cultural and linguistic issues that lead to and strengthen the negative stereotypes that can impede the adaptation process of immigrants in the United States. Papers by 15 Mar.; Yelena Belyaeva-Standen (belyaeva@slu.edu).

LANGUAGE THEORY

Language Theory, Literary Studies, and Cultural Studies. What is the role of language theory in literary and cultural studies? How
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can literary and cultural studies contribute to the theorization of language?

Reevaluation of Core Issues in Language Theory I and II. Papers could explore grammaticalization, syntactic theory, diachronic approaches (e.g., historical pragmatics), socio-cultural approaches, bio- or neurolinguistics, corpus linguistics, or language variation. E-mail 1-page abstracts by 1 Mar.; Glenn Davis (gmdavis@stcloudstate.edu).

APPLIED LINGUISTICS

Applying Applied Linguistics in Foreign Language Programs. Papers exploring implementations of applied linguistics research in foreign language departments to support areas such as instruction, teacher development, and curriculum construction.

Corpus-Based Applied Linguistics Research. Papers presenting applied linguistics research that examines either native-speaker or learner-written or spoken-language corpora.

Linking Form and Meaning in the L2 Classroom. Papers focusing on meaning-based approaches to formal L2 instruction. Practical applications of research from varied theoretical perspectives welcome. 250-word abstracts by 15 Mar.; Hiram Maxim (hhm2@georgetown.edu).

LANGUAGE CHANGE

Language Change. On any of these themes: language change and the role of individuals; writing language histories; language contact and language change. Abstracts for 20-min. papers by 1 Mar.; Anne Curzan (acurzan@umich.edu).

HISTORY AND THEORY OF RHETORIC AND COMPOSITION

Rhetoric in a Time of Global Conflict. What are the obligations, opportunities, and venues for rhetoric in wartime? Historical, theoretical,

pedagogical, and activist approaches invited. 250-word abstracts by 15 Mar.; Susan Jarratt (sjarratt@uci.edu).

Other Languages and Literatures

AFRICAN LITERATURES

African Creative Nonfiction. On African creative nonfiction, including but exclusive to African languages and African languages in translation. Papers or 500-word proposals by e-mail by 15 Mar.; Charles Cantalupo (cxc8@psu.edu).

Colonial Education in African Literature. On representation in African literature of colonial education: its imposition and responses; results; examples of the past; vestiges and more in the present. 400-word abstracts or papers by e-mail by 15 Mar.; Mohamed Kamara (kamaram@wlu.edu).

Gender in the Works of African Women Writers. On representations of women, including male-female roles, relationships in the works of African women writers of all genres. 500-word proposals by e-mail by 15 Mar.; Patricia Jabbeh Wesley (pjw14@psu.edu).

EAST ASIAN LANGUAGES AND LITERATURES TO 1900

Person and Persona, Subject and Subjectivity. Exploration of the relation between author or poet and voice; broad consideration of how persona is projected and transformed through literary means in pre-20th-century East Asian literature. E-mail 250-word abstracts by 9 Mar.; Joseph T. Sorensen (jsorensen@ucdavis.edu).

Protocols of Love. What were the protocols of love in the East Asian cultures? How were they textualized? Did they differ from Western conceptions? 250-word abstracts by 15 Mar.; Takayuki Yokota-Murakami.

Writing the Place in Premodern East Asian Literature. Papers devoted to the (re)construction of places (city, area, or state) and the related issues of space, memory, mobility, and identity in premodern East Asian literature. Abstracts by 5 Mar.; Manling Luo, Dept. of Foreign Langs. and Cultures, Washington State Univ., PO Box 642690, Pullman 99164-2610 (fax: 509 335-3708; manlingluo@wsu.edu).

EAST ASIAN LANGUAGES AND LITERATURES AFTER 1900

Family Values in East Asian Literatures. Representations of the network of familial relations, identity issues, subjectivity, and the family, etc. as portrayed in modern East Asian literatures and film. E-mail abstracts by 5 Mar.; Christopher Lupke (lupke@wsu.edu).

Lyricism in Modern East Asian Literatures. Continuities and transformations of lyrical traditions of China, Japan, and Korea in modern poetry, fiction, drama, or film. Single-country and comparative studies are welcome. E-mail abstracts by 5 Mar.; Michelle Yeh, Dept. of East Asian Langs. and Cultures, Univ. of California, Davis 95616-8601 (mmyeh@ucdavis.edu).

Race and Empire in East Asian Literature. Representations of relation between racial ideologies and the construction of empires, with

focus on Japan's "late" empire, in modern East Asian literature and film. E-mail abstracts by 5 Mar.; Dennis Washburn (dennis.washburn@dartmouth.edu).

SLAVIC AND EAST EUROPEAN LITERATURES

Contested Identities: Slavic Literatures as a Transnational Phenomenon. Panel devoted to translingual Slavic writers using a language different from their native tongue, explores the imagined geography of ethnically and linguistically unified Slavic literatures. Paper abstracts by 15 Mar.; Adrian J. Wanner (ajw3@psu.edu).

Retaking Slavic Classics in the 21st Century. Panel examines contemporary "retakes" of classic works of Slavic literature in the new millennium. New writings of literary texts, retakes on film and in performance are considered. Paper abstracts by 15 Mar.; Thomas J. Garza (tjgarza@mail.utexas.edu).

Slavic Identities and Symbolic Geographies. Postmodern literature has raised ontology to a dominant position, inviting reconsideration of Kant's location of consciousness. Examining the relation between geographical metaphor and identity in Slavic literatures. Paper abstracts by 15 Mar.; Edith W. Clowes (eclowes@ku.edu).

Teaching

THE TEACHING OF LANGUAGE

Critical Pedagogy in Foreign Language Education. The role of critical pedagogy in foreign language education, including the question of how departments as a whole define and enhance critical pedagogy.

The Foreign Language Committee Report: What to Do Now? The role of foreign language programs (also less commonly taught languages) considering changes in foreign language policy and in politics.

Heritage Speakers of More and Less Commonly Taught Languages. Heritage speakers in foreign language education, including teaching methodology and how to support and make use of heritage speakers. 250-word abstracts by 15 Mar.; Manuela Wagner (manuela.m.wagner@uconn.edu).

THE TEACHING OF LITERATURE

Literature: Why Do We Teach It Anyway? This panel investigates the role of literature in the general education of our students, especially nonmajors. Abstracts by 1 Mar.; Alessandro Vettori (vettori@rci.rutgers.edu).

Training TAs. 10-min. papers discussing practical strategies or philosophical concerns in teaching graduate students to teach literature rather than the composition and language courses they are trained to offer. Abstracts by 1 Mar.; Nancy J. Peterson (njp@purdue.edu).

THE TEACHING OF WRITING

Assessing Writing Programs. A close look at various methods for assessing writing programs in the light of the ongoing discussion of national assessment engineered by the Department of Education Spellings's report.



EDWARD SAVARIA, JR.

Yoko Tawada, speaker at the Presidential Forum "The Sound of Poetry, the Poetry of Sound."

Abstracts by 9 Mar.; Pat Belanoff (pbelanoff@notes.cc.sunysb.edu).

TEACHING AS A PROFESSION

Teaching in Changing Technological Environments. How can faculty members best adapt to pedagogical possibilities and challenges of changing technologies? Emphasis on individual, departmental, or institutional strategies for evaluating and accommodating new technologies to professional responsibilities. 250-word abstracts by 9 Mar.; Sheila Cavanagh (engstc@emory.edu).

The Undergraduate Student as Scholar. How is research effectively integrated into undergraduate capstone courses and upper-level seminars? How might we envision undergraduates as scholars? How can upper-level courses be structured and reconceived to create student-scholars? 250-word abstracts by 9 Mar.; Laura Behling (lbehling@gustavus.edu).

Discussion Groups

ANGLO-IRISH LITERATURE

Interacting with Ireland. On exchanges, cross-currents, and interactions between and among writers in Ireland and other places, postcolonial and otherwise. Papers by 1 Mar.; Cheryl Herr (cheryl-herr@uiowa.edu).

ARABIC LITERATURE AND CULTURE

The Arab. On Arabness and its others. Religion, language, and Arabness. Self-critical assessments of identity. Related concerns and different cultural media welcome. 1-page abstracts by 16 Mar.; Anouar Majid (amajid@une.edu).

BIBLIOGRAPHY AND TEXTUAL STUDIES

Editing Sound. Bibliographic and textual issues in archiving, publishing, and editing recorded sound materials. Short proposals by 1 Mar.; Charles Bernstein (charles.bernstein@english.upenn.edu).

CANADIAN LITERATURE IN ENGLISH

Reconfiguring Land- and Cityscapes in Contemporary Canadian Writing or Film. How changes, such as demographics, gender or ethnic identities, globalization, and war, have reshaped our sense of place. 500-word abstracts and 1-page vitae by 15 Mar.; Eleanor Ty (ety@wlu.ca).

CATALAN LANGUAGE AND LITERATURE

The Return to the Rural in the Països Catalans. Artistic and theoretical evolution of the concept of the rural in the Països Catalans. 200-word proposals for 20-min. papers by 9 Mar.; Robert A. Davidson (robert.davidson@utoronto.ca).

CELTIC LANGUAGES AND LITERATURES

Performance in the Celtic Languages. Possible topics include theater, movies, and television plays (including soap operas), public recitations and radio broadcasts, storytelling, and songs. Abstracts by 1 Mar.; Philip O'Leary (olearyph@bc.edu).

CLASSICAL STUDIES AND MODERN LITERATURE

Ancient Literature and Modern Lyric. Papers on Homer or Vergil and modern lyric are encouraged, but other topics will be considered. Detailed abstracts and CVs by 9 Mar.; William Waters (waters@bu.edu).

COGNITIVE APPROACHES TO LITERATURE

Cognitive Approaches to Genre. Papers bridging topics in cognitive theory and genre theory. 300-word proposals by 1 Mar.; Michael Sinding (msinding@rogers.com).

CUBAN AND CUBAN DIASPORA CULTURAL PRODUCTION

Cuba across the Globe. Greater Cuba's cultural production and critical reception in a global context. Papers exploring issues across disciplines, e.g., literature, film, art, society, politics, and pedagogy. 7-page essays by 1 Mar.; Lillian Manzor (lmanzor@miami.edu).

FOLKLORE AND LITERATURE

Folklore and the Literature Classroom. How can teachers explore the interconnections of folklore and literary works? Papers on any author, level of literature course, or type of folklore. Abstracts by 1 Mar.; David A. Allred (david.allred@snow.edu).

GENERAL LINGUISTICS

Teaching Undergraduate Linguistics. Submissions welcome on topics of content and pedagogy. Abstracts by 15 Mar.; Rebecca Day Babcock (babcock_r@utpb.edu).

GERMANIC PHILOLOGY

Topics in Germanic Philology and Linguistics. Any philological or linguistic topic related to historical or modern Germanic languages, including English to 1500. 1-page abstracts electronically by 15 Mar.; Carlee Arnett (clarnett@ucdavis.edu).

HEBREW LITERATURE

Zionism and Its Literary Discontents. Recent critiques and affirmations, conscious and unconscious. New and old dynamics of diasporic and Zionist identity. 1-page proposals by 20 Mar.; Bernard Horn (bhorn@frc.mass.edu).

HUNGARIAN LITERATURE

Crossing Borders, Breaking Boundaries: Transnationalism in Hungarian Film and Literature. Exploring the exchange, circulation, and transformation of Hungarian culture through boundary-crossing encounters. 250-word abstracts, brief vitae by 15 Mar.; Mártha Pereszlényi-Pintér (mpereszlenyi@jcu.edu).

INTERDISCIPLINARY APPROACHES TO CULTURE AND SOCIETY

From Walls to Signs: Borders in Transnational Perspective. Papers on any aspect of borders in transnational perspective, preference for comparative work or papers questioning the notion of place. Abstracts by 9 Mar.; Bruce Campbell (bbcamp@wm.edu).

JEWISH AMERICAN LITERATURE

Never Again? Representations of Anti-Semitism in Jewish American Literature, Past and Present. Papers invited in all genres

that treat any aspect of anti-Semitism. 250-word abstracts by 10 Mar.; Evelyn Avery (eavery@towson.edu).

JEWISH CULTURAL STUDIES

Jewish Stereotypes. What is the status of anti-Semitic stereotypes in the 21st century? Have new stereotypes emerged? Have old ones disappeared? How have Jews themselves engaged such stereotypes? Abstracts by 15 Mar.; Lara Trubowitz (lara-trubowitz@uiowa.edu).

LAW AS LITERATURE

Gendered Justice. The gendered treatment in literature of law, equity, justice: What is the theoretical, political, social significance of such treatments? Is gender neutrality or equality depicted as possible? desirable? problematic? agenda-driven? 250–500-word abstracts by 15 Mar.; Andrew Majeske (ajmajeske@gmail.com).

LEXICOGRAPHY

150 Years of the OED. Papers on any aspect of the *Oxford English Dictionary* from its inception in 1857, including historical construction, cultural reception, research applications, or methodological considerations. Abstracts by 20 Mar.; Colette Moore (cvmoore@u.washington.edu).

LITERATURE OF THE UNITED STATES IN LANGUAGES OTHER THAN ENGLISH

Multilingual Voices from the Archives. Papers on any topic concerning multilingual (non-English) American literature found in archives. "Literature" may be interpreted broadly, to include letters, autobiography, or newspaper articles and reviews. Proposals by 15 Mar.; Maria Lauret (m.lauret@sussex.ac.uk).

LUSOPHONE LITERATURES AND CULTURES OUTSIDE PORTUGAL AND BRAZIL

And After the Revolution? Engaging Emancipated Lusophone Africa or Asia Spaces: Toward a New Paradigm of Freedom. The wide range of social and political issues in the construction of identity. 1-page abstracts and vitae by 2 Mar.; Luís Riordan Gonçalves, Dept. of Spanish and Portuguese, 303 Casa Hispânica, Mail Code 1301, Columbia Univ., 612 West 116th St., New York, NY 10027 (lmg2118@columbia.edu).

MEDIA AND LITERATURE

Novel History, Media History. The history of the novel as media history; the mediation of novelistic genres, forms, modes. E-mail 300-word abstracts and short vitae by 1 Mar.; Ivan Kreilkamp (ikreilka@indiana.edu).

MEXICAN CULTURAL AND LITERARY STUDIES

Consuming Mexico. How do cultural industries of film, TV, literature, art, comics package Mexico for internal and external consumption? How is Mexico repackaged externally for reentry into the local? How do Mexicans consume Mexico? Abstracts by 16 Mar.; Javier Durán (duran@email.arizona.edu).

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NETHERLANDIC LANGUAGE AND LITERATURE

Where Germany and the Netherlands Meet. Any aspect of literary and cultural interaction between Germany or Germans and the Low Countries or Dutch and Flemish. Abstracts by 1 Mar.; Simon Richter (srichter@sas.upenn.edu).

