

# CANDIDATE INFORMATION

## 2011 MLA Elections

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### Contents

#### Background Information

Notes on Association Governance	1
Elections for Second Vice President, Executive Council, Delegate Assembly	1
Elections for Division and Discussion Group Executive Committees	1
Making Suggestions for the 2012 Executive Committee Elections	2
Abbreviations Used in Biographical Summaries	2

#### Candidate Information

Voting for Second Vice President	3
Voting for At-Large Members of the Executive Council	7
Voting for Special-Interest Delegates	13
Voting for Regional Delegates	32
Region 1: New England and Eastern Canada	32
Region 2: New York State	37
Region 3: Middle Atlantic	41
Region 4: Great Lakes	45
Region 5: South	51
Region 6: Central and Rocky Mountain	57
Region 7: Western United States and Western Canada	61

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*Note: To be counted, online ballots must be submitted by 12:00 midnight EST on 10 December 2011 and paper ballots must be received at the MLA office no later than 10 December 2011.*

### ***Notes on Association Governance***

- Two elected bodies play a role in association governance. The Executive Council is a fiduciary body and has responsibility for managing the business of the association. It has seventeen voting members (the three officers and fourteen members) and one nonvoting member (the executive director). The Delegate Assembly, which has over 270 voting members, recommends actions to the council regarding the conduct of association business and the association's directions, goals, and structure.
- The MLA constitution (see [www.mla.org/mla\\_constitution](http://www.mla.org/mla_constitution)) outlines the specific duties of the officers, the council, and the assembly in articles 5, 7, and 9, respectively.

### ***Elections for Second Vice President, Executive Council, Delegate Assembly***

- MLA elections are held annually in the fall to elect a second vice president of the association and to fill vacancies on the Executive Council and in the Delegate Assembly. Nominations have been made by the Nominating and Elections Committees, whose members are elected by the Delegate Assembly.
- Nominees to elected positions in the association are asked to submit biographical summaries and are invited to submit statements on matters of professional concern. This document contains summaries and statements submitted by this year's nominees, and it is intended for use by those members who request paper ballots for the 2011 elections. Candidate information appears in the same order as the nominees' names appear on the paper ballot, and, for the Delegate Assembly elections, the number preceding each nominee's name corresponds to the number assigned to the nominee on the ballot. Specific details about each of the election categories precede the candidate information for that category.
- The candidate information in this document is also included in the online ballot system that all 2011 MLA members have been invited to use to cast their votes in the 2011 elections. In the online system, the names of the candidates for second vice president, the Executive Council, and the Delegate Assembly are hyperlinks. Clicking on a candidate's name will open a window containing the candidate's biographical summary and election statement.

### ***Elections for Division and Discussion Group Executive Committees***

- Elections are held each fall to replace outgoing members of the executive committees. Nominations are made by the membership and by the executive committees.
- Instructions for voting appear on the paper ballot sheet. The names of the candidates appear on the accompanying sheet. The online ballot system includes all division and discussion group executive committee contests.

***Making Suggestions for the 2012 Executive Committee Elections***

- At the bottom of the paper ballot is a space that members can use to suggest nominees for the 2012 division and discussion group executive committee elections. Names written in on the ballot will be forwarded to the appropriate executive committees, which must select at least one nominee each year from the names suggested by the membership.
- It is also possible to suggest nominees through the MLA Web site. When exiting the online ballot system, members will be given the opportunity to use the online suggestion form. The form can also be accessed directly from the About Committees page.

***Abbreviations Used in Biographical Summaries***

AAAS	Association for Asian American Studies
AAASS	American Association for the Advancement of Slavic Studies
AATF	American Association of Teachers of French
AATG	American Association of Teachers of German
AATI	American Association of Teachers of Italian
AATSEEL	American Association of Teachers of Slavic and East European Languages
AATSP	American Association of Teachers of Spanish and Portuguese
AAUP	American Association of University Professors
AAUW	American Association of University Women
ACLA	American Comparative Literature Association
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
ADE	Association of Departments of English
ADFL	Association of Departments of Foreign Languages
ASA	American Studies Association
ASECS	American Society for Eighteenth-Century Studies
AWP	Association of Writers and Writing Programs
CCCC	Conference on College Composition and Communication
CEA	College English Association
CIES	Council for International Exchange of Scholars
CLA	College Language Association
DAAD	Deutscher Akademischer Austauschdienst [German Academic Exchange Service]
ETS	Educational Testing Service
FIPSE	Fund for the Improvement of Postsecondary Education
FLAS	Foreign Language and Area Studies (fellowship prog. in the US Dept. of Educ.)
ICLA	International Comparative Literature Association
IREX	International Research and Exchanges Board
LASA	Latin American Studies Association
MELUS	Society for the Study of the Multi-Ethnic Literature of the United States
MMLA	Midwest Modern Language Association
NACCS	National Association for Chicana and Chicano Studies
NCTE	National Council of Teachers of English

NDEA	National Defense Education Act
NEA	National Endowment for the Arts
NEH	National Endowment for the Humanities
NEMLA	Northeast Modern Language Association
NWSA	National Women’s Studies Association
PAMLA	Pacific Ancient and Modern Language Association
RMMLA	Rocky Mountain Modern Language Association
SAMLA	South Atlantic Modern Language Association
SCMLA	South Central Modern Language Association
SSHRC	Social Sciences and Humanities Research Council of Canada
SSRC	Social Science Research Council (New York)
TESOL	Teachers of English to Speakers of Other Languages
WCML	Women’s Caucus for the Modern Languages
WPA	Council of Writing Program Administrators

## Part I: Voting for Second Vice President

The person elected second vice president will serve in that office from 9 January 2012 through the close of the January 2013 convention and will automatically become first vice president in 2013, serving in that office through the close of the January 2014 convention, and president of the MLA in 2014, serving in that office through the close of the January 2015 convention. This year all nominees are from the field of English or American language and literature; the MLA constitution (article 6.D) stipulates that the second vice president shall be elected from the field of English or American only in alternate years. (From 9 Jan. 2012 through 6 Jan. 2013, the first vice president will be Marianne Hirsch, comparative literature, Columbia Univ., and the president will be Michael Bérubé, English, Penn State Univ., University Park)

The Hare voting method will be used in the election of second vice president. (Using this voting method will, except in the case of a tie, eliminate the need for a separate runoff election in the spring.) Members are asked to rank the candidates listed below in order of preference. On the ballot sheet, members should write “1” next to the name of their first choice, “2” next to the name of their second choice, and “3” next to the name of their third choice. Please note that voting for only one candidate means casting no vote in the second round of balloting that the Hare voting method incorporates.

***Rank these candidates in order of preference.***

**Wai Chee Dimock.** William Lampson Prof. of English and Amer. Studies, Yale Univ.

PhD, Yale Univ. Previous appointments: Brandeis Univ., 1992–97; Univ. of California, San Diego, 1990–92; Rutgers Univ., 1982–90. ACLS fellowship, 1985–86; New Jersey Governor’s Fellowship in the Humanities, 1989–90; NEH fellowship, 1995–96. Visiting appointment: Harvard Univ., fall 1994. Honorable mention (for *Residues of Justice*), James Russell Lowell Prize, MLA, 1996; Dactyl Foundation Essay Award (for Oct. 1997 *PMLA* article, “A Theory of Resonance”), 1998; honorable mention (for *Through Other Continents*), James Russell Lowell Prize, MLA, 2006; honorable mention (for *Through Other Continents*), Harry Levin Prize, ACLA, 2007. Literary adviser for PBS television series (*Invitation to World Literature*), aired fall 2010. Fellowship selection comms.: Huntington Library, 2001–03; Amer. Antiquarian

## 4 – Candidate Information

Soc., 2007; ACLS, 2008. Fellowship reviewer, Radcliffe Inst. for Advanced Study, 2003–. MLA activities: *PMLA* Ed. Board, 2004–06; Lowell Prize Selection Comm., 2008–09 (ch., 2009). Ed. board, *American Literature*, 1990–92.