OLD NORSE LITERATURE AND LANGUAGE

The Literary Art of the Sagas. An open session inviting papers on all aspects of Old Norse Icelandic sagas. Titles by 15 Mar.; Thomas D. Hill (tdh1@cornell.edu).

OPERA AS A LITERARY AND DRAMATIC FORM

Wagner and Cinema. Abstracts by 1 Mar.; Sander Gilman.

PART-TIME FACULTY MEMBERS

The New Majority Faculty: A Kinetic Workforce. Panel focuses on the realities (versus the myths) of recently published facts and figures on the part-time academic workforce. 1-page abstracts by 1 Mar.; Kandace Lombart (klombart@earthlink.net or lombart1@canisius.edu).

PRESENT-DAY ENGLISH LANGUAGE

"Hello, My Name Is . . .": Constructing Identity through Narratives of the Self. The multiple ways language and rhetoric affect how individuals construct identity (or have identity constructed for them). Testimonials, autobiographies, monologues, speeches, documentaries, letters. Abstracts by 5 Mar.; Yolanda Chavez-Cappellini

PROVENÇAL LANGUAGE AND LITERATURE

Music and Poetry in Troubadour Song. On "music" in the widest sense of the term. Interdisciplinary contributions as well as projects bearing on specific questions in literary theory and analysis. Abstracts by 20 Mar.; Agathe Sultan, Maître de Conférences, Université Michel de Montaigne, Bordeaux III, Tour Est, Hôtel de Ville, 34700 Lodève, France (agathesultan@wanadoo.fr or Agathe.Sultan@u-bordeaux3.fr).

PUERTO RICAN LITERATURE AND CULTURE

Performing Puerto Rican Identities. Papers exploring the performance of Puerto Rican identities that move beyond nationalism to consider categories such as race, diaspora, sexualities, visual arts, hip-hop, reggaeton, and popular culture. Abstracts by 1 Mar.; Myrna García-Calderón (mygarcia@syr.edu).

ROMANCE LITERARY RELATIONS

Goldoni, Gozzi, and 18th-Century European Theater. Exploring the accomplishments of Carlo Goldoni (1707–93) and Carlo Gozzi (1720–1806), as well as their rivalry, in the context of 18th-century European theater. 300-word abstracts by 15 Mar.; Laura Benedetti (lb227@georgetown.edu).

ROMANIAN STUDIES

Visions of Europe in Romanian Literature. On 1 January 2007, Romania joined the Euro-

pean Union. The Romanian Studies discussion group therefore organizes a session on literary prefigurations on this nodal event. 1,000-word proposals by 15 Mar.; Amy Colin (adc@pitt.edu).

SCANDINAVIAN LANGUAGES AND LITERATURES

Aspects of Popular Culture in Scandinavian Literature and Film. 1-page abstracts by 15 Mar.; Andrew Nestingen (akn@u.washington.edu).

SCIENCE FICTION AND UTOPIAN AND FANTASTIC LITERATURE

Science Fiction in the "Third" World. Papers on science fiction (broadly defined) produced in the developing world; should include some contextualization of the genre in the region examined. 250-word abstracts, vitae by 1 Mar.; Rachel Haywood Ferreira (rachelhf@iastate.edu).

SCOTTISH LITERATURE

Scottish Literature and the Union. In the context of the 300th anniversary of the Treaty of Union and the 10th anniversary of devolution, proposals invited on the interaction of Scottish literature, history, and politics by 1 Mar.; John Corbett (j.corbett@englang.arts.gla.ac.uk).

SEPHARDIC STUDIES

Multilingual Sephardic Writing: Language Choice, Cultural Affiliation, Construction of Identity, Nationalism, Diaspora. Diglossia and multilingual writing, religious or secular, earlier or contemporary, prose or poetry, in Sephardic diasporic communities. 250–300-word abstracts, 2-page vitae by 1 Mar.; Monique R. Balbuena (balbuena@uoregon.edu).

TRANSLATION

Translation and the Humanities. Papers invited on the humanities' dependency on translation vis-à-vis transmission of ideas, literary concepts and categories, and the translated text in the classroom. 250-word abstracts by 15 Mar.; Corinne Scheiner (cscheiner@coloradocollege.edu).

TRAVEL LITERATURE

Travel Literature: Word and Image. Engaging the interplay between word and image in travel literature. Might address photography, painting, film, naturalism, scientific exploration, colonialism or postcolonialism, material culture, medicine, ethnography, and tourism. Abstracts by 15 Mar.; Jeanne Moskal (j.moskal@email.unc.edu).

WEST ASIAN LANGUAGES AND LITERATURES

Multiculturalism, Ethnic Identities, and Academic Achievement. Papers dealing with any aspect related to this panel's topic. Abstracts or proposals by 25 Mar.; Salwa Nugali (nugali@hotmail.com) and (samcogito@yahoo.com).

YIDDISH LITERATURE

Yiddish and Christianity. Abstracts by 15 Mar.; Beatrice Caplan (bcaplan7@jhu.edu).

American Literature Section

Languages. What's at stake in Americanists' engagement or nonengagement with the languages spoken in America? What do current discourses (political, analytic, cultural) uncover, foreground, obscure?

Networks. As Americanists build on keywords and move beyond binaries, we must address dynamic interrelationships—networks, ecologies, systems—characterizing the subjects we study and our methods of studying them. 250-word proposals by 15 Mar.; Sandra Zagarell (Sandra.Zagarell@oberlin.edu).

MLA Committees

ADVISORY COMMITTEE ON THE MLA INTERNATIONAL BIBLIOGRAPHY

21st-Century Bibliography: Opportunities, Challenges. Can the *MLA Bibliography* be more responsive to scholars? Web resources, internationality, depth of coverage, underfinanced libraries, and independent-scholar accessibility are challenges. Abstracts by 10 Mar.; Juliet Kerico (jkerico@indstate.edu).

COMMITTEE ON ACADEMIC FREEDOM AND PROFESSIONAL RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities in the Job Offer Process. What constitutes a formal job offer? What is a reasonable time frame for acceptance? What constraints govern institutions? What should applicants know about contracts? Abstracts by 1 Mar.; Martin W. Ley (mley@clcollinois.edu)

COMMITTEE ON COMMUNITY COLLEGES

Research and Publication at Community Colleges. The case for research and publication at community colleges. Why should faculty scholarship be encouraged at community colleges? Abstracts by 1 Mar.; Tsegaye Wodajo (twodajo@aol.com).

Service-Learning Models at Community Colleges. How are service-learning projects implemented in English and foreign language curricula? How does service learning contribute to literacy or second language acquisition? Abstracts by 1 Mar.; Bette Hirsch (behirsch@cabrillo.edu).

Shakespeare, Wherefore Art Thou? Promoting Literature at the Two-Year College. How can we teach fiction, drama, and poetry at community colleges to improve student literacy and promote lifelong reading? Abstracts by 1 Mar.; Pamela Hardman (pamela.hardman@tri-c.edu).

COMMITTEE ON INFORMATION TECHNOLOGY

Sampling the Original: Rethinking Appropriation, Attribution, and Copyright. New media as facilitators of reproduction and recontextualization of original material. Projects entailing creative uses of collaboration, (re)dissemination and sampling of text, images, and narrative. Abstracts by 15 Mar.; Thomas C. Spear (tspear@gc.cuny.edu).

Textual Visualization. For an electronic poster session, demonstrations of tools for textual genetics or analysis which provide results

in a visual medium. 200-word descriptions, including URL, by 15 Mar.; Maureen Jameson (jameson@buffalo.edu) and Ray Siemens (siemensr@mala.bc.ca).

COMMITTEE ON SCHOLARLY EDITIONS

Editing and Interpretation in the Digital Age. Proposals on all aspects of electronic editing, circulation, protocols of reading, and strategies in interpretation, across all periods and traditions. 500-word proposals by 15 Mar.; Bruce R. Smith (bruce-smi@usc.edu).

Editing for Access: Preparing Scholarly Editions for a Cross-Cultural Audience. Papers on negotiating meaning between the linguistically and culturally distinct audiences of bilingual editions. Abstracts by 15 Mar.; Matthew Bailey (mbailey@mail.utexas.edu).

Using Digital Archives. Papers on the construction of digital archives, especially how editing and interpreting make archives useful. Abstracts by 15 Mar.; Donald R. Dickson (d-dickson@tamu.edu).

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

Poetry, Race, Aesthetics. Why are questions of ethnic poetry's aesthetics elided and poems by writers of color reduced to their content? To what extent is the aesthetic a racialized category? Abstracts, vitae by 20 Feb.; Dorothy Wang (dwang@williams.edu).

Race and Disaster. What are the relations between race and contemporary disasters such as 9/11 and Hurricane Katrina? Consider race/ethnicity broadly. Abstracts and vitae by 5 Feb.; Dana Williams (d_williams@howard.edu).

COMMITTEE ON THE STATUS OF GRADUATE STUDENTS IN THE PROFESSION

Be the First to Rate This Dissertation. Recent agreements between Proquest and Amazon .com make dissertations available online as "books." How do developments in electronic publishing affect the careers of junior professors? Abstracts by 25 Feb.; William Orchard (weorchar@uchicago.edu).

PUBLICATIONS COMMITTEE

Reconsidering *Modernismo* in the 21st Century. Submissions on the teaching, research, representation, translation, canonicity, marketing, and reception of Spanish American *modernismo*, particularly approaches that address the literary current's relevance today. Proposals by 15 Mar.; Sergio Waisman (waisman@gwu.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.

Affect and Epistemology in the Global Americas. Feeling as thought, bodies that cogitate, physiological morality, emotional judgment, affective ethics/politics in the cultural production of the global Americas (North, South, or both). Abstracts by 10 Mar.; Dierdra Reber (dreber@emory.edu).

Age and the MLA. Why is age an important category in literary and cultural analyses, what matter(s) does critical scholarship on age address, and why have an MLA age studies discussion group? Abstracts by 1 Mar.; Leni Marshall (mars0264@umn.edu).

Aging Poetically. Seeking examinations of poems about age, aging, and old age in the writing of late-20th- and early-21st-century poets of all ages worldwide. Abstracts by 1 Mar.; Leni Marshall (mars0264@umn.edu).

American Literary Lecture Tours. Papers may discuss one or more tours of any writer in the United States. Vitae and 500-word abstracts by 15 Mar.; Karen Leick (leick.1@osu.edu).

American West and Geopolitical Imaginary. Considering representations of the American West as space of national imaginary dramatizing contemporary issues including immigration and security; American empire; terrorism and trauma. 2-page abstracts by 15 Mar.; Alex Hunt (ahunt@mail.wtamu.edu).

Anglophone and Francophone Literature and Cinema of the Pacific. Papers addressing postcolonial literature and cinema, preferably issues related to transnationalism. 250-word abstracts, bibliographies, and brief biographies by 10 Mar.; Anne Magnan-Park (amagnan1@nd.edu).

Apotropaics of Culture. Papers on the apotropaic (rites that ward off evil) are invited. 20-min. presentations on apotropaic art, literature—or Freud, Derrida, or Paglia, etc. thereon—are welcome. 300-word abstracts by 15 Mar.; Kathleen Marks (marks@stjohns.edu).

The Art of Admiration. What kind of critical acts does admiration generate? Interdisciplinary papers are invited on the innovative potential of admiration in critical speech. Abstracts by 12 Mar.; G. F. Mitrano (mena.mitrano@tin.it).

Walter Benjamin in Latin America. Papers that focus on the literary and theoretical relations between Latin American texts and Benjamin's work. 1-page abstracts by 16 Mar.; David Kelman (dkelman@learnlink.emory.edu).

Black Literature in the Early (Mid)West. Pre-1900, "West" defined broadly, reflecting changing "frontier" boundaries. The black press, slave narratives from the (Mid)West, African-Native interactions, Thomas Detter, the Repository, etc. Abstracts by 28 Feb.; Eric Gardner (gardner@svsu.edu).

Black Women Writers of New England: Revisiting Ann Petry and Dorothy West. Exploring comparative, literary studies of the writings of Ann Petry and Dorothy West. Papers or abstracts by 15 Mar.; Pearlie Peters (petersp@rider.edu).

William Blake and Authority. On any aspect of William Blake and his engagement and

confrontation with authority. Abstracts or short papers by 2 Mar.; Jeffrey C. Longacre (jeffrey-longacre@utulsa.edu).

The Book Review. Book reviews as literary criticism, as journalism, as print culture artifacts. 250-word abstracts by 1 Mar.; Gail Shivel (shivel@earthlink.net).

Borges: His Literary Legacy and Impact in Contemporary Letters. Papers exploring Borghesian influences and genius in contemporary writers. 2–4-page proposals by 15 Mar.; Joseph Tyler (proft Tyler1@mac.com).

"Brat Pack" in the 21st Century. How are members of the "Literary Brat Pack" updating fiction for the 21st century? Most recent works of Jay McInerney, Bret Easton Ellis, Tama Janowitz, etc. Abstracts by 15 Mar.; Marjorie Worthington (mgworthington@eiu.edu).

Camus: A Stranger Nobel. Fifty years ago, Albert Camus received the Nobel prize for literature. Why does Camus remain so controversial, so actual? 1-page abstracts by 15 Mar.; Alek B Toumi (atoumi@uwsp.edu).

Caribbean American Women Writers. Abstracts invited for presentations on novels written by women of (Anglo, Franco, Hispanic) Caribbean descent. How do these women rewrite, revise, retell the histories of these nations? 1-page abstracts by 17 Mar.; Vanessa K. Valdés (valdes23@aim.com).

Chanson and Social Malaise in Contemporary France. Popular music production as a transcription of social and cultural issues. Mediation in the chanson world and its actors. 250–300-word abstracts by 1 Mar.; Olivier Bourderionnet (obourderionnet@agnesscott.edu); Anne-Marie Obajtek-Kirkwood (ao32@drexel.edu).

Chaucer's Favorite Authors. Theoretical and practical problems of demonstrating direct and indirect influence on Chaucer's works. Which did Chaucer study directly; through florilegia? Probable, dubious, unproven? 1-page proposals by 15 Mar.; Grover Furr (furr@mail.montclair.edu).

Chicago Noir: Dorothy Salisbury Davis and Notions of Faith in Mid-20th-Century Crime Fiction. Abstracts or papers by 15 Mar.; Peter Schulman (pschulma@odu.edu).

The Civilizing of Laughter. How have we come to laugh the laughs we laugh today? Papers on laughter's passage through the civilizing process (literature, philosophy, conduct books). Abstracts and vitae by 1 Mar.; Anca Parvulescu (ancaparvulescu@wustl.edu) and Eric Baker (baker121@umn.edu).

The Clash of Civilizations in Post-9/11 Francophone Literature. Papers treating postcolonial conflicts, Islam and the West, martyrdom, etc. 150-word abstracts by 7 Mar.; Michael O'Riley (moriley@coloradocollege.edu).