Publications include: *Empire for Liberty: Melville and the Poetics of Individualism* (1989), *Residues of Justice: Literature, Law, Philosophy* (1996), *Through Other Continents: American Literature across Deep Time* (2006); coed., *Rethinking Class: Literary Studies and Social Formations* (1994), *Shades of the Planet: American Literature as World Literature* (2007); guest coed., *American Literature* (2002), *ESQ* (2006), *American Literary History* (2006); special-topic coed. (“Remapping Genre”), *PMLA* (Oct. 2007); contrib., *American Women Writers* (1991), *Breaking Bounds: Whitman and American Cultural Studies* (1995), *Law and Popular Culture* (2005), *Rethinking Tragedy* (2008), *How the Future Becomes the Present* (2008), *Teaching World Literature* (2009), *Globalizing American Studies* (2010); articles in *Nineteenth-Century Fiction*, *ESQ*, *Studies in the Novel*, *PMLA*, *Raritan*, *Boundary 2*, *Yale Journal of Criticism*, *American Literature*, *Yale Journal of Law and the Humanities*, *Henry James Review*, *Feminist Studies*, *American Literary History*, *Common Knowledge*, *South Atlantic Quarterly*, *Narrative*, *New Literary History*, *Differences*.

### Statement

In these difficult times, as we face smaller budgets, fewer jobs, and the seemingly diminished role of the humanities, a broad-based professional organization plays an especially important role. The MLA is in a unique position to address critical questions such as the economic status of adjunct faculty members and graduate students and the possible elimination of language departments from some universities. It is a voice and an advocate that we all need. At the same time, the MLA is also uniquely able to foster intellectual innovation, crucial if the humanities are to grow and flourish. Having served on the James Russell Lowell Prize Selection Committee and the *PMLA* Editorial Board, I know how vital the MLA is in generating conversations across fields and disciplines and in nurturing new ideas, new directions of research.

My teaching experience ranges from freshman courses to graduate seminars; I have taught at public universities as well as private institutions. Interdisciplinary and cross-cultural work have been my primary focus, even as I continue to affirm the cognitive and ethical value of close reading. Through the MLA, I hope to work with colleagues both in the United States and abroad to face up to the challenge of the new information technologies and to use this opening to explore new pedagogies, new forms of scholarship, and new forms of collaboration. This is an ideal moment to make an updated case for the humanities, both in the fast-paced digitized world and on a rapidly changing world map.

**Margaret W. Ferguson.** Distinguished Prof. of English, Univ. of California, Davis.

PhD, Yale Univ. Previous appointments: Columbia Univ., 1996–97, 1986–89; Univ. of Colorado, Boulder, 1989–96; Yale Univ., 1974–86. Woodrow Wilson fellowship, 1969–70; Kent Fellowship, Danforth Foundation, 1972–74; NEH summer research grant, 1980; NEH research award, summer 1984; NEH senior fellowship, 1985–86; Guggenheim fellowship, 1989–90; Guggenheim publication award (for *Dido's Daughters*), 2003; ACLS fellowship, 2011–12. Visiting appointments: Bread Loaf School of English, summer 1981, summer 1992; Univ. of California, Berkeley, spring 1988. William Clyde DeVane Medal for Distinguished Scholarship and Teaching, Yale Chapter, Phi Beta Kappa, Mar. 1985; Faculty Assembly Teaching Award, Univ. of Colorado, Boulder, 1994; Elizabeth Gee Award for Excellence in Scholarship and Teaching, Univ. of Colorado, 1995; honorable mention (for *Dido's Daughters*), Phyllis Goodhart Gordan Book Prize, Renaissance Soc. of America, 2004; honorable mention (for *Dido's Daughters*), René Wellek Prize, ACLA, 2004; cowinner, Best Book Prize of 2004 (for *Dido's Daughters*), Soc. for the Study of Early Modern Women; Roland H. Bainton Prize for Lit. (for *Dido's Daughters*), Sixteenth-Century Studies Conference, 2004; Outstanding Mentor Award, Consortium for Research on Women and Gender, Univ. of California, Davis, May 2008; Senate Faculty Research Lecture Award, Univ. of California, Davis, Mar. 2011. Elizabeth Drew Visiting Lecturer, Bread Loaf School of English, summer 1984; Hudson Strode Visiting Lecturer in Renaissance Lit., Univ. of Alabama, Mar. 1992. Size and Shape Workgroup, Gould Commission on the Future of the Univ. of California, 2010. Advisory board, ACLA, 1986–88; exec. board,

Renaissance Soc. of America, 1988–91; trustee (1996–99) and Nominating Comm. (1999), Shakespeare Assn. of America. MLA activities: Delegate Assembly, 1983–85; exec. comm., Div. on Comparative Studies in Renaissance and Baroque Lit., 1983–87; *PMLA* Ed. Board, 1986–88; Parker Prize Selection Comm., 1990–93; Comm. on Honors and Awards, 1993–96 (ch., 1994–96); Exec. Council, 1997–2000; Comm. on Amendments to the Constitution, 1999–2002 (ch., 2001–02); Roth Award/Scaglione Prize for a Translation of a Literary Work Selection Comm., 2005–07 (ch., 2007); Elections Comm., 2008–09; exec. comm., Div. on 17th-Century English Lit., 2008–Jan. 2013. Ed. or advisory boards: *Boundary 2*, 1982–; *Differences: A Journal of Feminist Cultural Studies*, 1986–; *Assays: Critical Approaches to Medieval and Renaissance Texts*, 1986–96; *Yale Journal of Criticism*, 1988–2005; *Comparative Literature Studies*, 1990–; *Tulsa Studies in Women's Literature*, 1990–2005; *Modern Language Quarterly*, 1993–; *Journal of Early Modern Cultural Studies*, 2000–.

Publications include: *Trials of Desire: Renaissance Defenses of Poetry* (1983), *Dido's Daughters: Literacy, Gender, and Empire in Early Modern England and France* (2003); coed., *Rewriting the Renaissance: The Discourses of Sexual Difference in Early Modern Europe* (1986), *Re-membering Milton: Essays on the Texts and Traditions* (1987), *Creative Imitation: Essays in Honor of Thomas M. Greene* (1992), Elizabeth Cary, *The Tragedy of Mariam* (1994), *Feminism and Postmodernism* (1994), *The Norton Anthology of Poetry* (4th ed., 1996; 5th ed., 2005), *Women, Property, and the Letters of the Law in Early Modern England* (2004), *Teaching Early Modern English Prose* (2010); advisory ed., *The Feminist Companion to Literature* (1990); guest coed., *Boundary 2* (1992), *Critical Survey* (2002), *Modern Language Quarterly* (2004); contrib., *Tradition and the Talents of Women* (1991), *Cross-Cultural Performances: Differences in Women's Re-Visions of Shakespeare* (1993); *The Production of English Renaissance Culture* (1994), *Attending to Women in Early Modern England* (1994), *Subject and Object in Renaissance Culture* (1996), *The Early Modern Englishwoman: A Facsimile Library of Essential Works* (1996), *Women and Literature in Early Modern Britain, 1500–1700* (1996), *The Cambridge Companion to English Literature, 1650–1740* (1998), *Tudor England: An Encyclopedia* (2001), *The Blackwell Companion to Renaissance Drama* (2002), *Just Being Difficult? Academic Writing in the Public Arena* (2003), *Reading Women: Literacy, Authorship, and Culture in the Atlantic World, 1500–1800* (2007); foreword, *Menacing Virgins: Representing Virginity in the Middle Ages and Renaissance* (1999); articles in *Early Modern Culture: An Electronic Seminar*, *PMLA*, *Georgia Review*, *Women's Studies*, *Yale Journal of Criticism*, *English Literary Renaissance*.

### Statement

As a child attending public schools in Ohio, I wanted to be a translator or a journalist; I have not completely buried those fantasies during the three decades that I've worked as a teacher and scholar in universities. Translation—within what counts as “English” as well as between differently valued languages—is important to my long-standing concern with how humanities teaching and scholarship are represented to multiple audiences with different kinds of literacy. These audiences include legislators and fellow citizens whose views affect funding for private as well as public colleges and universities.

I am also concerned with working toward better articulation of K–12 humanities teaching with pedagogical practices—and theories—developed by college teachers in the subjects important to the MLA. Our association could help develop more varied and creative bridges than currently exist in many parts of the United States and Canada between teachers at the secondary and tertiary levels who might want to experiment with new pedagogies (including internship programs) focusing on reading, speaking, and writing in English—as a first or second language—and in many other languages, including those we increasingly need to recognize as hailing from home as well as from abroad.

My own education in speaking for the humanities comes from collaborative work as an editor, as a member of numerous MLA committees, and as a department chair who sought and took advice from many groups concerned with language, literature, literacy, and those forms of communication that attempt to foster critical thinking.

**Cora L. Kaplan.** Prof. emer. English, Univ. of Southampton; honorary prof., School of English and Drama, Queen Mary, Univ. of London.

Grad. educ.: Newnham Coll., Cambridge Univ., 1963–64; Harvard Univ., 1964–65; Brandeis Univ., 1965–67. Previous appointments: Rutgers Univ., Jan. 1989–Dec. 1995; Univ. of Sussex, 1969–88. Fellow, Humanities Research Center, Australian Natl. Univ., 1986; fellow, Center for the Critical Analysis of Contemporary Culture, Rutgers Univ., 1992–93; Leverhulme Research Fellowship, Feb.–July 2000; fellow, Southampton Centre for Eighteenth-Century Studies, 2009–. Visiting appointments: Univ. of California, San Diego, fall 1988; Northwestern Univ., fall 2001. Honorary Fellow, Lancashire Polytechnic (United Kingdom), 1989. Dir., Inst. for Research on Women, Rutgers Univ., 1992–95; advisory board, Parkes Inst. for the Study of Jewish/Non-Jewish Relations, Univ. of Southampton, 1996–98; project dir., Chawton House Library, 2002–. Fellowship panelist or reviewer: ACLS, 1994; Inst. for Advanced Study (Princeton, NJ), 1994; AAUW, 1995. Exec. comm., Council for Coll. and Univ. English (United Kingdom), 1997–2000; English Assn. (United Kingdom). MLA activities: MLA Prize for a First Book Selection Comm., 1994–95 (ch., 1994); *PMLA* Ed. Board, 1995–97; Program Comm., 2001–04. Series general coed., *The History of British Women’s Writing*, Palgrave Macmillan, 2010–. Ed. or advisory boards: *New Formations*, 1983–; *Feminist Review*, 1984–88; *Journal of Neo-Victorian Studies*, 2009–; *Women: A Cultural Review*; *Textual Practice*.

Publications include: *Salt and Bitter and Good: Three Centuries of English and American Women Poets* (1975), *Sea Change: Essays on Culture and Feminism* (1986), *Victoriana: Histories, Fictions, Criticism* (2007); coauthor, *Genders* (2000; 2nd ed., 2009); coed., *Formations of Fantasy* (1986), *Transitions, Environments, Translations: Feminisms in International Politics* (1997), *British Women’s Writing in the Long Eighteenth Century: Authorship, Politics, and History* (2005), *Women and Material Culture, 1660–1830* (2007), *Imagining Transatlantic Slavery* (2009), *Harriet Martineau: Authorship, Society, and Empire* (2010), *James Baldwin: America and Beyond* (2011); guest coed., *New Formations* (1996, 2009); special-topic ed. (“Rereading Class”), *PMLA* (Jan. 2000); introd., Elizabeth Barrett Browning, *Aurora Leigh and Other Poems* (1978), Dinah Mulock Craik, *Olive and The Half-Caste* (1996); contrib., *Cultural Materialism: On Raymond Williams* (1995), *Representing Black Men* (1995), *British Writers. Supplement II, Kingsley Amis to J. R. R. Tolkien* (1996), *Human, All Too Human* (1996), *Defect* (2000), *The Cambridge Companion to Mary Wollstonecraft* (2002), *Victoria’s Ireland? Irishness and Britishness, 1837–1901* (2004), *Redrawing Austen* (2004), *At Home with the Empire: Metropolitan Culture and the Imperial World* (2006), *Charles Dickens in Context* (2011), *The Oxford History of the Novel in English*, vol. 3 (2011); articles in *History Workshop Journal*, *Victorian Literature and Culture*, *New Formations*.

### Statement

Hard times in the academy in the United States and internationally are set to continue beyond the immediate financial crisis, requiring that new strategies for defending the humanities be imaginative, flexible, and pragmatic. Our confidence in the future of the profession has been shaken by job losses, the abolition of whole fields, and the erosion and restructuring of working conditions. Yet literature and language studies remain core disciplines that keep our cultural history alive and changing, while their critical pedagogy prepares students to be actively engaged citizens of the world. My experience working abroad, together with past service on committees and on *PMLA*, has highlighted the unique and powerful resources of the MLA as a voice for the profession and the humanities. A concerted campaign, transnational as well as national, is needed to reaffirm universities and colleges as cultural institutions, key to the well-being of progressive societies, and to resist narrower, market-driven definitions of them.

A career in the United States and Britain, collaboratively building feminism and cultural studies across the curriculum, through research, and in the wider community, has taught me that radical innovation and intervention are crucial and possible, especially in difficult moments like these. In my writing I have focused on how literary and cultural forms, in tandem with social forces, can question difference and disrupt seemingly fixed beliefs. I would welcome the challenge of working with the MLA to advance the crucial role of the humanities, locally and globally, in this complex, volatile period.

## Part II: Voting for At-Large Members of the Executive Council

Three persons will be elected for four-year terms that will begin 9 January 2012 and run through the close of the January 2016 convention. The MLA constitution (article 8.A.5) stipulates that the at-large membership of the council must include at least one and no more than six representatives from each of the following fields: English or American, French, German, Spanish, and other (e.g., other languages and literatures, comparative literature, folklore, linguistics). Since no one representing the field of German will continue on the council in 2012, at least one of the candidates from that field must be elected. The other persons elected may come from any field.

The MLA constitution (art. 8) also states that the at-large membership of the council “shall also include at least one representative, but no more than eight, from each of the eligible membership levels (i.e., regular, graduate student, and life), except that the number of regular members on the council shall always be in proportion to the regular membership of the association.” Because regular members compose 64% of the membership, they are constitutionally entitled to eight of the twelve at-large council seats. Since seven of the continuing council members are regular members (see the listing below, in which life members are marked with a §), one and only one regular member must be elected. Since none of the continuing council members is a student member and since there are no life member candidates, the other persons elected this year will be student members.

Barbara K. Altmann, French, Univ. of Oregon (2011–11 Jan. 2015)  
 §Lawrence I. Buell, English, Harvard Univ. (2010–12 Jan. 2014)  
 Debra Ann Castillo, Spanish, Cornell Univ. (2011–11 Jan. 2015)  
 Jennifer Crewe, English, Columbia Univ. Press (2009–6 Jan. 2013)  
 Dorothea Heitsch, French, Univ. of North Carolina, Chapel Hill (2010–12 Jan. 2014)  
 María Herrera-Sobek, Spanish, Univ. of California, Santa Barbara (2011–11 Jan. 2015)  
 §Richard M. Ohmann, English, Wesleyan Univ. (2010–12 Jan. 2014)  
 Karin C. Ryding, Georgetown Univ. (2009–6 Jan. 2013)  
 Kathleen Woodward, Univ. of Washington, Seattle (2009–6 Jan. 2013)

***Vote for any three nominees.***

**Beate Brunow.** Grad. student German, Penn State Univ., University Park (PSU).

MA, Univ. of Wyoming. Institutional service: grad. student representative, Central Comm., Coll. of Arts and Sciences, Univ. of Wyoming, 2004–05; pres., Women’s Studies Grad. Organization, PSU, 2008–09; Grad. Council representative, PSU, 2008–09; FastStart mentor, PSU, 2010–11; grad. instructional consultant, Schreyer Inst. for Teaching Excellence, PSU, 2010–11. Humanities Initiative Dissertation Support, Inst. for the Arts and Humanities, PSU, spring 2009; Walter Edwin and Dr. Regina Block Thompson Scholarship, Dept. of Germanic and Slavic Langs. and Lits., PSU, 2007–10. First prize (arts and humanities), Grad. Research Exhibition, PSU, Apr. 2009. Women in German, AATG. Conference presentations: Approaches to the Holocaust in Germany in the Twenty-First Century (grad. symposium, Univ. of Wyoming), Mar. 2006; Popular Culture Assn. / Amer. Culture Assn., 2007; German Studies Assn., 2007; Univ. of Minnesota Grad. Student Conference, Mar. 2008; MMLA, 2008; Women in German, 2009, 2010; Central Pennsylvania chapter, AATG, Mar. 2011; AATG, 2011.

Publications include: translation in *Die imaginierte Nation. Identität, Körper und Geschlecht in DEFA-Filmen* (2007); book review in *Women in German Newsletter*.