Class, Inequality, and the Digital. Should "class" be abandoned for "inequality" in analyzing the digital everyday, or does class remain essential to understanding the cyber-social? Abstracts by 1 Mar.; Robert Wilkie (rwilkie@nycap.rr.com).

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Class, Race, and Inequality. Is the new emphasis on inequality in liberal debates actually a means to obscure class? And how does the end of race affect reading the postcolonial? Abstracts by 5 Mar.; Amrohini Sahay (asahay@ic.sunysb.edu).

Colonial Corporalities. Critical treatments of gender, sexuality, and body in Latin American Colonial literature, art, related films, etc. Welcome are papers that include feminist or multicultural critiques of colonial corporality. 1-page abstracts by 1 Mar.; Song No (sno1@purdue.edu).

Configuring Latin American Posttraumatic Subjectivities. Proposals exploring the relations among memory, political violence, and the posttraumatic utterance in contemporary postdictatorship contexts. 200-word abstracts and short vitae by 5 Mar.; Michael J. Lazzara (mjazzara@ucdavis.edu).

The Crucible in Performance. Miller's play or adaptations: papers treating issues of textual problematics, the performance of allegory, Miller's historiography, or the relations among politics, history, and theater. 1-page proposals by 1 Mar.; Erika Olbricht (erika.olbricht@yale.edu).

Cry This Our Beloved Country: Fears for the Realm. Papers should consider furthering the discussion initiated by Ross and Ross, editors, *Anti-Americanism* (2004), and Stam and Shohat, *Flagging Patriotism* (2006). Abstracts by 20 Mar.; Sohnya Sayres (sayres@cooper.edu).

Cultural Circuits of Global Violence. Film, media, digital technology, and other cultural responses to globalization. Papers might focus on war, violence, displacement, social disruption, and disposability related to globalization. 500 words by 1 Mar.; Sophia A. McClennen and Susan Searls Giroux (sam50@psu.edu).

Cultural Studies and 18th-Century Studies in the Classroom. How has cultural studies shaped teaching of the long (and wide) eighteenth century? What are the challenges, limits, conflicts, and institutional stakes? Roundtable. 1–2-page abstracts by 1 Mar.; David Mazella (dmazella@uh.edu) or Laura Rosenthal (lrosent1@umd.edu).

Culture, Aesthetics, and the State. Papers exploring the relation between literature and the emergence of the modern state. Half-page abstracts by 1 Mar.; Andrew Hebard (hebard@muohio.edu) and Zarena Aslami (aslami@msu.edu).

Current Approaches to Arthur Miller. Papers exploring Miller's work in the context of contemporary performance, pedagogy, and theory are welcome. 1-page abstracts and biographical statements by 15 Mar.; Kate Egerton (egertonk@bera.edu).

Current Approaches to the Novels of Pierre Loti. Papers dealing with any of the novels of Loti. Completed 10-page papers by 1 Mar.; Richard M. Berrong (rberrong@kent.edu).

The "Deconstructive Turn" in Cultural Studies. Papers addressing the recent arguments to repoliticize "cultural studies" by

turning to deconstruction. How effective is a deconstructive politics for "cultural studies"? Abstracts by 1 Mar.; Stephen Tumino (sct5@pitt.edu).

Dickey and Gender, Class, Sexuality, and Race. Proposals that use innovative critical approaches to explore the life and writings of James Dickey, a decade after his death. 200-word abstracts and short vitae by 14 Mar.; W. B. Thesing (thesingw@gwm.sc.edu).

Difference and Defiance in French and Francophone Popular Musics. Issues by country, region, genre; identity expression by race, gender, ethnicity, age, culture; political and linguistic engagement; directions in chanson; pedagogy; new media. 1-page abstracts by 15 Mar.; Aaron Prevots (prevots@southwestern.edu).

Disney Princess. In five years Princess products have exploded from grossing \$300 million to \$3 billion. Proposed panel examines the history, mythos, and marketing of this preteen gender normativizing tool. Abstracts, vitae by 20 Mar.; John Beckman (beckman@usna.edu).

Early Modern Passions. Papers exploring the ideological or political significance of the passions in early modernity. 250–300-word abstracts by 1 Mar.; Meredith Evans (meredeva@alcor.concordia.ca).

Early Modern Poetry and Performance. Papers exploring sites of literary performance, broadly defined, in early modern England: poetry spoken, sung, staged, or shaped into other cultural forms. 2-page abstracts by 9 Mar.; Anthony Welch (awelch8@utk.edu).

Ecocrítica igual "Madre Tierra, hermano hombre." Análisis ecocrítico del medioambiente en la literatura latinoamericana como expresión del desarrollo de la conciencia ecológica. 250-word abstracts by 1 Mar.; Walter Rojas (ismaelitorojas@yahoo.com) or Uliana Gancea (ugancea@yahoo.com).

Ecocriticism, Ecofeminism, and Southern Women Writers. Papers exploring matriarchal and indigenous societies, environmental balance, economic and community sustainability, and other issues in writings by Southern women. 2–4-page proposals by 1 Mar.; Mae Miller Claxton (mclaxton@email.wcu.edu).

George Eliot Biography: Forty Years since Gordon Haight. Celebrations, comparisons, fresh sources, theoretical perspectives, fanciful fictionalizations, fragments, etc., before and after 1968. 500-word proposals by 1 Mar.; Kathleen McCormack (mccormack@fiu.edu).

Encounters between Science and the Avant-Garde (1900–30). Investigating the intersection of avant-garde literature/art and sciences such as biology, evolution theory, and medicine. Half-page abstracts by 15 Mar.; Christine Kanz (christinekanz1@mac.com) and Arndt Niebisch (aniebisch@smcm.edu).

The End of Romance: Women Novelists and Modernism. Historical and cultural approaches to women's modernist novels that destabilize the romantic marriage plot. Treatments of transnational and transatlantic writers encouraged. 2-page proposals by 15 Mar.; Noreen O'Connor (nto@georgetown.edu).

English Poetry of the Mid–15th Century. Papers on any aspect of the work of (among others) Bokenham, Burgh, Capgrave, Hardyng, Ashby, Charles of Orleans, the Fairfax poet, Roos, Audelay, Metham. Abstracts, brief vitae by 15 Mar.; Robert J. Meyer-Lee (bobbyjm@goshen.edu).

Experimental Poetry in the Midwest. Exploring experimental writing in the Midwest from a critical standpoint as it has emerged in the past twenty-five years. 250-word abstracts by 15 Mar.; William Allegrezza (wallegre@iun.edu).

Family and Collectivity. Is family loss of "self" and "others," who become simply "family functions" (Derrida, *A Taste for the Secret*)? Papers on singularity, family, and collective community in the new humanities. Abstracts by 1 Mar.; Julie Tarrant (jpt27@cornell.edu).

Fantasy Fiction and Genre. Fantasy links narrative forms: epic/romance; oral/written; film/novel; game/video. How does the genre of fantasy spawn other genres and connections between genres? 200-word abstracts by 15 Mar.; Kristen Abbey (klabbey@gmail.com).

Finance Capital, "Bartleby," and the City of Immaterial Labor. Does "Bartleby" represent the multitude's ethical resistance to capital or the "right to refuse to answer" (Derrida) that obscures exploitation? Abstracts by 1 Mar.; Kimberly DeFazio (kdefazio@ic.sunysb.edu).

Form and Discourse in Early Modern Travel Writing (1600–1800). Formal and discursive strategies in English travel writing, including journals, mercantile reports, letters; examines deployment of genre conventions and rhetoric (e.g., plain style). 1-page abstracts by 1 Mar.; Ellorashree Maitra (elm2636@gmail.com).

Future Spaces, Scottish Places. Science fiction and fantasy worlds in Iain Banks, Conan Doyle, Alasdair Gray, George MacDonald, David Lindsay, Naomi Mitchison. Earlier authors and other genres too. 1-page proposals and vitae by 1 Mar.; Caroline McCracken-Flesher (cmf@uwoyo.edu).

Galicia beyond Galicia: On the Centenary of the Himno Galego's Debut in Habana. Papers considering Galician language and culture beyond national borders; Galician diaspora communities; American, Atlantic, European Galicia. 19th–21st century. 1-page abstracts by 1 Mar.; Kirsty Hooper (kirsty.hooper@liv.ac.uk).

Genre Poaching in Literary Fiction. Contemporary US literary fiction that co-opts elements of popular genres such as science fiction, detective fiction, romance novels, TV, superhero comics: e.g., Castillo, Auster, Lethem, Eisenberg. Abstracts by 1 Mar.; Josh Lukin (jblukin@temple.edu).

The Gift in Literature. Gift theory and literary criticism; historical or cultural differences in giving; material or intangible gift exchanges; community and conflict in gift economies; literary commodities marketed as gifts. Abstracts by 9 Mar.; Jill Rappoport (jill.rappoport@villanova.edu).

Globalization, Power, and Hispanic Literature. Papers exploring literary representations

of human rights, immigration, exile, or other transatlantic connections between Spain and Latin America at the turn of the 21st century. Abstracts by 28 Feb.; Joseph McClanahan (mcclanah@stolaf.edu).

G. Grass's Autobiography. On the autobiography and the attendant moral, literary, and artistic issues. 1-page abstracts by 24 Feb.; Richard Schade (Richard.Schade@uc.edu).

Historicizing Fat. Papers that examine the construction of fat from a historical perspective, especially those that use history to oppose contemporary pathologized constructions of fat. 1-page abstracts and short biographies by 15 Mar.; Elena Levy-Navarro (levye@uww.edu).

Hollywood's Africa. Papers on Hollywood's representations of Africa after 1993. Analyses of films such as *Blood Diamond*, *Hotel Rwanda*, *The Constant Gardener*, and *Lord of War* welcome. Abstracts and vitae by 15 Mar.; MaryEllen Higgins (mxh68@psu.edu).

Aldous Huxley's Brave New World, 75th Anniversary. The impact of the most influential novel of the 20th century on literature, life, culture, science, science fiction, and philosophy. E-mails by 10 Mar.; David Izzo (davidizzo@hotmail.com).

Identity, Authority, and the Texts of Premodern Women. Papers on premodern texts that opened new spaces for women's identities in literature, language, or culture. 300-word abstracts by 1 Mar.; Brad Herzog (bdherzog@saumag.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).

The Indo-Germans: The German Misappropriation of Indian Thought. German orientalism of Indian thought and its relation to national identity, from roots in Hellenistic historians to idealism and Romanticism to contemporary Hindu nationalism. Abstracts by 15 Mar.; Robert Cowan (robert.cowan@hunter.cuny.edu).

Rachel Ingalls. Papers on Anglo-American writer Rachel Ingalls are requested. Submissions on her stories, rather than her novel *Mrs. Caliban*, are encouraged. Presentations must be kept to 20 minutes; 300-word abstracts by 15 Mar.; Gregory Marks (gmarks@hostos.cuny.edu).

Ink in Early Modern England. What work did ink perform in literary texts, as both material and metaphor? How is ink related to (im)permanence; to blotting, staining, corruption; to early modern technologies and textuality? 400-word abstracts by 1 Mar.; Adam Smyth (a.smyth@rdg.ac.uk) and Karen Britland (k.r.britland@keele.ac.uk).

Inter-Asian Cinema. Papers addressing Asian film coproductions vis-à-vis a shared pan-Asian cultural sphere crossing national, ethnic, and cultural borders. 250-word abstracts, bibliographies, and brief biographies by 10 Mar.; Aaron Magnan-Park (Magnan-Park.1@nd.edu).

International Childhoods, Overseas Americans, Third-Culture Kids, Global Nomads, Etc. On narratives, memoirs, or essays that tell of growing up in cultures other than (and distant from) one's passport country. Abstracts by 20 Mar.; Gene H. Bell-Villada (gene.h.bell-villada@williams.edu).

Intertextuality, Multimedia, and the Archive. Papers interrogating the clandestine relation between image and word and how truth is made arbitrary through interpretation. Focus on film and other arts welcome. Abstracts by 1 Mar.; Lindy Leong (lleong@ucla.edu).

Jaccottet's Earthly Immanence. Papers exploring Philippe Jaccottet's focus on the natural world as a return to the source of being. Abstracts, short vitae by 15 Mar.; Lynn Anderson (lsanderson@brynmawr.edu).

Jack Kerouac: On the Road. 2007 marks the fiftieth anniversary of the publication of *On the Road*. Papers focusing on the literary and cultural significance of the novel. Abstracts by 15 Mar.; Jody Spedaliere (spedaliere@cup.edu).

The Language of British Abolition. The diction of abolitionist and nonabolitionist British texts of the long 18th century: any topic welcome, especially interested in "cross-over" diction (from abolitionist to nonabolitionist texts), etc. Abstracts by 15 Mar.; Marcy L. Tanter (tanter@tarleton.edu).

Late Formalisms: Some Twilights of 20th-Century Poetry. Papers exploring the late work of a 20th-century poet, approached through questions, ideas, and problems of form, broadly considered. Abstracts by 1 Mar.; Anton Vander Zee (antonvz@stanford.edu).

"Letters to the Editor" as a Literary Genre. Abstracts on theory, history, and practice by 10 Mar.; Mashey Bernstein (MasheyB@aol.com).

Literary Aspects of Egils Saga Skalla-Grimssonar. Prose-poetry relations; Egil as a literary character; literary context (Icelandic

and pan-European); the "psychology" of the saga; *Egils saga* and narratology. Abstracts by 15 Mar.; Jon Helgason (jkh@hi.is) and Laurence de Looze (ldelooze@uwu.ca).

Louis MacNeice Centenary. 2007 marks the centenary of the birth of Louis MacNeice (d. 1963). Papers focusing on the author's significance, legacy, and influence. 250-word abstracts by 15 Mar.; Jonathan Allison (jalliso@uky.edu).

Materiality and Performance. Papers exploring the intersection of materiality and performance. Topics can range from oral tradition to digital culture. 1-page abstracts by 10 Mar.; John Walter (walterj@slu.edu).

Maud Martha and the Challenge of Space. Seeking papers informed by geographical theories of space and place that engage with Gwendolyn Brooks's novel *Maud Martha*. Queries, abstracts before 15 Mar.; Julia Leyda (juleyda@gmail.com).

Claude McKay and Black Modernism. Abstracts invited for 20-min. presentations on Claude McKay oriented in Marxist, modernist, queer, transnationalist, or other foci. E-mail inquiries by 5 Mar.; Gary E. Holcomb (gholcomb@emporia.edu).

Modern Approaches to 20th-Century and Contemporary Italian Literature. Papers discussing theoretical approaches to textual analysis of poetry and narrative. 350-word abstracts and 1-page vitae by 15 Mar.; Francesca Seaman (fseaman@depauw.edu).

Modernity and Enchantment. Are modern enchantments possible? What does literature offer to projects of enchantment? Enchantment and Enlightenment; environmental, secular, sacred, feminist, postcolonial enchantments; enchantment and genre. 200-word abstracts by 15 Mar.; Anthony Lioi (lioi@mit.edu).

Montaigne and 17th-Century England. How were Montaigne's *Essais* and John Florio's
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EDWARD SAMARA JR.

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translation received in 17th-century England? Who read the *Essais*, and how did they influence literary culture? 1–2-page abstracts by 15 Mar.; Susan O'Malley (Gushee271@aol.com).

Museums in Literature, Literature of the Museums. Papers on the textual life of the institution. Engagement with museum studies or institutional history especially encouraged. Abstracts or 8-page papers by 5 Mar.; Jonah Siegel (jsiegel@rci.rutgers.edu).

Muslims and Jews in French and Francophone Literatures and Films. Papers analyzing the depiction of relations between Muslims and Jews in contemporary literature and films. 1–2-page abstracts and brief vitae by 15 Mar.; Carine Bourget (bourgetc@u.arizona.edu).

Myths of Difficulty. “The Sick Rose” has recently been described as “more riddle than poem.” Have ideologies of undecidability accommodated readings too comfortably to the idea that they can't be done? Abstracts by 1 Mar.; Marcus Bullock (bullock@uwm.edu).

Narratives of 9/11: The Arab World and Its Diasporas. How have Arab writers, artists, and media responded to 9/11 and to the ongoing war on terror? 500-word abstracts by 18 Mar.; Nouri Gana (ganouri@umd.umich.edu).

New Trends in Contemporary Spanish Narrative (1980–2006). Exploring trends developed in the contemporary fiction of Spain. Discourses of identity, nationalism, nostalgia, ecocriticism, etc. 1-page abstracts by 15 Mar.; Palmar Alvarez-Blanco (palvarez@carleton.edu).

Otherness in the Literature and Composition Classroom. Theoretical and pedagogical approaches to otherness. Topics might include literature as other, teacher as other, engaging

differences, classroom identity, contact. 1-page abstracts by 1 Mar.; Tiffany Kriner (tiffany.e.kriner@wheaton.edu) and Stephanie L. Kerschbaum (kerschbaum@tamu.edu).

Performing Race: The Afro-Hispanic Experience in Latin America and the Caribbean, 1925–45. Examining representational systems of race by applying methodologies as feminist and postcolonial theory, *negritude*, and *transculturación*. 250-word abstracts 15 Mar.; Leilani García (l.garciaturull@csuohio.edu).

Perspectives: African American Literary Theory. Addressing theoretical positions inscribed by an African American sensibility. Examples: “Saturation,” “Signifyin(g),” and the “Blues.” Approximately 300-word abstracts by 15 Mar.; Ramona L. Hyman (rhyman256@comcast.net).

Petroleum Politics in Literature and Film. Papers that examine the history and cultural memory of the petroleum age, representations of the policies and practices that have shaped its global reach, or imagine its decline. Abstracts by 15 Mar.; Rosemarie Scullion (rosemarie-scullion@uiowa.edu).

Playwriting in Chicago, 1950–2006. Papers about the history of playwriting workshops, playwrights' ensembles, and the aims and methods of playwrights working in and writing for Chicago theaters. 1-page abstracts by 15 Feb.; Arvid F. Sponberg (arvid.sponberg@valpo.edu).

The Political Value of African American Literature. What role has African American literature played in (trans)national political action and social change? 1-page abstracts and vitae by 15 Mar.; Gene Andrew Jarrett (gjarrett@umd.edu).

The Postdictatorial Mode in United States Latino Literature and Culture. How literature, film, other media represent or remember regimes of absolute law; how they (re)write narratives of atrocity, dislocation, migration, diaspora, survival. 100-word abstracts by 1 Mar.; Ricardo Ortiz (ortizr@georgetown.edu).

Postsecular Professions. Exploring the implications of recent efforts to take religion seriously. Is it possible without rethinking aspects of the profession: its secularity, canons, methodologies, disciplinary boundaries, pedagogies, history? 500-word abstracts by 10 Mar.; Michael Kaufmann (mkauf@temple.edu).

The Present Age of the World Picture. Cultural responses to late developments concerning the degradation of the planet, in theory, media, literature. Abstracts by 20 Mar.; Sohnya Sayres (sayres@cooper.edu).

Primitivism and Cultural Production: The Latin American Avant-Garde Reconsidered. 250-word abstracts on the Latin American avant-garde (1915–35) oriented in *indigenism*, *negritude*, the body subliminal, shamanism, and the magic word. 15 Mar.; Leilani García (l.garciaturull@csuohio.edu).

Proust and Allegory in Giotto. A session devoted to Proust's discussion of the Cappella degli Scrovegni, with reference to the influence of intellectual climate and milieu. E-mail

400-word abstracts by 10 Mar.; Gian Balsamo (gbalsamo@aucegypt.edu).

Publish in English or Perish? Authors, even journals, especially in the sciences and medicine, tend to move to English as the language of publication: globalization? change? resistance? Abstracts by 15 Mar.; Richard Russell Caldwell (ac0365@wayne.edu).

Putting the History in Literary History: A Methodological Roundtable. Reflections on the controversies, conflicts, and potential best practices for writing literary history (as opposed to “literary criticism”). 150-word abstracts by 30 Mar.; Julia Douthwaite (jdouthwa@nd.edu).

Thomas Pynchon's *Against the Day*. All relevant topics welcome, including assessments of the Pynchon Wiki Web site, but papers analyzing Chicago's role in the novel are especially encouraged. Proposals by 15 Mar.; Peter Schmidt (pschmid1@swarthmore.edu).

Race, Ethnicity, and American Reform. How different ethnic or racial groups have responded to 20th-century mainstream reform movements: prohibition, workplace safety, child labor, immigration, welfare, affirmative action, environmental protection, etc. 1-page abstracts by 1 Mar.; Michael Clarke (michael.t.clarke@ucalgary.ca), Martha Patterson (mhpatterson@mckendree.edu).

Reading Margins. Applications of or responses to Michael Camille's *Images on the Edge*. Papers addressing the history of interpreting marginalia are also welcome. 1–2-page abstracts by 15 Mar.; Yasser Derwiche Djazaerly (yasser@shsu.edu).

Reading the Wind: Pedagogy for Magic, Ritual, Storytelling, Myth in African, Middle Eastern, Trans-American Texts. Exploring alternatives to archetypal, postcolonial, Lacanian, and poststructuralist readings. 1-page abstracts, short vitae by 1 Mar.; Roberta Sabbath (sabbath@unlv.nevada.edu).

Reframing Vietnam: Vietnamese Film and Culture. Inclusive of films made by Vietnamese directors in the diaspora. Abstracts by 15 Mar.; Sylvie Blum-Reid (sylblum@ufl.edu) and Louis Schwartz (lschwartz72@comcast.net).

Re-mapped Lives: The Partition of British India. Papers investigating how the Partition experience of communal violence and mass displacement has shaped postcolonial societies and subjectivities in South Asia. 300-word abstracts by 1 Mar.; Debal Mookerjee-Leonard (dmookerj@gmail.com).

Rereading the Sublime and Beautiful: The 250th Anniversary of Burke's *Enquiry*. How have contemporary methodologies such as feminist, queer, postcolonial, Marxist, psychoanalytic, and poststructural theories enriched our understanding of Burke's aesthetics? 500-word abstracts by 28 Feb.; Ana de Freitas Boe (aboe@bw.edu).

Rewriting the Renaissance: The Discourses of Sexual Difference in Early Modern Europe Twenty Years On. How has this collection influenced early modern English studies? 1–2-page abstracts by 1 Mar.; W. Reginald Rampone, Jr. (regrampone@hotmail.com).



EDWARD SAAVEDRA, JR.

Alison Parks Weber, speaker at the session “New Visions of Teresa of Avila and Sor Juana.”

Romantic Drama and Theater. Presentations on any aspect of Romantic drama, theater, and stage performance are invited. Proposals to Cajsja C. Baldini (cajsja.baldini@asu.edu).

Arundhati Roy's Critiques of Globalization. Analyses of Roy's fiction and nonfiction—in terms of her politics, activism, efficacy, reception (including backlash), and literary craft. Theoretical and pedagogical approaches invited. 1-page abstracts by 9 Mar.; Jason Mezey (jmezey@sju.edu).

Ruling English. Papers related to regulating the English language: treatises on English spelling, grammar, rhetoric, dictionaries, pedagogies, etc. and their appropriation(s) by 16th- and 17th-century authors. 1-page abstracts by 15 Mar.; Gwynn Dujardin (dujardin@post.queensu.ca).

Ruminating Repasts in Literature. Conflations of foods and fictions in medieval and early modern culture. How and why do banquets, meals, and food references pervade the literature of this period? Abstracts by 5 Mar.; Tim Tomasik (timothy.tomasik@valpo.edu).

Scientific Discourses in Latin American Modernism. Papers investigating the intersection of *decadentista* fiction and turn-of-the-century sciences such as medicine, psychopathy, and hygiene in Latin American prose, 1880–1920. 3-page abstracts by 15 Mar.; Nancy LaGreca (lagreca@ou.edu).

George Bernard Shaw and History. Possible topics: problems in literary history and theater history; philosophical and theoretical approaches; periodization; historicism; presentism; posthistory; prediction, prophecy, and the history of the future. Abstracts by 15 Mar.; Charles Joseph Del Dotto (cjd@duke.edu).

The Silence of Intellectuals. Papers on the “right to remain silent, to refuse to answer” (Derrida, *A Taste for the Secret*) and the place of the intellectual today. Abstracts by 8 Mar.; Jennifer Cotter (jecst39@pitt.edu).

“Singing Love Songs to Mr. Death”: Black Masculinity and Sexual Violence in African American Literature and Popular Culture. Papers exploring the erotics of death. 1-page abstracts by 1 Mar.; Aime Ellis (aime@msu.edu).

Sovereignty in Anglo-Irish and Continental Modernism. Proposals on formations, representations, and theorizations of sovereign subjects (individuals, groups, nations, empires), 1914–45, especially with respect to states of exception. Abstracts and short vitae by 1 Mar.; Mia L. McIver (mmciver@uci.edu).

Spanish for the Professions. Session geared to help educators and administrators understand the need for programs in Spanish for business and the professions. Abstract in Spanish by 15 Mar.; Carlos Coria-Sanchez (cmcoria@email.uncc.edu).

Speech Acts and Politeness across Cultures. Research topics exploring how speech acts and politeness phenomena differ cross-culturally. May include L2 or bilingual contexts. 1-page abstracts by 15 Mar.; Derrin Pinto (drpinto@stthomas.edu).

The Stage No Longer Empty: Theater 1969–79. Brook, Mnouchkine, Wilson, Foreman, Stein, Muller, others. Impact of video (1975–76) on production, archivization, historiography. Comparative studies of rapidly internationalizing, newly postcolonial stages welcome. Abstracts by 20 Mar.; Arnd Wedemeyer (awedemey@princeton.edu).

Surprised by Sin: The Reader in Paradise Lost: 40-Year Anniversary. How has this book influenced Milton studies for 40 years? 1–2-page abstracts by 1 Mar.; W. Reginald Rampone, Jr. (regrampone@hotmail.com).

J. M. Synge: The Playboy of the Western World. 2007 marks the centennial of the premiere of Synge's play. Papers exploring its relation to decolonization, Irish nationalism, and the National Theatre. 1-page abstracts by 10 Mar.; Erin Post (erin.post@duke.edu).

The Theatrical Turn. The language of the stage and of performance has become increasingly prominent in humanities research. Examining paradigms of theatricality and antitheatricality in the nondramatic genres of German modernism. Abstracts by 15 Mar.; Robert Buch (buch@uchicago.edu).

Tiresian Poetics: Modernism and Sex Change. Narratives of sexual or gender metamorphosis; sexual dissonance and artistic power; sexual difference and voice. Sexology and myth. Transgender rhetorics, poetics, narrative structures. Abstracts by 9 Mar.; Ed Madden (edward.madden@gmail.com).

To Assess or Not to Assess: What Are the Questions? What drives the impulse toward assessment? Does assessment belong at the college level? How can faculty members and practitioners in languages and literatures have a meaningful voice in this issue? Proposals; Richard Hancuff (cuff@gwu.edu).

Today's Tocquevilles? European Travelers, American Mores. Recent depictions by essayists, journalists, novelists, or satirists of the inhabitants and institutions of the United States. Goals, methods, effects, consequences. Print or film. 300-word abstracts by 15 Mar.; Mark Burde (mburde@umich.edu) and Lisabeth Hock (lhock@wayne.edu).

The Tragic Mulatta: Transnational Perspectives. Papers placing this American literary figure in global contexts by examining representations in American and non-American literatures to 1900. 1-page abstracts and brief vitae by 1 Mar.; Kimberly Manganelli (kmangan@clemson.edu).

Translating Pamuk. Does the eclectic range of linguistic competences and idiosyncratic styles of the Nobel laureate's English translators misrepresent his work? 250-word proposals for 20-min. papers by 1 Mar.; Jerold C. Frakes (jcfraakes@buffalo.edu).

United States Themes, Space, and Characters in Post-1960 Non-United States Theater. What do these cross-cultural representations reveal about theater and theatricality as well as about cultural identity? 1-page abstracts and short vitae by 15 Mar.; Les Essif (essif@utk.edu).

The Ups and Downs of Leslie Epstein: Ten Novels. On Epstein's remarkable range of

Holocaust and other themed fiction, including his latest on fascist Italy. 100-word abstracts by 5 Mar.; Mark Bernheim (bernhema@muohio.edu).

Urban Wit in the Long 18th Century. Literary representations of and philosophical speculations about wit, case studies, spaces (coffeehouse, bluestocking salon, city), gendered wit, cultural anxieties. Comparative focus welcome. Abstracts and vitae by 10 Mar.; Susanne Schmid (susanne.schmid@em.uni-frankfurt.de).

Vergil and Nationhood. Studying the interaction between the literary legacy of Vergil (epic, georgic, pastoral) and the question of territorial politics in early modern Europe. 500-word abstracts by 15 Mar.; Isabelle Fernbach (ifernbach@barnard.edu).

Voodoo and Zora Neale Hurston. Treatment of voodoo, Haiti, and West African traditional religions in *Their Eyes Were Watching God* and Hurston's other fictional works. 1-page abstracts or papers by 15 Mar.; La Vinia Delois Jennings (LaViniaJ@utk.edu).

The Way We Argue Now: Class and/of Reading. Papers on the way class conditions interpretive strategies and the place of the polemical in poststructuralist, psychoanalytic, Marxist, and other readings. Abstracts by 1 Mar.; Robert Faivre (faivrer@sunyacc.edu).

The Weight of the World. New consciousness, new subjects, new well-springs of self-address. Theory, media, literature. Abstracts by 20 Mar.; Sohnya Sayres (sayres@cooper.edu).