### Statement

I joined the MLA as a graduate student in 2006 and have been an active advocate for graduate students during my studies at the University of Wyoming and the Pennsylvania State University. If elected to

the MLA Executive Council, I aim to dedicate my time and effort to (1) promote plans and initiatives concerning mentorship, professional development, and collaborative research for graduate students and (2) to address the effects of the changing financial landscape on graduate students and graduate programs as well as on small undergraduate programs. These two points are inextricably linked in that the financial situation prompts colleges and universities to revise their curricula, to rethink the role of graduate students as instructors, and also to make more concerted efforts in their recruitment of undergraduate and graduate students. Some departments and small programs have developed innovative and sustainable solutions to address budgetary reductions. As a member of the Executive Council, I would like to contribute to furthering discussions concerning external funding and strategies to support small programs in terms of finances and enrollment. The training of future faculty members has to respond to the emerging demands of the changing economic situation. With the consolidation and merging of departments and programs, graduate students need to be better prepared for teaching and thinking across disciplines. In addition, mentorship and professional development can play a key role in exposing graduate students to the administrative aspects of their future careers and in making them stakeholders in the profession.

**Bryan Cameron.** Grad. student Spanish and cinema studies, Univ. of Pennsylvania.

MA, Univ. of Pennsylvania. Current appointment: visiting asst. prof. Spanish, Bryn Mawr Coll. Institutional service (Univ. of Pennsylvania): vice pres. (2006–07) and pres. (2007–08), Grad. Romanic Assn. Benjamin Franklin Fellowship, Univ. of Pennsylvania, 2005–11; summer research grant, Dept. of Romance Langs., Univ. of Pennsylvania, 2006, 2007, 2011. Grad. Fellow for Teaching Excellence, Center for Teaching and Learning, Univ. of Pennsylvania, 2009–10. Asociación Internacional de Galdosistas, North Amer. Catalan Soc., NEMLA. Book review ed., *Hispanic Review*, 2008–09. Invited lectures: Intl. House, Univ. of Pennsylvania, Jan. 2010, Dec. 2010; Bard Coll., Feb. 2011; Swarthmore Coll., Mar. 2011; West Chester Univ., Mar. 2011; Bryn Mawr Coll., Apr. 2011. Conference presentations: MLA, 2008, 2009, 2012; Penn Humanities Forum, Feb. 2009; The Myth of the Caribbean Woman (Madrid, Spain), Nov. 2009; NEMLA, 2010, 2011.

Publications include book reviews in *Letras peninsulares*, *Hispanic Review*.

### Statement

As lawmakers grapple with the pervasive economic crisis, budget cuts by the federal government and a number of state legislatures threaten to undermine the value of a humanities education in colleges and universities throughout the United States. The Modern Language Association, the preeminent professional organization committed to the advancement and enrichment of language and literature teaching in academia, represents the critical access point to a wide range of disciplines and scholarly interests. As the leading advocate for educators and students in the humanities, the MLA must develop new initiatives that address the fiscal impasse in which we find ourselves today. As a member of the Executive Council, I would work diligently as an advocate for the following issues: (a) increased support for departments and programs jeopardized by financial constraints; (b) compulsory mentoring for junior faculty members and graduate students; (c) improving the status of non-tenured faculty members, full-time lecturers, and part-time instructors; (d) extended access to career opportunities outside of the academy; and (e) further analysis regarding the hybridization of the humanities with other disciplines (such as the social sciences), or what Stanley Fish has called the humanities' "colonizing" of other fields. As a junior scholar who is energized and eager to collaborate with colleagues to effect positive change in an ever-evolving profession, I will ensure that the Executive Council attends to the problems we face today and forges new paths for continued improvement.

**Melissa Figueroa.** Grad. student Spanish, Cornell Univ.

MA, Univ. of Puerto Rico. Sage Fellowship, Cornell Univ., 2006–07, 2010–11; predissertation research grant, Inst. for European Studies, Cornell Univ., 2010; Future Faculty Teaching Certificate Fellowship, Cornell Univ., 2010–11; conference travel grant, Assn. for Hispanic Classical Theater (AHCT), 2011. Certificate of Recognition for Outstanding Performance as a Teaching Assistant, Cornell Univ., 2008–

09. Research asst., Margot Arce Archive and Concha Meléndez Archive, Seminario Federico de Onís, Univ. of Puerto Rico, Río Piedras, 2002–05. AHCT, Asociación Internacional de Teatro Español y Novohispano de los Siglos de Oro, Amer. Soc. for Theatre Research (ASTR). Reviewer, *Diálogo* (Univ. of Puerto Rico), 2005–08. Conference presentations: Escritura, Individuo y Sociedad en España, las Américas y Puerto Rico (Univ. of Puerto Rico, Arecibo), Nov. 2006; Soc. for Renaissance and Baroque Hispanic Poetry, 2007; ASTR, 2009; Food for Thought, for Writing, and for Art (Medieval, Renaissance, and Baroque Interdisciplinary Symposium, Univ. of Miami), Feb. 2011; AHCT, 2011.

Publications include articles in *La torre*, *Revista de filología*, *Revista de estudios hispánicos* (Puerto Rico).

### Statement

As an advocate for the study of literature and modern languages, the Modern Language Association plays an important role in guiding the evolution of the humanities. It also puts a great effort into making sure the interests of all students and scholars are served. The MLA has reflected on contemporary topics like budget cuts, program closings, and the scarcity of jobs in the market, but it has also considered underserved areas in literature and language such as ethnic, gender, and LGBT studies. As a member of the association, I believe that this role speaks to the need for diversity. Minorities not only contribute to the academic community with their broad historical and cultural background but also with their excellent scholarship in many different fields. If elected to the Executive Council, I will stress the importance of heterogeneity in higher education. I will support the creation of interdisciplinary forums, roundtables, and publications that facilitate communication between different fields. I will also encourage communication between various academic organizations and the MLA. I believe that it is equally important to foster a dialogue between different generations of scholars that range from full professors to instructors and graduate students. A combination of experience and new approaches will result in an enriching exchange of ideas that will lead us to fresh ways to improve our research and teaching.

**Lanisa Kitchiner.** Grad. student African lit., Howard Univ.

MA, Univ. of North Carolina, Chapel Hill. Current institutional service: exec. dir., Intl. Affairs Secondary Educ. Program, 2002–; assoc. dir., Intl. Affairs Center, 2002–. Travel grant, CDS Intl., 2002; Governing in the Global Age Fellow, World Affairs Council, 2003; travel grant, Atlantic Studies Council of the United States, 2005. Key Contributor to UN Week Award, United Nations Assn. of the Natl. Capital Area, 2003; Positive Youth Development Award, Upward Bound Program, Howard Univ., 2005; Outstanding Teaching Associate Award, Dept. of African Studies, Howard Univ., 2010. Afghanistan action officer, Office of UN Political Affairs, Intl. Organization Affairs, US Dept. of State, 2001; foreign affairs officer, Office of Social/Humanitarian Affairs, Intl. Organization Affairs, US Dept. of State, 2002; academic delegate to Indonesia, US Dept. of State, 2009. African Lit. Assn., African Studies Assn., Comparative Lit. Assn. Conference presentations: Council for Opportunity in Educ. (Chicago, IL), Sept. 2007; Southern Writers, Southern Writing (grad. student conference, Univ. of Mississippi), July 2008; African Studies Assn., 2008; African Lit. Assn., 2009.

### Statement

I have been enthusiastic about the MLA since 1998, when I attended the convention as an undergraduate. I wandered among sessions wishing to become as knowledgeable about literature as others I observed and worrying about how to pose smart questions. I wondered how my background, choice of school, and specialization would impact the networks and opportunities available to me. Then, I had a mentor whose unyielding guidance enabled me to focus not on sociocultural inequities but on becoming a literary scholar.

Now, as an emerging scholar with a decade of experience in research, teaching, and service, I can attest that mentoring, peer support, and community engagement are among the most significant determinants of success in higher education. However, these variables can be difficult to achieve in literary studies because textual analysis is commonly conducted in isolation and because budget cuts, hiring freezes, and inadequate resources tend to be more pronounced in the humanities. The result is a growing body of graduate

students, postdocs, adjuncts, and junior faculty members who are challenged to navigate the profession without mentors and without a full sense of connectedness to our community. As a member of the Executive Council, I will work to develop effective mentoring programs for emerging scholars, women, and minorities; to develop initiatives to enhance the outlook on jobs and promotion in the profession; and to study diversity initiatives to facilitate the development of faculty members who and courses and departments that are representative of our multicultural world.