Eudora Welty and Detective Fiction. Papers exploring the genre of detective fiction in relation to the works of Eudora Welty. Intertextual approaches encouraged. Abstracts by 15 Mar.; Suzanne Marrs (marrss@millsaps.edu).

Who Reads Loren Eiseley? Thirty years after his death, what is the future of Loren Eiseley studies? nature writing? poetry? isolated essays? Any approach. 200-word abstracts or 7-page papers by 20 Mar.; M. E. Pitts (drpme@netzero.com).

John A. Williams: Race, Sexuality, Class, and Gender. Proposals that use interdisciplinary approaches to explore the writing and screen adaptations of Williams's works. 250-word abstracts and short vitae by 5 Mar.; Mark A. Reid (Mreid122@aol.com).

Women in the Archives / Las Mujeres en los Archivos (pre-1800). Papers focusing on pre-1800 Hispanic women's cultural production and archival research. 250-word abstracts by 1 Mar.; Barbara Simerka (bsimerka@hotmail.com).

The Work and Legacy of Sarah Kofman. Papers on any aspect of Kofman's work, including her autobiographical writings and her critical writings on psychoanalysis, philosophy, literature, and visual art. E-mail abstracts by 7 Mar.; Thomas Albrecht (talbrech@tulane.edu).

Writing the Caribbean in the United States. How do writers of Caribbean heritage who are located in the United States reconfigure “Caribbean” literature? Possible topics: diaspora, (continued on next page)

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linguistic crossings, native spaces, and informants. 1-page abstracts and vitae by 10 Mar.; April Shemak (aas004@shsu.edu).

Writing Transnational Adoption across Asia and America. How has transnational adoption transformed the meaning of "Asian American"? Exploring writings of transnational adoption in relation to racial categorization and cultural transmission. Abstracts by 10 Mar.; Mark Jerng (mcjerng@ucdavis.edu).

Allied and Affiliate Organizations

AMERICAN ASSOCIATION FOR ITALIAN STUDIES

(Re)Thinking the Mediterranean: Theory and Practice of "Pensiero Meridiano" (Meridian Thinking). By 1 Mar.; Norma Bouchard.

The Role of the Intellectual in Contemporary Italy. Consider whether the concept of the intellectual still defines a viable project or must rather be abandoned. Papers discussing novel practices of intellectual engagement in contemporary Italy are especially welcome. By 1 Mar.; Eugenio Bolongaro.

AMERICAN ASSOCIATION OF AUSTRALIAN LITERARY STUDIES

Exiles and Expatriates.

Regionalism. Proposals may address film as well as literature. 500-word proposals by 1 Mar.; Theodore F. Sheckels (tsheckel@rmc.edu).

AMERICAN ASSOCIATION OF PROFESSORS OF YIDDISH

In Commemoration of the 110th Anniversary of the Yiddish Newspaper *Forverts*: The Worldwide Yiddish Press—Its Publications, Its Writers. Proposals by 15 Mar.; Joseph C. Landis (landisaapy@verizon.net).

Modern Jewish Women Writers in the Americas. Proposals by 15 Mar.; Evelyn Avery (eavery@towson.edu).

AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES

Contemporary Slavic Women's Writing. In the light of recent women winners of the Russian Booker and the phenomenal success of women's mystery novels, this panel addresses how "elite" and "popular" women authors are reshaping Slavic literatures. Paper abstracts by 15 Mar.; Benjamin M. Sutcliffe (sutclibm@muohio.edu).

AMERICAN BOCCACCIO ASSOCIATION

Open Topic. Any aspect of Boccaccio studies. Abstracts by 15 Mar.; Janet Smarr (jsmarr@ucsd.edu).

AMERICAN COMPARATIVE LITERATURE ASSOCIATION

New Comparative Methodologies: Musical Thinking. Comparative literature and new musicology; musical elaborations after Adorno and Said; critical reading and critical listening; words on music and music on words. 500 words by 15 Mar.; Yopie Prins (yprins@umich.edu).

New Comparative Methodologies: Rethinking Difference. Papers addressing or exemplifying innovative comparative methodologies and paradigms: activism, archival and field research, cultural studies, database mining, the Internet, intra-national/intra-linguistic comparison. 500 words by 15 Mar.; Thomas Beebe (tob@psu.edu).

AMERICAN NAME SOCIETY

Two Open Sessions. Fields may include literature, literary theory, philosophy, linguistics, geography, sociology, history. Panels may be organized on single authors or subjects. 150-word (max.) abstracts by 1 Mar.; Priscilla Ord (paord@verizon.net).

ASSOCIATION DES AMIS D'ANDRÉ GIDE

Open-Topic Session. Papers on any aspect of Gide studies. 1-page detailed abstracts or 8-page papers by 10 Mar.; Christine Latrouitte Armstrong (armstrong@denison.edu) and Jocelyn Van Tuyl (vantuyl@ncf.edu).

ASSOCIATION FOR BUSINESS COMMUNICATION

Business, Technical, and Professional Communication. Papers on any aspect of this field, including connections with linguistics, cultural studies, and literature. 1–2-page abstracts by 1 Mar.; Daphne Jameson (daj2@cornell.edu).

ASSOCIATION FOR COMPUTERS AND THE HUMANITIES

New Reading Interfaces. Reading in the context of networked and multimedia communication environments. Possible topics: text visualizations, alternative interfaces, immersive or VR environments for text. Proposals from practical (design, coding) and theoretical perspectives. Abstracts and 1–2-page vitae by 16 Mar.; Rita Raley (raleym@english.ucsb.edu).

ASSOCIATION FOR THE STUDY OF AMERICAN INDIAN LITERATURES

Critical Approaches to Teaching First Nations / Native American Film. Theoretical, contextual, and aesthetic concerns specific to teaching and theorizing the work of indigenous filmmakers. Presentations that demonstrate methods are encouraged. 250-word abstracts by 1 Mar.; Beth Piatote (piatote@stanford.edu).

ASSOCIATION FOR THE STUDY OF LITERATURE AND THE ENVIRONMENT

Animals and Agency. Exploring literary representations of the agency and subjectivity of animals. How do these representations complicate the boundary that supposedly differentiates animals from humans?

When Nature Strikes Back. Exploring how literature personifies nature's retribution for human attempts to control or change the land. How does the environment become inhospitable toward humans? Abstracts by 1 Mar.; Sarah McFarland (mcfarlands@nsula.edu).

ASSOCIATION OF TEACHERS OF TECHNICAL WRITING

Methods for Making Technical Communication Research Meaningful for Learners. Ways that technical communication research

can transform learning experiences in contexts ranging from classrooms to online spaces to on-the-job training.

Professional and Technical Writing: Current Issues and Challenges. Current challenges of teaching technical or professional communication. Proposals with a broad range of approaches making connections to other areas of English studies. Abstracts by 28 Feb. (e-mail submissions preferred); Denise Tillery (denise.tillery@unlv.edu).

MARGARET ATWOOD SOCIETY

Atwood as a Poet. Atwood's poetic voice, exclusively or in comparison to her nonpoetic works. 400–500-word abstracts by 15 Mar.; Karma Waltonen (kjwaltonen@ucdavis.edu) and Debby Rosenthal (debbyrosenthal@comcast.net).

Atwood's Recent Shorter Fiction. *Moral Disorder, The Tent, The Penelopiad, Bottle, or Bashful Bob and Doleful Dorinda.* 400–500-word abstracts by 15 Mar.; Sharon Wilson (sharon.wilson@unco.edu) and Lisa Weckerle (weckerle@kutztown.edu).

SIMONE DE BEAUVOIR SOCIETY

Open Session. Any aspect of the works and life of Beauvoir. Titles, 2–3-paragraph abstracts, and short vitae by 1 Mar.; Yolanda Paterson (guyyopat@aol.com).

BYRON SOCIETY OF AMERICA

Byron in America. Byron's reception in America (in reviews, poetry, newspapers, journals, etc.); American citizens who visited Byron abroad; Byron's representation of America in his poetry; transatlantic Byronism. 1-page abstracts or 8-page papers by 15 Mar.; Jonathan Gross (JGROSS@depaul.edu).

CHILDREN'S LITERATURE ASSOCIATION

Beyond *Harry Potter*: Theorizing Fantasy for Children. Examining new theoretical approaches to the study of children's fantasy. 1–2-page abstracts or 8-page papers by 1 Mar.; Jackie C. Horne (Jacqueline.horne@simmons.edu).

Jumping between Audiences: Authors Who Write for Adults and Children—but Not at the Same Time. Analyzes authors of crossover books. 1–2-page abstracts or 8-page papers by 1 Mar.; Tammy Mielke (tammy.mielke@wmich.edu).

JOHN CLARE SOCIETY OF NORTH AMERICA

John Clare in History. Clare in relation to various histories: natural, literary, political, cultural. Abstracts by 15 Mar.; Scott McEathron (mceath@aol.com).

PAUL CLAUDEL SOCIETY

Paul Claudel et l'histoire. Other Claudel-related topics are also welcome. Mail or e-mail proposals by 15 Mar.; Nina Hellerstein (hellerst@uga.edu).

COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Cities, Public Spaces, and Monuments. Representations of the history and culture of cities and city life in literature, film, and art, including issues of urban and architectural

design, public policy regarding urban space, and the role of monuments and memorials. Abstracts by 15 Mar.: George Scheper (shepbklyn@aol.com).

CONFERENCE ON CHRISTIANITY AND LITERATURE

Seminar on Christian Scholarship and the Turn to Religion in Literary Studies. How may scholars strengthen critical sensibilities that weigh the delicate registers of belief and unbelief and develop theoretical paradigms that take faith seriously? 500-word abstracts by 15 Mar.; Susan M. Felch (felch@calvin.edu).

JOSEPH CONRAD SOCIETY

Conrad and Masculinity. Male characters and characterizations; appropriate and inappropriate masculine behavior and values in Conrad. Also “deviant male behavior,” including voyeurism, etc. Proposals by 18 Mar.; John Crompton (j.crompton@hotmail.co.uk).

The Secret Agent at One Hundred. Topics include terrorism, media, radical and revolutionary politics, conservatism, trauma, the family, scientific imaginaries, anthropology, conceptions of the human, and rewritings of the novel. Proposals by 20 Mar.; Peter Mallios (mallios@umd.edu).

DICKENS SOCIETY

The Functions of Dickens Criticism at the Present Time. Enduring significance of classic essays on or by Dickens; contributions of Dickens criticism to Victorian and literary studies; current and future directions. Abstracts and brief vitae by 1 Mar.; Teresa Mangum (teresa-mangum@uiowa.edu).

EMILY DICKINSON

INTERNATIONAL SOCIETY

Emily Dickinson and the History of Ideas. Papers grounded in Dickinson and speaking to a broad aspect of intellectual history.

Open Topic. Papers on any aspect of Dickinson’s life and writing. 200-word abstracts by 10 Mar.; Jed Deppman (jdeppman@oberlin.edu).

WILLIAM FAULKNER SOCIETY

Open session. Proposals for individual papers or complete panels. Preliminary inquiries welcome. Abstracts (250-word max.) by 1 Mar.; John T. Matthews (jtmattws@bu.edu).

FEMINISTAS UNIDAS

Feminists Aren’t Funny? Humor as a Pedagogical Tool. Papers in English, Spanish, or Portuguese; all time periods and genres. Methodological tools may include visual texts such as cartoons, video, YouTube, commercials, iconography, etc. Abstracts by 15 Mar.; Candyce Leonard (leonaca@wfu.edu).

Feminist Trajectories: Desde las Monjas to the New Left. Papers in English, Spanish, or Portuguese; all time periods and genres. Analyses of linguistic or visual texts, including art, cartoons, iconography, etc. Abstracts by 15 Mar.; Carmen de Urioste (urioste@asu.edu).

ROBERT FROST SOCIETY

Frost’s Final Ascent to Poet Laureate 1958: A Fifty-Year Retrospective. Ezra Pound’s release; poetry, literary, cultural, and national Cold War politics; gender, race, class issues; literary and publishing highlights; relations with other 1950s writers. Proposals by 9 Mar.; Camille Roman (roman@wsu.edu).

MARGARET FULLER SOCIETY

Fuller and the Politics of Everyday Life. Political resonance of the personal, everyday, and experiential. The critical role of narratives (mythical, ideological, travel), dialogues, translations, and multiple discourses. Fuller and her contemporaries. 2-page abstracts, vitae by 15 Mar.; Jeffrey Steele (jsteele@wisc.edu).

International Margaret Fuller: Transatlantic and Global Circulations. Fuller on transnational movements of culture and ideas, New York and global economies, (im)migrations, republicanism, the Mexican War, her translations. Comparative approaches welcome. 2-page abstracts, vitae by 15 Mar.; Brigitte Bailey (Brigitte.Bailey@unh.edu).

ELLEN GLASGOW SOCIETY

Before Barren Ground: Ellen Glasgow’s Formative Fictions. Glasgow’s fiction and short fiction appearing before the 1925 publication of *Barren Ground*. All approaches to Glasgow’s earlier canon are welcome. Papers by 1 Mar.; Mark Graves (m.graves@morehead-st.edu).

GL/Q CAUCUS FOR THE MODERN LANGUAGES

Ballots and Benefits: The Material Effects of Legislation on Our Working Lives. Legislative actions and influences on working lives, campus environments, curricula. Recent developments, positive or negative. Marriage amendments, partner legislation. “Academic Bill of Rights.” Abstracts by 9 Mar.; Ed Madden (edward.madden@gmail.com).

GOETHE SOCIETY OF NORTH AMERICA

The Poetics of Architecture. How do Germans writing around 1800 represent the architectural space? How are buildings aesthetic objects? What is the relation between classicism and later architectural histories? Abstracts by 15 Mar.; Daniel Purdy (dpl4@psu.edu).

NATHANIEL HAWTHORNE SOCIETY

Critical Overviews: Where Are We Now? Is There a Case for the Late Hawthorne? 1–2-page abstracts for 20-min. papers by 1 Mar.; Brenda Wineapple (bwineapple@earthlink.net).

ERNEST HEMINGWAY SOCIETY

Hemingway as Father. Hemingway as a father: Hemingway’s attitudes toward fatherhood, his parenting philosophy, his relationship with his sons (real and fictional), etc. and Hemingway’s status as a literary patriarch.

Hemingway’s Style. In later works, Hemingway departs from his famed clean, concise style in favor of long, tumbling sentences. How might we understand this departure—

artistic decline? illness? experimentation? What is at stake in such discussions? 1-page proposals by 2 Mar.; Suzanne del Gizzo (delgizzos@chc.edu).

LANGSTON HUGHES SOCIETY

The Short Fiction of Langston Hughes. Papers that illuminate Hughes’s art and imagination through his cross-cultural connections in music, politics, and religion. E-mail 1-page abstracts and biographical statements by 7 Mar.; Dellita Martin-Ogunsola (dellita@uab.edu).

INTERNATIONAL ASSOCIATION OF GALDÓS SCHOLARS

Galdós and the Spanish Empire. Methods of study and relations between Spain and Spaniards with the former empire, colonies, and its subjects in the fictional and journalistic writings of Galdós. Abstracts by 15 Mar.; Stephen Miller (s-miller@tamu.edu).

Teaching Galdós in the 21st Century: New Audiences, New Approaches. Attracting a new generation of students to Galdosian studies. Classroom use of images, music, technology, etc. Integrating Galdós into interdisciplinary courses. Abstracts by 15 Mar.; Linda Willem (lwillem@butler.edu).

INTERNATIONAL BRECHT SOCIETY

Brecht and World Cinema. Considering cultural, political, and technological shifts since 1989, the International Brecht Society seeks papers reassessing the “Brechtian” in cinema and film studies. In memoriam Danièle Huillet, 1936–2006. Abstracts by 23 Mar.; Barton Byg (byg@german.umass.edu).

INTERNATIONAL COURTLY LITERATURE SOCIETY

Images of Courtliness. Proposals by 30 Mar.; Michelle Bolduc (mbolduc@uwm.edu).

INTERNATIONAL SPENSER SOCIETY

Open-Topic Session. Papers welcome on any aspect of Edmund Spenser’s prose and poetry. 300-word abstracts (e-mail attachment or hard copy) by 1 Mar.; Jeff Dolven (jdolven@princeton.edu).

Spenser and the Continent. Spenser’s response to and influence on Continental genres, writers, politics. 300-word abstracts (e-mail only) by 1 Mar.; Barbara Fuchs (fuchsbar@sas.upenn.edu).

INTERNATIONAL VIRGINIA WOOLF SOCIETY

Gastronomical Woolf. Discussions that address relations to or representations of food but transcend the pathological: dining, cookery, household management, austerity, desire, consumption, family dynamics, class consciousness. 500-word abstracts by 15 Mar.; Andrea Adolph (AADOLPH@stark.kent.edu).

New Modernist Studies and Virginia Woolf. Given the bias against single-author studies in many journals, graduate schools, and conferences, what is the state and fate of Woolf scholarship in the context of the new modernist studies? 500-word abstracts by 15 Mar.; Mark Hussey (mhussey@pace.edu).

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INTERNATIONAL VLADIMIR NABOKOV SOCIETY

Nabokov and the Fairy Tale. 1-page abstracts by 1 Mar.; inquiries welcome; Charles Nicol (chaznicol@yahoo.com).

Open Session. 1-page abstracts or 20-min. papers by 1 Mar.; Ellen Pifer (epifer@udel.edu).

HENRY JAMES SOCIETY

Henry James and the Things of Modernism.

James's *The Tempest* Essay. Abstracts (500 words max.) by 12 Mar.; Tamara Follini (tf211@cam.ac.uk; <http://mockingbird.creighton.edu/english/jsociety.htm>).

KAFKA SOCIETY OF AMERICA

Kafka Now. Recent texts and popular culture. 500-word abstracts by 15 Mar.; Marie Luise Caputo-Mayr (mlcaputomayr@hotmail.com; <http://www.kafkasocietyofamerica.org>).

KEATS-SHELLEY ASSOCIATION

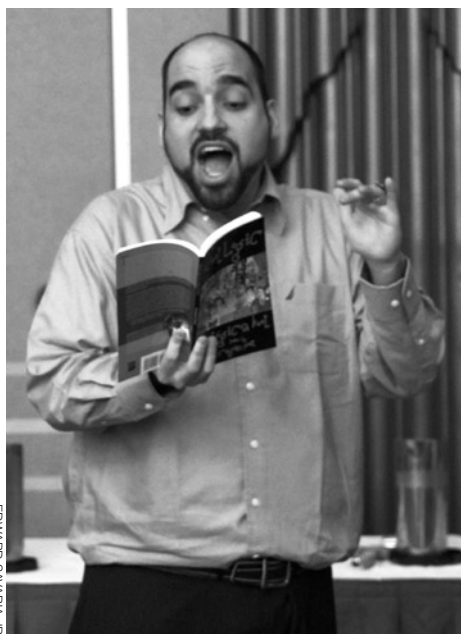
Romanticism and the Transatlantic Contract.

Legal, economic, and representational "agreements" constituting transatlantic relations for later Romanticism: e.g., social contract; trade, finance, and commodity history; slavery/abolition; piracy; copyright; emigration and regulation of national identity. Abstracts by 15 Mar.; Tilar Mazzeo (tjmazzeo@colby.edu).

D. H. LAWRENCE SOCIETY OF NORTH AMERICA

D. H. Lawrence and Film. Covering all aspects of transferring Lawrence's works to film, as well as Lawrence's own attitude toward the movies.

Eugenics, Fascism, and D. H. Lawrence. Including both Lawrence's attitudes toward eugenics and fascism or aspects of his work that may incorporate or refute these movements.



Tomás Urayoán Noel, speaker at the session "The Cool Logic / Lógica Cool of Urayoán Noel: A Bilingual Spoken Word Performance."

300-word abstracts by 15 Mar.; Elizabeth Fox (emfox@mit.edu).

DORIS LESSING SOCIETY

Doris Lessing and Modernism. Doris Lessing's engagement with and resistance against modernist authors, aesthetics, or politics. 250-word abstracts and brief biographies by 1 Mar.; Tonya Krouse (krouset@nku.edu).

Doris Lessing's Recent Work. Lessing texts from the last fifteen years. Special interest in environmental, anthropological, and genre studies. 250-word abstracts by 1 Mar.; Linda Seidel (lseidel@truman.edu).

G. E. LESSING SOCIETY

Lessing Society Session I: Lessingforschung Present and Future. Present state of Lessingforschung and its foreseeable, possible, or ideal future. Proposals on any aspect by 1 Mar.; Herbert Rowland (hrowland@purdue.edu).

Lessing Society Session II: Faith, Reason, and Violence. Any aspect of faith and violence; reason and violence; or faith, reason, and violence during the Lessingzeit. Submit by 1 Mar.; Gail Hart (gkhart@uci.edu).

LYRICA SOCIETY FOR WORD-MUSIC RELATIONS

W. H. Auden and Music. On the 100th anniversary of his birth, Lyrica invites submissions on Auden as lyricist and librettist and on composers who set his texts. Both formal and historical approaches are welcome.

Prima la musica, poi le parole. Which is more important, words or music? Papers may focus on either or both sides of this age-old aesthetic argument, in any historical period or geographical context. Send proposals by 15 Mar.; (DrJSDailey@aol.com).

MARLOWE SOCIETY OF AMERICA

Open-Topic Session. Papers welcome on any aspect of Marlowe studies. Send detailed abstracts or 15-min. papers by 1 Mar.; Bruce Brandt (bruce.brandt@sdstate.edu).

MEDIEVAL AND RENAISSANCE DRAMA SOCIETY

Medieval and Early Modern Drama: Performance and Pedagogy. Intersections between performance and teaching of pre-1700 drama. Teaching literature through performance; cross-disciplinary connections in teaching drama; records in dramaturgy; assignments and assessment. 250-500-word abstracts by 1 Mar.; Elza Tiner (tiner@lynchburg.edu).

Medieval Performance Studies: Theory and Practice. All aspects of the theory and practice of medieval performance, especially beyond drama per se (e.g., ritual, sport, law, scholastic disputation, music, pageantry, preaching, politics). 250-500-word abstracts by 1 Mar.; Jody Enders (jenders@french-ital.ucsb.edu).

MELUS: THE SOCIETY FOR THE STUDY OF THE MULTI-ETHNIC LITERATURE OF THE UNITED STATES

Multiethnic Literature and Ecofeminism: Intersections. Ecofeminism sees a relation among nature, women, and people of color. How have multiethnic texts contributed to

the ecofeminist or ecopolitical agenda? What theoretical and practical issues are involved?

Trans/nation: Race, Ethnicity, Citizenship, and the State of American Literature. How have current studies on globalization/transnationalism impacted our conceptions of American ethnic literatures? How have globalization and transnationalism redefined 21st-century multiethnic American literary studies? 250-word abstracts with 1-page vitae by 15 Mar.; Wenxin Li (liw@sunysuffolk.edu).

MELVILLE SOCIETY

What's a Feminist to Do with Melville? Re-evaluations, critiques, Melville and women writers, history of feminism, feminist literary history, genealogy of Melville studies, postfeminist Melville, new directions. 2-page proposals by 10 Mar.; Charlene Avallone (avallone@lava.net).

MILTON SOCIETY OF AMERICA

John Milton: A General Session. Topics on any aspect of Milton studies. 1-page detailed proposals by 15 Mar.; Paul Stevens (Paul.Stevens@utoronto.ca).

John Milton: Land, Space, Place. Topics may include topography, exterior and interior space, visibilia and invisibilia, spiritual space, etc. 1-page detailed proposals by 15 Mar.; Mary Fenton (mfenton@wcu.edu).

MODERN AUSTRIAN LITERATURE AND CULTURE ASSOCIATION

The Influence of the Occupying Allied Forces on Austrian Literature after 1945. Exploration of influence of the Allied occupiers on Austrian literature and the formation of an Austrian cultural identity from 1940s to 1970s. Abstracts by 9 Mar.; Heide Kunzelmann (h.kunzelmann@aston.ac.uk).

Transnational and Intercultural Aspects of Contemporary Austrian Literature and Culture. Examination of strategies used by nonnative Austrian writers and filmmakers to negotiate cultural, national, and ethnic alterity in their works. 250-word abstracts by 9 Mar.; Helga Schreckenberger (hschreck@uvm.edu).

WILLIAM MORRIS SOCIETY

Morris as Metatext: Editions, Print Forms, Illustrations.

The Pre-Raphaelite and Aesthetic Family. Abstracts by 20 Mar.; Florence S. Boos (florence-boos@uiowa.edu).

NORTH AMERICA HEINE SOCIETY

Heine's *Ideenschmuggel*. Political camouflage and operational writing in Heine: How does Heine challenge, undermine, or satirize censorship? Which aesthetic strategies does he employ for infiltrating the political discourse? 1-page abstracts by 15 Mar.; Patrick Fortmann (fortmann@tulane.edu)

HAROLD PINTER SOCIETY

Open Topic. Any aspect of Harold Pinter's diverse body of work, as well as his influence and influences. 100-word abstracts with title, preferred address, phone, and e-mail by 1 Mar.; Ann C. Hall (halla@ohiodominican.edu).

PIRANDELLO SOCIETY OF AMERICA

Pirandello's *L'Umorismo*: 100th Anniversary. Papers on Pirandello's seminal essay. Abstracts of 250 words are invited on all aspects of the essay, including its influence and significance, by 15 Mar.; John Di Gaetani (Jdigaetani@aol.com).

POE STUDIES ASSOCIATION

Poe and Ideology. Papers considering any permutations, associations, and applications of ideology in, about, and around Poe's work.
Poe and "Translation." Papers considering "translation"—"transference of a form of energy from one point to another," "transference," "removal from earth to heaven," and "turning from one language/medium to another" (OED)—and Poe's work. Abstracts by 1 Mar.; Barbara Cantalupo (bac7@psu.edu).

POPULAR CULTURE ASSOCIATION

Celebrity Couplendom and the Cinema. Theoretically informed analyses of the interrelationship between high-profile star pairings on- and offscreen. 1-page abstracts or 15-min. papers and vitae by 10 Mar.; Liahna Armstrong (lotus@cwu.edu).

EZRA POUND SOCIETY

Pound and the Chicago Renaissance.
Pound and the Modernist as Decadent. 500–1,000-word abstracts by 7 Mar.; Burton Hatlen (Hatlen@maine.edu).

RADICAL CAUCUS IN ENGLISH AND THE MODERN LANGUAGES

How Does the Ruling Class Rule? Teaching about or to the ruling class. The role of culture, media, the state, and especially education—literature and literacy, in particular—in the reproduction of capitalism. Strategies of resistance.

Teaching Social Protest. Teaching literary and cultural texts about social (environmental justice, antiracist, antisexist, antiimperialist, etc.) movements, intentional communities, anticapitalist struggles, utopian ideas. Oaxaca, Stonewall, Combahee River Collective, SDS, Zapatistas, Brook Farm, etc. 1–2-page abstracts by 15 Mar.; Michael Bennett (bennett@liu.edu).

ROMANIAN STUDIES ASSOCIATION

New Romanian Cinema: Dogs, Dreamers, and Vagabonds. Romanian filmmakers are offering new portrayals of postcommunist Romania that defy stereotypical perceptions of the "East." Possible topics: migration, the wandering eye, minorities, new genres and cinematic techniques. 200-word abstracts by 15 Mar.; Ramona Uritescu-Lombard (urutescu@fas.harvard.edu).

Writing across Borders: 20th-Century Romanian Writers Abroad. Borders (i.e., political, geographical, linguistic, cultural, psychological) as explored in the writings of 20th-century Romanian authors who have traveled and immigrated abroad. 200-word abstracts by 12 Mar.; Roxana Verona (Roxana.M.Verona@dartmouth.edu) and Anca Luca Holden (anca@uga.edu).

GEORGE SAND ASSOCIATION

Poetics and Politics of Friendship in Sand's Work. How does Sand define friendship? How does she represent feminine exclusion from brotherhood? Which values and practices help create friendship for both sexes? 2-page proposals by 1 Mar.; Catherine Nesci (cnesci@french-ital.ucsb.edu).

George Sand's Literary Secrets. Exploring the relation between Sand's autobiographical and fictional secrets. Is there a generic difference between what remains unspeakable and hidden in confession and the novel? 2-page proposals 1 Mar.; Maryline Lukacher (mlukache@niu.edu).

SOCIETY FOR CRITICAL EXCHANGE

Writing Empires I: Composition and the Expansion of English. Writing programs as "empire-building" enterprises for English studies; movements toward independence of writing programs from English programs; WAC/WID as resituating English studies.

Writing Empires II: Writing Histories and Theories. Technologies, practices, and pedagogies of writing in the histories of 19th- and 20th-century imperialism, antiimperial movements, and globalization. Abstracts and vitae by 5 Mar.; Kurt Koenigsberger (kurt.koenigsberger@case.edu).

SOCIETY FOR GERMAN RENAISSANCE AND BAROQUE LITERATURE

Demonizations. Demonization is the characterization as evil or subhuman with the intent of subordination, ostracism, or eradication. Topics might include religious polemics, hatred of Jews, persecution of women, the rise of new nationalism, anti-Turkish polemics.

Laughter. Laughter assumes many forms in the early modern period. Bawdy texts, humorous drawings, parody, satire, polemics, court activities, fools, and other topics dealing with laughter. Abstracts for papers by 1 Mar.; Jonathan Clark (clark@cord.edu).