**Lutz Koepnick.** Prof. German, film and media studies, and comparative lit., Washington Univ. in St. Louis (WUSTL).

Ch. (2011–) and Dir. of Grad. Studies (2006–10), Dept. of Germanic Langs. and Lits., WUSTL; Faculty Council, WUSTL, 2007–10 (ch. and coch., 2009–10). PhD, Stanford Univ. ACLS research grant, 1998–99; research grant, Alexander von Humboldt Stiftung, 2003–04, summer 2008. Scaglione Prize for Studies in Germanic Langs. and Lits. (for *Walter Benjamin and the Aesthetics of Power*), MLA, 1998–99; Prize for Distinguished Scholarship in the Humanities, DAAD, 2002; DAAD Article Prize (for best article in *German Studies Review*), German Studies Assn., 2003; Outstanding Faculty Mentor Award, Grad. School, WUSTL, 2006. Fulbright Intl. Specialist Roster, 2011. Exec. board, German Studies Assn., 2009–12; Soc. for Cinema and Media Studies; Coll. Art Assn.; ACLA. MLA activities: Scaglione Prize for Studies in Germanic Langs. and Lits. Selection Comm., 2004–06; exec. comm., Div. on 20th-Century German Lit., 2006–Jan. 2011; Delegate Assembly, 2007–09; PMLA Ed. Board, 2009–11.

Publications include: *Nothings Modernität: Wagners "Ring" und die Poesie der Macht im neunzehnten Jahrhundert* (1994), *Walter Benjamin and the Aesthetics of Power* (1999), *The Dark Mirror: German Cinema between Hitler and Hollywood* (2002), *Framing Attention: Windows on Modern German Culture* (2007); coauthor, [Grid < > Matrix]. *Screen Arts and New Media Aesthetics 1* (2006), *Window / Interface. Screen Arts and New Media Aesthetics 2* (2007); coed., *Sound Matters: Essays on the Acoustics of Modern German Culture* (2004), *Caught by Politics: Hitler Exiles and American Visual Culture* (2007), *The Cosmopolitan Screen: German Cinema and the Global Imaginary, 1945 to the Present* (2007), *After the Digital Divide?: German Aesthetic Theory in the Age of New Media* (2009); contrib., *Gender and Germanness: Cultural Productions of Nations* (1997), *Critical Theory: Current State and Future Prospects* (2001), *Schreiben nach der Wende: Ein Jahrzehnt deutscher Literatur, 1989–1999* (2001), *Benjamin's Ghosts: Interventions in Contemporary Literary and Cultural Theory* (2002), *Wagner's Meistersinger: Performance, History, Representation* (2003), *Light Motives: Perspectives on Popular German Cinema* (2003), *Lachen über Hitler—Auschwitzgelächter? Filmkomödie, Satire und Holocaust* (2003), *Fascism and Neofascism: Critical Writings on the Radical Rights in Europe* (2004), *Das Jahrhundert der Avantgarden* (2004), *Hörstürze: Akustik und Gewalt im 20. Jahrhundert* (2005), *Visual Culture in Twentieth-Century German: Text as Spectacle* (2006), *Mediale Mobilmachung II* (2006), *Reality Bites. Kunst nach dem Mauerfall* (2007), *Dietrich Icon* (2007), *Legacies of Modernism: Art and Politics in Northern Europe, 1890–1950* (2007), *Topografías de la modernidad. El pensamiento de Walter Benjamin* (2007), *Science Images and Popular Images of the Sciences* (2008), *Riefenstahl Screened: An Anthology of New Criticism* (2008), *German Postwar Films: Life and Love in the Ruins* (2008), *Weimar Cinema: An Essential Guide to Classic Films of the Era* (2009), *Art of Two Germanys / Cold War Cultures* (2009), *A Companion to the Works of Walter Benjamin* (2009), *The Collapse of the Conventional: German Films and Its Politics at the Turn of the Twenty-First Century* (2010); articles in *Text+Kritik*, *Germanic Review*, *Monatshefte*, *Kritische Berichte: Zeitschrift für Kunst- und Kulturwissenschaften*, *South Central Review*, *New German Critique*, *Gegenwartsliteratur*, *Transit: Europäische Revue*, *German Quarterly*, *German Studies Review*, *Camera Obscura*, *Film Criticism*, *Modernism/Modernity*, *Seminar: A Journal of Germanic Studies*, *Cultural Studies*, *Soundings: An Interdisciplinary Journal*, *Critical Inquiry*, *Deutschevierteljahrsschrift für Literaturwissenschaft und Geistesgeschichte*, *Sprachkunst*, *Skandinavistik*, *New German Review*.

### Statement

In my past role as a member of both the PMLA Editorial Board and the executive committee of the Division on 20th-century German Literature, I have come to know and appreciate the MLA as an

organization of tremendous diversity, creativity, curiosity, and intellectual rigor. Recent economic, social, and technological developments have placed considerable pressures on what MLA constituents do at their various institutions, so much so that many of us rightly fear for the continued existence of entire fields of research and teaching. As a member of the MLA's Executive Council, I would commit myself to addressing today's institutional crisis of language, literature, and culture studies, not simply by lamenting possible losses and preserving given structures but by encouraging the search for creative solutions and intellectually compelling new practices. More specifically, I would like to work on (1) stressing the indispensable function of foreign language departments to advance various linguistic and cultural competencies and in this way to prepare our students to develop prudent perspectives on current processes of globalization; (2) emphasizing the place of the humanities as the preeminent site for reflecting on and refracting dominant concepts of progress and memory, past and future; and (3) ensuring the institutional grounds for viable future academic research, teaching, learning, and debate by, among other things, pursuing greater equity in the academic marketplace, underscoring the value of the tenure system, and developing more effective mentoring programs for graduate students to face the professional challenges of the future.

**Simon Richter.** Prof. German, comparative lit., cinema studies, and women's studies, Univ. of Pennsylvania.

Ch. (1998–2006) and grad. ch. (1998–2004), Dept. of German, Univ. of Pennsylvania. PhD, Johns Hopkins Univ. Previous appointment: Univ. of Maryland, College Park, 1990–98. DAAD summer study grant, 1994, 2001; DAAD summer seminar fellowship, 1994; Humboldt Foundation fellowship, 1995–96, 2010; ACLS fellowship, 2009. Visiting appointments: Univ. of Pennsylvania, 1992; Institut für deutsche Philologie, Universität Würzburg, 1996. Max Kade Prize (for best article in *German Quarterly*), 1996; Ira H. Abrams Memorial Award for Distinguished Teaching, Coll. of Arts and Sciences, Univ. of Pennsylvania, 2008. Exec. advisory comm., Junior Year in Munich, Wayne State Univ., 2006–. Vice pres., Maryland chapter, AATG, 1994–95; dir. at large (1998–2000), vice pres. (2007), and pres. (2008–09), Goethe Soc. of North America; Annual Meeting Planning Comm., AATG, 2001 (member), 2003 (coch.); board member, Amer. Assn. of Netherlandic Studies, 2006–; German Studies Assn.; Lessing Soc. MLA activities: exec. comm., Discussion Group on Netherlandic Lang. and Lit., 2004–08; exec. comm., Div. on 18th- and Early-19th-Century German Lit., 2003–07. Ed., *Goethe Yearbook*, 2000–07. Ed. or advisory boards: *Journal of the History of Sexuality*, 1996–98; *Eighteenth-Century Studies*, 2000–03; *German Quarterly*, 2003–06; *Publications of the English Goethe Society*, 2008–; *Goethe Yearbook*, 2008–; *New Studies in the Age of Goethe*, Bucknell Univ. Press, 2010–.