SOCIETY FOR MEDIEVAL FEMINIST SCHOLARSHIP

Gender and Genre in the Middle Ages.

Reading Women, Women Readers in the Middle Ages. Papers broadly addressing either of these topics. Mail or e-mail abstracts by 15 Mar.; Jennifer N. Brown (jbrown@hartford.edu).

SOCIETY FOR TEXTUAL SCHOLARSHIP

Archive Trouble. The archive (broadly conceived, specifically rendered) as a site of loss, overflow, forgery, chaos, and anxiety—in any period—and the consequences for scholarship, editing, cultural practice, and textual theory. Proposals by 6 Mar.; Andrew Stauffer (astauff@bu.edu).

SOCIETY FOR THE STUDY OF EARLY MODERN WOMEN

New Directions in the Study of Early Modern Women Writers. New projects or approaches to the study of early women writers in English and other languages. Cross-disciplinary emphasis preferred but

not essential. Abstracts by 15 Mar.; Susanne Woods (swoods@wheatoncollege.edu).

SOCIETY FOR THE STUDY OF MIDWESTERN LITERATURE

Chicago as Metaphor in Midwestern Literature.

Chicago Writers. Particularly interested in the relation of Midwestern literature to Midwestern place. Titles and 1–2-page abstracts by 1 Mar.; Marilyn J. Atlas (atlas@ohio.edu; <http://www.ssmi.org>).

SOCIETY FOR THE STUDY OF NARRATIVE LITERATURE

Problems in Narrative and the Human Rights Paradigm. Explores the relation between narrative and human rights, with particular interest in emergent models for theorizing this nexus. Abstracts by 10 Mar.; Elizabeth S. Anker (ankeres@wfu.edu).

SOCIETY FOR THE STUDY OF SOUTHERN LITERATURE

Ending the Atlantic Slave Trade, 1807–2007. To mark the bicentennial: tellings of the Middle Passage, stories of resistance, the United States South in the black Atlantic. In literature of any relevant period.

Filming the United States South. Silver-screen Souths: race, location, segregation, and film history; visualizing the plantation; myths and countermyths; spectacle and violence. Abstracts by 10 Mar.; Jennifer Rae Greeson (greeson@princeton.edu).

SOUTH ASIAN LITERARY ASSOCIATION

Popular Culture and the South Asian Imagination. The expression of South Asian imagination in popular culture, as well as pop cultural expressions in the South Asian imagination, in film, television, music, and theater. 500-word abstracts by 15 Mar.; Moumin Quazi (quazi@tarleton.edu).

Representations of India in the Western Mind: Theorizing the Past. Examining representations of precolonial, colonial, and postcolonial India in the Western mind. 500-word abstracts by 15 Mar.; K. D. Verma (kverma@pitt.edu).

WALLACE STEVENS SOCIETY

Opus Posthumous: A Celebration. On this golden jubilee, what has been the effect on the Stevens canon of *Opus Posthumous* (1957, 1989, 1997)? Which texts entered the Stevens canon and why? Papers or abstracts by 15 Mar.; Bart Eeckhout (Bart.Eeckhout@ua.ac.be).

Wallace Stevens and France. What has been the influence of the French language and French writers and artists on Wallace Stevens's poetry and theory of aesthetics? Papers or abstracts by 15 Mar.; Anne Luyat (anneluyat@yahoo.fr).

THOREAU SOCIETY

Global Thoreau. Recent studies have focused productively on Emerson, Fuller, and other American Renaissance writers, but what about a truly global Thoreau? Transatlantic, transpacific, and Pan-American perspectives
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on Thoreau. 1-page abstracts by 15 Mar.; Laura Dassow Walls (wallsld@gwm.sc.edu).

EDITH WHARTON SOCIETY

Beyond Pro- or Anti-: Toward Edith Wharton's Racial Politics. Readings sought that grapple with Wharton's complex racial politics, moving beyond viewing her as either sympathetic or hostile to difference. Regional, national, global approaches welcome. Abstracts and vitae by 10 Mar.; Meredith Goldsmith (mgoldsmith@ursinus.edu).

Edith Wharton and Illness. The significant role illness (and health) played in Wharton's life, context, and works. All approaches to this topic are welcome. Abstracts (about 500 words) and short vitae by 10 Mar.; Hildegard Hoeller, 29 Gail Ct., Staten Island, NY 10306 (hilhlr@aol.com).

WILLIAM CARLOS WILLIAMS SOCIETY

Poetry, Literary Review, and Others. Williams's relation to little magazines and Chicago. Abstracts by 15 Mar.; Erin Templeton (e.e.templeton@gmail.com).

William Carlos Williams and Company. Williams's personal and creative associations with writers, artists, musicians, etc., at home and abroad. Abstracts by 15 Mar.; Eric White (eric.b.white@gmail.com).

WOMEN IN GERMAN

New Women Writers in the "Berlin Republic." How post-Wende women writers explore the key debates that are shaping the identity, politics, and culture in the new "Berlin Republic." Papers by 15 Mar.; Denise M. Della Rossa (dellarossa.1@nd.edu) and Corinna Kahnke (ckahnke@indiana.edu).

WORDSWORTH-COLERIDGE ASSOCIATION

Romanticism, Reading, and Translation: The Processes of Literacy. Essays addressing the history, theory, representation, and practice of reading and translation and the normative or transgressive roles of readers, writers, and translators in the British Romantic period. Abstracts by 15 Mar.; James McKusick (james.mckusick@mso.umt.edu). □

Executive Summary of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion

In 2004 the Executive Council of the Modern Language Association of America created a task force to examine current standards and emerging trends in publication requirements for tenure and promotion in English and foreign language departments in the United States. The council's action came in response to widespread anxiety in the profession about ever-rising demands for research productivity and shrinking humanities lists by academic publishers, worries that forms of scholarship other than single-authored books were not being properly recognized, and fears that a generation of junior scholars would have a significantly reduced chance of being tenured. The task force was charged with investigating the factual basis behind such concerns and making recommendations to address the changing environment in which scholarship is being evaluated in tenure and promotion decisions.

To fulfill its charge, the task force reviewed numerous studies, reports, and documents; surveyed department chairs; interviewed deans and other senior administrators; solicited written comments from association members; and consulted with other committees and organizations. The most significant data-gathering instrument was a spring 2005 online survey of 1,339 departments in 734 institutions across the United States covering a range of doctorate, master's, and baccalaureate institutions. The response rate to the survey (51% of all departments and 67% of all institutions) provided a solid basis for the task force's analysis and recommendations.

The information gathered by the task force substantiates some worries and mitigates others. The results of the MLA survey, which covered the academic years from 1994–95 to 2003–04, initially seemed reassuring, since they suggested that there has been no perceptible lowering of tenure rates among those in the final stages of the tenure process, where the denial rate seems to be around 10%. But further research presented a more complex picture. The MLA survey showed that well over 20% of tenure-track faculty members leave the departments that originally hired them before they come up for tenure. Data from studies conducted by other groups suggest that fewer than 40% of the PhD recipients who make up the pool of applicants for tenure-track positions obtain such positions and go through the tenure process at the institutions where they are initially hired, and a somewhat larger number of modern



EDWARD SAMRRA, JR.

Michael Holquist presents the James Russell Lowell Prize to Paula R. Backscheider.

language doctorate recipients—more than 40%—never obtain tenure-track appointments. In the aggregate, then, PhDs in the fields represented by the MLA appear to have about a 35% chance of getting tenure.

The MLA survey further documents that the demands placed on candidates for tenure, especially demands for publication, have been expanding in kind and increasing in quantity. While rising expectations have been driven by the nation's most prestigious research universities, the effects ripple throughout all sectors of higher education, where greater emphasis has been placed on publication in tenure and promotion decisions even at institutions that assign heavy teaching loads. Over 62% of all departments report that publication has increased in importance in tenure decisions over the last ten years. The percentage of departments ranking scholarship of primary importance (over teaching) has more than doubled since the last comparable survey, conducted by Thomas Wilcox in 1968: from 35.4% to 75.7% (*Comprehensive Survey* 36).

Judging from the MLA's survey findings, junior faculty members are meeting these ever-growing demands even though this is a time when universities have lowered or eliminated subsidies for scholarly presses and libraries have dramatically reduced their purchases of books in the humanities. And despite a worsening climate for book publication, the monograph has become increasingly important in comparison with other forms of publication. Indeed, 88.9% of departments in Carnegie Doctorate-granting, 44.4% in Carnegie Master's, and 48% in Carnegie Baccalaureate institutions now rank publication of a monograph "very important" or "important" for tenure. The status of the monograph as a gold standard is confirmed by the expectation in almost one-third of all departments surveyed (32.9%) of progress toward completion of a second book for tenure. This expectation is even higher in doctorate-granting institutions, where 49.8% of departments now demand progress toward a second book.

While publication expectations for tenure and promotion have increased, the value that departments place on scholarly activity outside monograph publication remains within a fairly restricted range. Refereed journal articles continue to be valued in tenure evaluations; only 1.6% of responding departments rated refereed journal articles "not important" in tenure and promotion decisions. Other activities were more widely devalued. Translations were rated "not important" by 30.4% of departments (including 31.3% of foreign language departments), as were textbooks by 28.9% of departments, bibliographic scholarship by 28.8% of departments, scholarly editions by 20% of departments, and editing a scholarly journal by 20.7% of departments. Even more troubling is the state of evaluation for digital scholarship, now an extensively used resource for scholars across the humanities: 40.8% of departments in doctorate-granting institutions report no experience evaluating refereed articles in electronic format, and 65.7% report no experience evaluating monographs in electronic format.

Given the trends the task force has identified, we offer the following recommendations to address this complex situation before it becomes a crisis.

1. Departments and institutions should practice and promote transparency throughout the tenuring process.
2. Departments and institutions should calibrate expectations for achieving tenure and promotion with institutional values, mission, and practice.
3. The profession as a whole should develop a more capacious conception of scholarship by rethinking the dominance of the monograph, promoting the scholarly essay, establishing multiple pathways to tenure, and using scholarly portfolios.
4. Departments and institutions should recognize the legitimacy of scholarship produced in new media, whether by individuals or in collaboration, and create procedures for evaluating these forms of scholarship.
5. Departments should devise a letter of understanding that makes the expectations for new faculty members explicit. The letter should state what previous scholarship will count toward tenure and how evaluation of joint appointments will take place between departments or programs.
6. Departments and institutions should provide support commensurate with expectations for achieving tenure and promotion (start-up funds, subventions, research leaves, and so forth).
7. Departments and institutions should establish mentoring structures that provide guidance to new faculty members on scholarship and on the optimal balance of publication, teaching, and service.
8. Department chairs should receive guidance on the proper preparation of a tenure dossier.
9. Departments and institutions should construct and implement models for intermediate reviews that precede tenure reviews.
10. Departments should conduct an in-depth evaluation of candidates' dossiers for tenure or promotion at the departmental level. Presses or outside referees should not be the main arbitrators in tenure cases.
11. Scholarship, teaching, and service should be the three criteria for tenure. Those responsible for tenure reviews should not include collegiality as an additional criterion for tenure.
12. Departments and institutions should limit the number of outside letters (in general, to no more than six). Scholars should be chosen to write letters based primarily on their knowledge of the candidate's field(s). Letters should be limited to evaluating scholarly work. Candidates should participate in selecting (or rejecting) some of their potential reviewers.
13. The profession as a whole should encourage scholars at all levels to write substantive book reviews.
14. Departments and institutions should facilitate collaboration among scholars and evaluate it fairly.
15. The task force encourages further study of the unfulfilled parts of its charge with respect to multiple submissions of manuscripts and comparisons of the number of books published by university presses between 1999 and 2005.
16. The task force recommends establishing concrete measures to support university presses.
17. The task force recognizes that work needs to be done on several questions not asked in its survey: salaries of junior and recently tenured faculty members, the role of unions, tenure appeals processes, and the lengthening of the pretenure period.
18. The task force recommends that a study of faculty members of color be conducted.
19. The task force encourages discussion of the current form of the dissertation (as a monograph-in-progress) and of the current trends in the graduate curriculum.
20. Departments should undertake a comprehensive review to ensure that their expectations for tenure are consistent with their institutions' values and mission and that each step in the process is fair and transparent. □

PMLA Special Topic: War

Heraclitus says, “War [*polemos*] is both father of all and king of all: it reveals the gods on the one hand and humans on the other, makes slaves on the one hand, the free on the other” (trans. Gregory Fried). *PMLA* invites analyses of war as a structure of feeling and as an objective reality. Examinations of any and all war-related forms of aesthetics, rhetoric, text, theory, emotion, and performance in ancient, medieval, modern, and postmodern times will be considered. How do literature, religion, theology, and metaphysics—indeed, how do radio, film, new media, and live performance—reflect, rationalize, or prevent the launching of war, or of peace? Have books or performances started wars or stopped them? What is the effect of medicalization, humanitarianism, environmentalism, racialization, nationalism, and capitalism on the conduct and

propagation of war? What are the changing roles of the animal, the human being, and the machine in the ecology of war? The journal invites submissions that shed light on the theory and performance of wars past and present—and also prognoses for the future of war and peace—with reference to both cultural particularity and worldwide scope.

The coordinators of the special topic are Srinivas Aravamudan (Duke Univ.) and Diana Taylor (New York Univ.). The deadline for submissions is 1 November 2007. Manuscripts should be submitted to the Managing Editor, *PMLA*, Modern Language Association, 26 Broadway, 3rd floor, New York, NY 10004-1789. Submissions to *PMLA* must meet the requirements given in the statement of editorial policy, available online and printed in the January, March, May, and October issues of *PMLA*. □

BOOK NEWS

Four New MLA Titles Released

Released in December 2006, Edith Bruck’s *Letter to My Mother*, translated by Brenda Webster with Gabriella Romani, is the eighteenth volume in the MLA Texts and Translations series. The Italian text, *Lettera alla madre*, was edited by Romani. Through literary works and public appearances, Edith Bruck, born 1932 in Hungary, has devoted her life to bearing witness to what she experienced in the Nazi concentration camps. In 1954 she settled in Rome and is today the most prolific writer of Holocaust narrative in Italian. The book is composed in two parts. “Letter to My Mother”—an imaginary dialogue between Bruck and her mother, who died in Auschwitz—probes the question of self-identity, the pain of loss and displacement, the power of language to help recover the past, and the ultimate impossibility of that recovery. “Traces,” a story of a journey without return, completes the diptych. Bruck’s experimental fusion of memoir and fiction portrays the Holocaust from a female perspective and highlights the role of gender in the creation of memory. Both the English translation and the Italian text are available in paperback for \$10.95 (MLA members \$8.76).

Set for release in February, *Integrating Literature and Writing Instruction* presents an array of courses, mainly for non-English majors, that use literature in teaching first-year college students how to read, write, and think critically. Editors Judith H. Anderson and Christine R. Farris, colleagues at Indiana University and prominent scholars in literary studies and composition respectively, aim here to bridge the perceived division between the two disciplines. Contributors teach at a range of institutions—from Research I and large state universities to small, selective colleges—and use different classroom approaches, some highly participatory and others combining lectures with small-group work. Divided into three groups, representing humanities core courses, courses that focus on literature, and courses that focus on cultural issues in relation to literature, the essays explore the use of a variety of literary texts, from Shakespeare’s sonnets to historical novels to detective fiction. Contributors offer imaginative assignments and innovative pedagogical tech-

niques that can be adapted profitably in multiple courses and institutional contexts. The concluding section narrates the collaborative development of a course on language, metaphor, and textuality, which the editors offer as a successful model of what literature and writing instruction can accomplish together. The volume costs \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

Available in April, *Approaches to Teaching Wiesel’s Night*, edited by Alan Rosen, is the ninety-sixth book in the MLA series *Approaches to Teaching World Literature*. The volume’s seventeen essays examine the historical, cultural, and literary contexts of Wiesel’s classic memoir as well as strategies for teaching it in the classroom. Part 1, “Materials,” provides resources on the Jewish ghettos and concentration camps of World War II, on the Jewish faith and religious practices, on the genre of victims’ memoirs, on the critical reception of *Night*, on Wiesel’s other work, and on available audiovisual materials. Part 2, “Approaches,” addresses many subjects—among them, Wiesel’s narrative techniques, the representation of Auschwitz, the use of different languages, the comparison of Wiesel with Primo Levi, the problems of memory and bearing witness, the Christian response to the Holocaust, and the challenge of teaching a grim and painful text to students. The volume costs \$37.50 (MLA members \$30.00) in cloth and \$19.75 (MLA members \$15.80) in paperback.

Forthcoming in May, the third edition of the MLA’s widely used *Introduction to Scholarship in Modern Languages and Literatures*, edited by David G. Nicholls, features sixteen completely new essays by leading scholars. Look for more information on this title in the Summer *Newsletter* and on the MLA Web site. The volume will cost \$40.00 (MLA members \$32.00) in cloth and \$22.00 (MLA members \$17.60) in paperback.

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

MEETINGS

**2007 ADFL
Summer Seminars**

The ADFL summer seminars offer department chairs or their representatives three days of lively debate, problem solving, and exchange of information about pressing issues in the field. Plenary sessions and workshops address issues dealing with national trends and the nuts and bolts of departmental governance. Seminars also feature pre-seminar workshops for chairs newly appointed or just completing the first year of their appointment. Seminar West will be held 7–10 June at the University of Hawai'i, Mānoa, in conjunction with a summer institute on assessment practices in foreign language programs sponsored by the National Foreign Language Resource Center. Seminar East will be held jointly with ADE in Montreal from 21 to 24 June and will highlight teaching language, literature, and the humanities in multicultural contexts. 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. □



EDWARD SAVARIA, JR.

Jenifer Ward and Christopher Kleinhenz, recipient of the ADFL Award for Distinguished Service to the Profession, at the session "Questione delle lingua: A Session in Honor of Christopher Kleinhenz."

MEETINGS

2007 ADE Summer Seminars

The ADE Summer Seminars offer chairs, directors of graduate and undergraduate studies, and other departmental administrators opportunities for professional development, consultation with peers from across the country, and the gathering of valuable information about developments affecting departments and the field. Participants contribute to national discussions such as, for example, the work of the MLA Task Force on the Evaluation of Scholarship for Tenure and Promotion, whose report and recommendations will be featured at the 2007 seminars. Each seminar includes a full-day Workshop for New Chairs designed especially for those about to begin or just completing a first year as department chair.

ADE Seminar East will be held 4–7 June 2007 in Kiawah Island, South Carolina, and will be hosted by Steven Lynn, chair of the English department at the University of South Carolina, Columbia. At Seminar East, the Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 4 June.

Montreal will be the site for the 2007 joint ADE and ADFL Seminar, which will take place 21–24 June 2007. Cohosting are chairs of the language and literature departments of the Université de Montreal, Concordia University, and McGill University. There will be two new-chair workshops at the joint seminar in Montreal, one for ADE and one for ADFL. The ADE Workshop for New Chairs will take place from 8:30 a.m. to 3:00 p.m. on 21 June.

Information about programs, registration, and accommodations 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. □



EDWARD SAVARIA, JR.

Jacqueline Jones Royster, recipient of the ADE Francis Andrew March Award for Distinguished Service to the Profession, and David J. Bartholomae, at the session "Literacy, Community, History: A Session in Honor of Jacqueline Jones Royster."

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

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

To the editor:

I would like to respond to Marjorie Perloff's "President's Column" (Fall 2006 *MLA Newsletter*) to express concern with respect to an opposition she establishes between "sound" and "message," or formalist and cultural studies approaches. Introducing the MLA's "Poetry-Sound Initiative" for the December conference, Perloff writes that the focus will be on *poetry as sound* rather than on poetry as a "symptom of anxieties, inequities, or cultural displacements of one sort or another" (3). But is there a clear divide between an approach that strives to identify a poem's sound features and an approach that strives to discern the phonic effects on a poem of the displacements the poet has experienced? At a recent conference, *Diasporic Avant-Gardes: Experimental Poetics and Cultural Displacement*, neither the participants nor the organizers—Barrett Watten and myself—considered it productive to divide a formal analysis (or experimental practice) involving heightened attention to phonic qualities from an analysis of cultural context. Our premise was that one can highlight the historical and economic conditions in which a poem was composed while engaging intimately with its phonic features.

The conference demonstrated the advantages of this premise when the African American performance poet Tracie Morris and Bernard Heidsieck, a founding member of *Poésie Sonore*, performed on the same stage. Morris's "I'm Just a Little Girl" recycles the syllables of the title again and again, creating the effect of abject stuttering while at the same time lifting the phonic patterns into the register of music. Heidsieck's "Vaduz" anaphorically presents the names of hundreds of ethnic groups, starting with those closest ("tout autour") to "Vaduz" (the capital of Lichtenstein) and gyrating outward toward "ethnies" further away. Both poems utilize the repetition of phonemes ("tout autour . . . tout . . . tout autour" or "just a . . . jus . . . just a . . .") against the momentum of linearity and syntax. In each, circular sound patterning creates a percussive accompaniment to a failed attempt to produce identity, an identity that nonetheless poses itself as such, live and miked, upon the stage. Both poems embody, as Perloff puts it, "conflicting meanings by formal and material means" (3). Morris and Heidsieck each recognized in the other a fellow traveler investigating the politics sound makes: Morris leapt up to initiate Heidsieck's standing ovation; Heidsieck turned to applaud Morris as we applauded him.

Perloff is perhaps not as far from the position we assumed at the conference as might appear. After all, she does include in her list of topics for the conference the question "What are the *politics* of rhythm?" As long as formal analysis continues to be taught in college classrooms (and the absence of this in many is a better target for Perloff's criticism), attention to contexts of displacement and inequality should not be in conflict with a treatment of sound. We join her in celebrating poetry and sound as we also affirm that "conflicting meanings" can be "symptoms" pointing to "anxieties, inequities, or cultural displacements" by "formal and material means."

Carrie Noland

Reply:

Carrie Noland quotes me as saying that my focus, for the MLA sound initiative, would be "on *poetry as sound*" rather than "on poetry as symptom of anxieties, inequities, or cultural displacements." But this dichotomy, which she finds so "concerning," is hers, not mine.

What I actually said is that *poetry*, when read at all in our secondary schools and universities, is generally taken to be the vehicle of a "message" or the symptom of a cultural construct and that, accordingly, I wanted to focus on the most neglected—and yet pivotal—feature of poetry—its deployment of sound. The analysis of sound structure in poetry—or for that matter in any discourse—I argued, begins with such questions as—see my question 1—"Is metrical (or rhythmic) choice culturally or nationally determined? And, as a corollary, what is the relation of metrical choice to historical circumstance?" The other nine questions pose related issues: for example, question 4, "What are the *politics* of rhythm? What happens to that politics in translation?" or question 7, "How have magnetic tape, radio, and the computer changed poetic sound and our attitudes toward it?" Such questions can hardly be said to ignore the cultural dimension of sound.

Noland tells the story of a performance event at the Irvine conference last year at which the young African American performance poet Tracie Morris was evidently so taken with the work of the much older French experimental sound poet Bernard Heidsieck, a founding member of *Poésie Sonore*, that she led the standing ovation for Heidsieck, even as he responded by applauding her performance with equal enthusiasm. It must have been an exhilarating moment—the two wholly unlike poets saluting each other.

But ironically this happy tale of symbiosis undercuts rather than supports Noland's "premise that one can highlight the historical and economic conditions in which a poem was composed while engaging intimately with its phonic features." For, given the entirely different historical and economic conditions under which these two poets compose their work, what is the link that brought them together? What is it in our globalist culture that enables their "conversation"? Or does that conversation paper over unmistakable differences and even contradictions?

These are the pressing questions that a renewed attention to actual sound structures may help to answer.

Marjorie Perloff

To the editor:

In her Spring 2006 Editor's Column, Rosemary Feal considered Doug Steward's *ADE Bulletin* report on the intellectual rationales for strengthening the foreign language requirement (FLR) in English PhD programs. As director of Language Study at Yale University, charged with improving foreign language (FL) learning opportunities not only for undergraduates but also for graduate and professional-school students, I am completely in agreement with Steward.

However, reestablishing a more rigorous FLR is only the tip of the iceberg. The traditional courses in "reading [language X] for graduate students" at most universities tend to be assigned to TAs who have experience only in teaching traditional first- or second-year FL courses to undergraduates and who receive little or no support in creating syllabi, finding materials, or develop-

ing teaching techniques—all of which should be specific to this kind of course. Because many FL departments do not take these courses seriously, they may not maintain records from one year (or, typically, one summer) to the next, so that each TA has to develop the course anew. The reading course may have its own exam, but often the only assessment is whatever the PhD-granting department uses to check off completion of the FLR, and the course may get no other credit. Some departments ask a senior faculty member who “knows” or at least reads the language to conduct the assessment, usually by asking for a translation of a passage; others ask the relevant FL department to do it. No one has any idea how any assessment measure correlates with any others or what it actually certifies.

But even when such courses are handled well, reading print is not the only FL skill that graduate students need. Primary texts today include digital audio and video; students and faculty members need to know how to access these and how to use a huge range of online resources for extending their language competence throughout their careers, but they also need to understand the language and its culture well enough to interpret audio and video with the cultural sophistication they bring to print. Furthermore, graduate students are likely nowadays to do their research not in a library but in country, where they need to be able to speak the language as well as to read it—and the languages they need may well be the less commonly taught ones, in which special reading courses are almost never available.

Graduate students can seldom find the time in their schedules to take regular undergraduate language courses, and indeed these are often not appropriate for mature learners who need discipline-specific focus. To make a foreign language requirement really useful to PhD students in English, we need not only to raise departments’ consciousness of its importance—as Steward’s paper will certainly do—but also to improve our understanding of what a sophisticated FL reading course entails and to develop both the materials and the teacher training that support it.

Nina Garrett

COMMITTEES

New Committee Document Offers Information on Applying for Faculty Positions in Community Colleges

The MLA Committee on Community Colleges has completed a document for graduate students and others who are considering teaching at a two-year college. “A Community College Teaching Career” describes the realities of teaching at two-year colleges, where almost half of US college students enroll in classes and nearly 22% of all full-time post-secondary faculty members teach. This document explains in detail the hiring processes of these colleges, which often differ dramatically from those of the four-year institution, and includes specific suggestions for preparing for interviews. One section addresses the concerns of adjuncts and how teaching part-time can fit into a career. “A Community College Teaching Career” can be found through the committee’s page on the MLA Web site (http://www.mla.org/governance/committees/comm_professional/cc). □

BOOK NEWS

Call for Contributions for Options for Teaching Volume

For the MLA Options for Teaching Series, Colette H. Winn is preparing a collection entitled *Teaching French Women Writers of the Renaissance and Reformation*. This volume will provide background and guidance for teaching noncanonical as well as canonical writers of this period in French and in English translation from a variety of disciplinary perspectives. It will include sections on historical and cultural contexts (e.g., cultural ideals and behavioral expectations, women’s activities, the role of religion in women’s lives, the impact of humanism and Protestantism, relations between the sexes, women’s alliances, marginal women); gender and genres (e.g., women’s contributions to specific genres and their role in developing new ones); and critical and pedagogical approaches (e.g., examination of critical approaches, questions of attribution and the specificity of writing by women, pairings with canonical male writers, teaching selected genres and specific texts at various levels and in various contexts). Collaborative authorship across traditional boundaries is welcome. The editor also seeks information on online resources, sample study guides, assignments, or any other teaching aids that have been used successfully. Address all inquiries, suggestions, essay proposals (250 words), and other materials, along with a CV, by 1 May 2007 to Colette H. Winn at chwinn@aol.com or 24 Chesterfield Lakes, Chesterfield, MO 63005. □

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.

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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 2006 PMLA, pages 1296–326. The arrangement is chronological, and each date is followed by the major title under which information is listed in the September issue.

APRIL

- 1 Hemingway Society and Foundation, Smith-Reynolds Founders Fellowships
- 1 Helen Ann Mins Robbins Fellowship

JUNE

- 1 Center for Lesbian and Gay Studies of the City University of New York
- 15 Fordham Medieval Fellows Program

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

MARCH

- 1 Deadline for receipt of entries for the 2007 James Russell Lowell Prize competition for books published in 2006
- 1 Deadline for receipt of *MLA International Bibliography* fellowship applications
- 1 Deadline for submission of manuscripts for the *PMLA* special topic Comparative Racialization
- 2 Deadline for receipt of departmental administrators' job listings for the April 2007 *Job Information List*
- 15 Deadline for receipt of forum proposals for the 2007 convention
- 15 Postmark deadline for submissions for *Profession 2007*

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 2006
- 1 Deadline for receipt of requests for waiver of membership requirements for participants in the 2007 convention
- 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 2007 convention
- 1 Postmark and Web submission deadline for requests for audiovisual equipment for the 2007 convention
- 7 Deadline for organizers and panelists at the 2007 convention to be listed on MLA membership rolls
- 15 Deadline for receipt of requests for funds for speakers at the 2007 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 2007 competitions for works published in 2006 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 and for French and Francophone Studies; for works published in 2005–06 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 and for a Translation of a Scholarly Study of Literature
- 19 Deadline for receipt of departmental administrators' statements for the 2007 Summer Supplement of the *Job Information List* (no solicitations will be made)

JUNE

- 15 Notification of decisions on funding requests mailed to session organizers who have applied for funds for speakers at the 2007 convention
- 30 Deadline for receipt of new members' applications for listing in the September 2007 (Directory) issue of *PMLA*
- 30 Deadline for current members to submit changes in rank or affiliation for listing in the September 2007 (Directory) issue of *PMLA*

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