Publications include: *Laocoon's Body and the Aesthetics of Pain: Winckelmann, Lessing, Herder, Moritz, Goethe* (1992), *Missing the Breast: Gender, Fantasy, and the Body in the German Enlightenment* (2006); ed., *The Literature of Weimar Classicism* (2005); coed., *Unwrapping Goethe's Weimar: Essays in Cultural Studies and Local Knowledge* (2000); contrib., *Outing Goethe and His Age* (1996), *Women Writers in German-Speaking Countries* (1997), *Contemporary German Cultural Studies* (2002), *German Studies in the USA: A Historical Handbook* (2003), *Sexualität und Imagination. Pathologien der Einbildungskraft im medizinischen Diskurs der frühen Neuzeit* (2004), *A Companion to Tragedy* (2005), *Practicing Progress: The Promise and Limitations of Enlightenment* (2007), *The Meaning of Culture: German Studies in the Twenty-First Century* (2009), *Women and Death: Representation and Its Discontents* (2010), *Signaturen des Denkens / Signatures of Thought: Karl Philipp Moritz* (2010); articles in *Journal of the History of Sexuality*, *German Quarterly*, *Poetics Today*, *Monatshefte*, *Nineteenth-Century Prose*, *German Life and Letters*, *Goethe Yearbook*, *Lessing Yearbook*, *Das achtzehnte Jahrhundert*, *Historical Reflections / Réflexions Historiques*.

### Statement

The issue that concerns me most is how shallow the pool of applicants for graduate study in German has become. Reports from the field indicate alarmingly low rates of application—especially in comparison to other disciplines (English, comp lit, history, etc.) for which language is less of a barrier. This is a point of considerable vulnerability for our graduate programs. But we can do something about this. I believe that part of the problem is a disconnect between graduate programs on the one hand and liberal arts colleges on the

other. Students have notions about law school, medical school, and MBAs. But what do they know about graduate work in the humanities? I think the MLA can have a hand in raising the visibility and appeal of graduate studies to qualified rising seniors at colleges. Seven years ago I started an intensive summer program with the German Academic Exchange Service (DAAD) called “The Graduate School Experience,” designed to draw qualified students into the general pool. The program has been successful. I would like to see the MLA work with the DAAD to extend this program and find additional ways to increase the applicant pool for all graduate programs in German studies. I suspect that other language-based disciplines facing similar problems will be interested in our success.

**Mecca Jamilah Sullivan.** Grad. student English, Univ. of Pennsylvania.

MA, Temple Univ. Current institutional service: facilitator, TreeHouse Books Young Writers Program, 2005–06; grad. fellow, Center for Africana Studies, 2007–; grad. admissions reader, Dept. of English, 2010. Grad. mentor (June 2008) and grad. program coordinator (June 2009, June 2010), Summer Inst. for Literary and Cultural Studies, Wheaton Coll. (MA). Smith-Shonubi Scholarship, New York State Summer Writers Inst., July 2005; William Fontaine Fellowship, Univ. of Pennsylvania, 2006–; Benjamin Franklin Fellowship, Dept. of English, Univ. of Pennsylvania, 2006–; Mellon Mays predoctoral research grant, July 2008; Gaius Charles Bolin Fellowship in Women’s, Gender, and Sexuality Studies, Williams Coll., 2011–13. James Baldwin Memorial Playwriting Award, Five College Multicultural Theater Comm., Apr. 2001; William Gunn Award for Fiction, Temple Univ., May 2005; noted writer, Boston Fiction Festival, Mar. 2006; Outstanding Instructor Award, First-Year Writing Prog., Temple Univ., May 2006; Charles Johnson Fiction Award, *Crab Orchard Review*, Sept. 2008; Dean’s Scholar Award for Academic Merit, School of Arts and Sciences, Univ. of Pennsylvania, 2009–10; second place, *American Short Fiction* Short Story Contest, Feb. 2010. Judge, Edmund White Award for Debut Fiction, 2007. NWSA, ASA, AWP. Conference presentations: Southwest Texas Popular Culture and Amer. Culture Assn., 2007; Tepoztlán Inst. for the Transnational History of the Americas (Tepoztlán, Mexico), July 2008; Kelly Writers’ House (Univ. of Pennsylvania), Feb. 2009; Center for Lesbian and Gay Studies Colloquium (Graduate Center, City Univ. of New York), Oct. 2009; NWSA, 2009; MLA, 2009; Critical Race Studies Symposium (School of Law, Univ. of California, Los Angeles), Mar. 2010; Bouchet Symposium on Diversity in Higher Educ. (Yale Univ.), Mar. 2010; ASA, 2011.

Publications include: contrib. (of short stories), *Baby Remember My Name: New Queer Girl Writing* (2006), *Unclassified* (2007), *Best New Writing: 2010* (2009), *Woman’s Work* (2010), *From Where We Sit: Black Writers Write Black Youth* (2011); reviews in *Baobab: South African Journal of New Writing*, *GLQ: A Journal of Lesbian and Gay Studies*, *American Visions*; short stories in *Callaloo*, *Minnesota Review*, *Homeboy Review*, *Crab Orchard Review*, *Baobab*, *Amistad* (Howard Univ.), *Philadelphia Stories*, *Lumina* (Sarah Lawrence Coll.), *Bloom: Queer Fiction, Art, Poetry, and More*.

### Statement

Scholars entering and moving through the humanities professoriat in the current climate face a complex set of intellectual and professional propositions. Decreased funding and reorganized institutional structures affect the journey through academe, requiring new forms of support through the degree-completion and tenure processes and demanding a wider range of professional uses for humanities PhDs. For women, people of color, LGBTQ people, and first-generation college graduates, this changing landscape presents added challenges. Gross underrepresentation, the need for increased intellectual engagement with research area peers, and the specific dynamics of professionalization and job placement for each of these groups are well documented, yet the resources with which to address these challenges are scarce. If elected to the Executive Council, I will use my position to draw attention to these concerns, focusing my efforts toward (1) increased visibility and institutional support for inclusive, comprehensive programming geared toward enrollment, degree completion, and job placement for graduate students in the humanities; (2) institutionalized support and information-sharing for scholars mentoring and advising underrepresented graduate and undergraduate students; (3) focused investigation of the professional, health, and social issues facing developing scholars of majority and underrepresented groups; and (4) promotion of the value of

community-based and arts-based pedagogies and of the humanities PhD as preparation for a variety of professional posts. As an Executive Council member, I hope to approach the shifting ground of academe as an opportunity to address the specific needs of emerging and developing scholars and to chart new possibilities for a changing profession.

### **Part III: Voting for Special-Interest Delegates**

Twenty persons will be elected to replace delegates whose terms expire on 8 January 2012. The term of office will be from 9 January 2012 through the close of the January 2015 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the paper ballot sheet.

The names of the thirty-four special-interest delegates with continuing terms in 2012 appear at the MLA Web site ([www.mla.org/del\\_assembly\\_members](http://www.mla.org/del_assembly_members)).

*Vote for one nominee in any or all of the twenty special-interest contests.*

#### ***I. Continuing and Distance Education (1 contest)***

10. **Donna M. Campbell.** Assoc. prof. English, Washington State Univ., Pullman.

PhD, Univ. of Kansas. Edith Wharton Collection research award, 2009; Everett Helm Visiting Fellowship, Lilly Library, 2011. NEMLA–Ohio Univ. Press Book Award (for *Resisting Regionalism*), 1997; Award for Distinguished Scholarship, Gonzaga Univ., 2000; Lewis and Stella Buchanan Distinguished Assoc. Professorship, Washington State Univ., 2011. Panelist, NEH, 2000. Vice pres. and pres.: Stephen Crane Soc., 2002–04; Edith Wharton Soc., 2004–06; Hamlin Garland Soc., 2005–07; Jack London Soc., 2006–08; Theodore Dreiser Soc., 2010–12. Ch., Regional Chapters Comm., ASA, 2004–08; vice pres. for publications, Soc. for the Study of Amer. Women Writers (SSAWW), 2008–. Web site ed.: *American Authors, Timeline, Literary Movements*, 1997–; William Dean Howells Soc., 1997–; Edith Wharton Soc., 1999–; Stephen Crane Soc., 2000–; SSAWW, 2008–. Ed., *ESQ: A Journal of the American Renaissance*, 2010–11. Ed. or advisory boards: *Edith Wharton Review*, 1999–; *Legacy*, 2000–; *American Literary Realism*, 2003–; *Studies in Amer. Realism and Naturalism* (series), Univ. of Alabama Press, 2003–; *Studies in American Naturalism*, 2006–.

Publications include: *Resisting Regionalism: Gender and Naturalism in American Fiction, 1885–1915* (1997); contrib., *Speaking the Other Self: New Essays on American Women Writers* (1997), *Jewett and Her Contemporaries: Reshaping the Canon* (1999), *American Literary Scholarship* (2000–07), *Jack London: One Hundred Years a Writer* (2002), *A Companion to the Regional Literatures of America* (2003), *Middlebrow Moderns: Popular American Women Writers of the 1920s* (2003), *Twisted from the Ordinary: Essays on American Literary Naturalism* (2003), *The Novel and the American Left: Critical Essays on Depression-Era Fiction* (2004), *American History through Literature, 1870–1920* (2006), *Cambridge Companion to Kate Chopin* (2008), *Modern and Postmodern Cutting Edge Films* (2008), *A Companion to the Modern American Novel, 1900–1950* (2009), *A Companion to the American Short Story* (2010), *The Oxford Handbook of American Literary Naturalism* (2011), *The Cambridge History of the American Novel* (2011); articles in *Studies in American Fiction*, *Legacy: A Journal of American Women Writers*, *Studies in American Naturalism*, *American Literary Realism*, *Stephen Crane Studies*, *Frank Norris Studies*, *Edith Wharton Review*, *Great Plains Quarterly*.

#### **Statement**

In these difficult economic times, more universities are encouraging faculty members to teach continuing and distance education courses, often through online courses or nontraditional course schedules. Yet mandates to offer distance education courses often focus on the latest technologies for content delivery

or the potential economic benefits to the university rather than on the exchanges between students and instructors that facilitate real learning. As MLA members, we are accustomed to thinking about humanities teaching in traditional classrooms, but we also need to consider teaching in distance education environments and to ensure that the best techniques of humanities teaching govern our use of technology instead of the other way around.

As an early adopter of Web technologies in teaching and as a teacher of both face-to-face and (since 2000) online classes, I will bring to the Delegate Assembly experience with and a deep interest in teaching distance and continuing education students. I can also contribute a broad knowledge of the issues of online teaching, educational technologies, and student access to online resources. The MLA is the most significant forum in our profession for discussing these issues, and I am honored by the nomination to represent the interests of continuing and distance education as a member of the Delegate Assembly.

**11. Patricia A. Sullivan.** Prof. rhetoric and composition, Univ. of Colorado, Boulder.

PhD, Ohio State Univ. James L. Kinneavy Award (for best article), *Journal of Advanced Composition*, 1991; Outstanding Faculty Award, President’s Commission on the Status of Women, Univ. of New Hampshire, 1997; Excellence in Teaching Award, Coll. of Liberal Arts, Univ. of New Hampshire, 2001; Ineva Baldwin Ch. of Arts and Sciences, Univ. of Colorado, 2002. Governor’s Alliance on K–16 Educ., State of Colorado, 2003–08. Commission on the Status of Women (1988–96) and Commission on Curriculum and Diversity (1994), NCTE; exec. board, WPA, 1995–98.

Publications include: coed. and contrib., *Methods and Methodology in Composition Research* (1992), *Pedagogy in the Age of Politics* (1994); articles in *College English*, *College Composition and Communication*, *Rhetoric Review*, *JAC: Journal of Writing Theory*, *NWSA Journal*, *Reader*.

Statement

Economic circumstances are driving men and women to continue their education—and seek terminal degrees and professional certification—in unprecedented numbers. For many students, traditional and nontraditional, online courses are the only means of access to higher education and continued learning.

As a member of the Delegate Assembly for Continuing and Distance Education, I will focus on three central issues: (1) preparation of faculty members to teach in digital environments; (2) mainstreaming of electronic courses within traditional disciplines, departments, and programs; and (3) standardizing curricular objectives, pedagogical practices, and assessment across radically different modes of delivery and interaction.

I believe we can address these issues while maintaining a deeply humanistic approach to teaching and learning.

**II. Disability Issues (1 contest)**

**12. Suzanne Bailey.** Assoc. prof. English, Trent Univ.

PhD, Univ. of Toronto. Acting ch., Dept. of English, Trent Univ., 2008–10. Northrop Frye Visiting Scholar, Northrop Frye Centre, Univ. of Toronto, 1994–95; SSHRC postdoctoral fellowship, 1995–97. Selection comm., SSHRC Doctoral Fellowship Prog., 2006, 2007, 2008 (ch.).

Publications include: *Cognitive Style and Perceptual Difference in Browning’s Poetry* (2010); contrib., *Victorian Religious Discourse: New Directions in Criticism* (2004); articles in *Studies in Browning and His Circle*, *Canadian Literature*, *Religion and the Arts*, *Victorian Studies*, *Women’s Writing*, *Victorian Poetry*.

Statement

I’m honored to be nominated to run for a special-interest seat representing Disability Issues. Working with students with disabilities for many years has altered my sense of academic institutions as environments for teaching and learning and made me aware of the continuing need to make visible and to challenge assumptions about disabilities and other kinds of difference. As a scholar at an institution that

values interdisciplinary collaboration, I have been active in initiatives intended to foster dialogue among the disciplines and proactive in arguing for the vitality and importance of humanities research and perspectives. To recognize and value human difference and diversity is central to the ethical concerns of the humanities and part of what I try to incorporate in my own research and teaching and in interactions with colleagues and in the profession. The humanities can be a force for social justice and for social change; strong engagement with academic structures and processes and interventions in curriculum and in the university and broader social cultures are a vital part of this endeavor.

**13. Robin Sandra Grey.** Assoc. prof. English, Univ. of Illinois, Chicago.

PhD, Univ. of California, Los Angeles. ACLS travel grant, 1995; Mellon Foundation fellowship, 1998–99. Silver Circle Award for Teaching Excellence, Univ. of Illinois, Chicago (UIC), 1991; Award for Excellence in Teaching, UIC, 2001; Henning Cohen Prize (for excellence in scholarship and writing), Melville Soc., 2002. Advisory board, Ralph Waldo Emerson Soc., 1998–2001. Advisory boards: *Feminist Studies*, *Leviathan: A Journal of Melville Studies*.

Publications include: *The Complicity of Imagination: The American Renaissance, Contests of Authority, and Seventeenth-Century English Culture* (1997); ed., *Melville and Milton: An Edition and Analysis of Melville's Annotations on Milton* (2004); guest ed., *Leviathan* (2002); contrib., *Encyclopedia of Transcendentalism* (1996), *Dictionary of Literary Biography*, vol. 202 (1999), *Encyclopedia of the New American Nation* (2005), *A Companion to Herman Melville* (2006), *The Oxford Handbook of Transcendentalism* (2010), *Poe Writing / Writing Poe* (2011); articles in *Modern Philology*, *Milton Quarterly*.

Statement

Having served as an informal advocate for students with a number of disabilities (both physical and psychological) as well as for a member of my immediate family, I bring to the academic sphere a series of experiences and insights that I think might prove helpful to people in the profession. My experiences have ranged from legal interventions to strategies for helping students remain in school while undergoing numerous treatments to devising ways to teach students with a range of learning disabilities (including ADD). Although I have not published in this area, I have been deeply involved in researching and educating myself in certain areas that are seldom addressed by universities beyond giving accommodations to students with disabilities. I have been informally collaborating with a psychiatrist in the area of ADD research and working with her on strategies to improve learning among those who try to cope with this issue. I would like to bring some of this knowledge and experience to the profession in order to assist students (as well as colleagues) with crucial issues that tend to prevent them from thriving fully.

**III. Ethnic Studies (4 contests)**

**14. Luis Duno-Gottberg.** Assoc. prof. Hispanic studies, Rice Univ.

PhD, Univ. of Pittsburgh. Research grant, Fundación Venezolana de Promoción al Investigador, 2000–01, 2001–02, 2002–03; grant, David Rockefeller Center for Latin Amer. Studies, Harvard Univ., 2007. Scholarly and Creative Academic Award, Florida Atlantic Univ., 2005; prize for best paper, Venezuelan studies section, LASA, 2010. Ed. boards: *Estudios: Revista de investigaciones literarias y culturales* (Venezuela), *Revista núcleo* (Venezuela), *Cincinnati Romance Review*.

Publications include: *Solventar las diferencias: La ideología del mestizaje en Cuba* (2003); ed., *Miradas al margen. Cine y subalternidad in América Latina y el Caribe* (2008); guest ed., *Estudios: Revista de investigaciones literarias y culturales* (2002), *Revista objeto visual* (2003); contrib., *Barrocos y modernos: Nuevos caminos en la investigación del Barroco iberoamericano* (1998), *Territorios intelectuales: Pensamiento y cultura en América Latina* (2001), *La otredad en la mirada* (2001), *Lo que tenemos que tener: Raza y revolución en Nicolás Guillén* (2002), *Latino and Latina Writers* (2003), *La cultura venezolana del siglo XX* (2006), *Venezuela's Bolivarian Democracy: Participation, Politics, and Culture under Chávez* (2011); articles in *Ensayos: Historia y teoría del arte*, *Estudios: Revista de*

*investigaciones literarias y culturales, Tinkuy: Boletín de investigación y debate, Journal of Caribbean Literatures, A contracorriente, Revista iberoamericana, Espéculo: Revista de estudios literarios, Journal of Latin American Cultural Studies, Revista objeto visual.*

Statement

These are complex times for ethnic studies. In considering future plans, we need to concentrate our efforts on three different fronts. The first relates to our responsibility regarding budget cuts in education. The second demands a professional stand against the legal actions by conservative groups against the field (such as the Arizona HB 2281 legislation). The last aspect relates more to the specifics of our research endeavor, and I would present it in terms of an epistemological challenge. There is a need to increase awareness about the knowledge systems we operate with and a need to incorporate other knowledge, anchored in non-Anglo-American or European traditions.

**15. Darrell B. Lockhart.** Assoc. prof. Spanish, Univ. of Nevada, Reno.

PhD, Arizona State Univ. Ch., Dept. of Foreign Langs. and Lits., Univ. of Nevada, Reno. Coed., *Border-Lines*, 2007–; book review ed. and production ed., *Chasqui: Revista de literatura latinoamericana*, 2008–. Treasurer and exec. board, Latin Amer. Jewish Studies Assn., 2002–.

Publications include: coauthor, *Culture and Customs of Argentina* (1998); ed., *Jewish Writers of Latin America: A Dictionary* (1997), *Critical Approaches to Mexican-Jewish Literature / Aproximaciones críticas a la literatura judeomexicana* (2011); contrib., *Teatro argentino durante el proceso, 1976–1983* (1992), *The Other Mirror: Women’s Narrative in Mexico, 1980–1995* (1997), *El río de los sueños: Aproximaciones críticas a la obra de Ana María Shua* (2001), *Memorial de una escritura: Aproximaciones a la obra de Marjorie Agosin* (2002), *Gabriela Mistral: The Audacious Traveler* (2002), *Recreando la cultura judeoargentina* (2004), *Memory, Oblivion, and Jewish Culture in Latin America* (2005), *Claves en el teatro de Nora Glickman* (2007); articles in *Border-Lines*, *Boletín de humanidades* (Universidad de Buenos Aires), *Romance Languages Annual*.

Statement

I am committed to the study and advancement of ethnic studies in all its diverse manifestations. My primary research agenda focuses on Latin American Jewish literature and culture. This research has led me to a deeper understanding of the intersections of cultures, languages, and ethnic and religious identities. I helped to found the Latino Research Center at the University of Nevada, Reno, and served as the first director (2004–06). As chair of a department that has undergone the elimination of two language programs and the threatened elimination of a third, I am committed to the struggle to preserve university programs that focus on instruction and research in ethnic studies, languages, and related fields. The MLA can play an essential role in this process by advocating for such programs on campuses. I would be honored to serve as such an advocate as an MLA delegate.



**16. Dory Nason.** Asst. prof. First Nations studies and English, Univ. of British Columbia.

PhD, Univ. of California, Berkeley. Ford Foundation Predoctoral Diversity Fellowship, 2003–06; Ford Foundation dissertation fellowship, 2007–08. MLA activities: Comm. on the Status of Women in the Profession, 2008–11.

Statement

It is a great honor to be nominated for a special-interest seat in the Delegate Assembly. Over the last three years, I have served as an advocate for women of color on the MLA’s Committee on the Status of Women in the Profession, a rewarding and valuable experience. At my home institution, I participate in various Aboriginal initiatives as a member of the UBC Faculty Working Group on Aboriginal Issues. As members are well aware, the status of ethnic studies in the United States has been in increasing jeopardy due to conservative attacks on ethnic studies programs (and related departments) in American secondary and postsecondary institutions. As a PhD in ethnic studies, I have both a professional and personal interest in

ensuring that organizations of which I am a member are committed to the field of ethnic studies, its ideals, its scholars, and its students. As an American Indian and Latina scholar, I credit ethnic studies with providing me the lenses through which I discover the most valuable insights into the literary world. As a DA member, I will emphasize the need to challenge the continuing attacks on ethnic studies by taking control of the discourse in our advocacy. We must strategize the best ways to counter anti-ethnic studies discourse that is built on false appeals to public ideals of equality and racial harmony and explain the goals of ethnic studies programs to the wider public, goals that include both social justice and critical thinking.

17. No candidate



18. **Mohammed Hirchi.** Asst. prof. Arabic and French, Colorado State Univ.

PhD, Indiana Univ., Bloomington. Summer inst. Scholarship, Center for Advanced Research on Lang. Acquisition (Univ. of Minnesota), 2004, 2005; Undergrad. Intl. Studies and Foreign Langs. grant, US Dept. of Educ., 2008–11. Globie Award (for contributions to intl. educ.), Colorado State Univ., 2008, 2010; Multi-Ethnic Distinguished Service Award, Colorado State Univ., 2008.

Publications include: contrib., *Language on the Edge: Implications for Teaching Foreign Languages and Cultures* (2004), *Autour des écrivains maghrébins: Abdelhak Serhane* (2006); articles in *South Central Review*, *Journal of North African Studies*, *International Media Development Journal* (Toronto), *Association of Concerned Africa Scholars Bulletin*, *French Review*, *Journal of African Studies* (Rabat), *International Journal of Francophone Studies*.

#### Statement

Since the beginning of my academic career, I have been striving to promote diversity on campus. I believe that with the spread of globalization, we are more than ever invited to rethink our mission on campuses. Our ultimate goal should be the enhancement of curricula that celebrate our belonging to a global cultural market where new identities are emerging and are in a continuous process of negotiation. Our students should be prepared to deal with transnational issues through a solid grounding in interdisciplinary and multicultural education. Ethnic studies departments are more than ever involved in this process of enlarging individuals' cultural horizons. Both faculty members and administrators should reach out to government and nongovernmental organizations for substantial funding to promote the content of their disciplines. With budget cuts, we feel more than ever the obligation to seek external funding and support to maintain some of our most valuable programs.

19. **John-Michael Rivera.** Assoc. prof. English, Univ. of Colorado, Boulder.

PhD, Univ. of Texas, Austin. Thomas J. Lyon Book Award in Western Amer. Literary and Cultural Studies (for *The Emergence of Mexican America*), Western Lit. Assn., 2007; honorable mention, Kayden Book Award (for *The Emergence of Mexican America*), Univ. of Colorado, Boulder, 2007. Coed., *Shadowbox Magazine*.

Publications include: *The Emergence of Mexican America: Recovering Stories of Mexican Peoplehood in U.S. Culture* (2006); ed., Lorenzo de Zavala, *Journey to the United States of America* (2006); guest ed., *English Language Notes* (2007); introd., Miguel Antonio Otero, *The Real Billy the Kid: With New Light on the Lincoln County War* (1998); contrib., *Herencia: The Anthology of Hispanic Literature of the United States* (2002), *Look Away! The U.S. South in New World Studies* (2004), *Healing the West* (2010); articles in *American Literary History*, *Aztlán: A Journal of Chicano Studies*, *Western American Literature*.

#### Statement

My main focus as a delegate for ethnic studies will be to continue the hard work of those who have served before me in this position. As such, I will continue to advocate for access and visibility in the academy. In a period when ethnic studies departments and courses are being attacked across the country, I

feel it is important to maintain the support of the MLA in our struggle to ensure that ethnic studies not only maintains its place in the academy and the MLA but continues to flourish in the future.



**20. Patrick S. Bernard.** Assoc. prof. English, Franklin and Marshall Coll.

PhD, Purdue Univ., West Lafayette. Ch., Dept. of English, Franklin and Marshall Coll. Junior Fulbright scholarship, 1993–95; fellowship, School of Criticism and Theory (Cornell Univ.), 2003. Kathryn Mostel Teaching Portfolio Award, Introductory Writing Prog., Purdue Univ., West Lafayette, 1999.

Publications include: contrib., *Encyclopedia of the Harlem Renaissance* (2004), *Teaching the Harlem Renaissance* (2008), *Knowledge Is More Than Words* (2008); articles in *Langston Hughes Review*, *Women's Studies: An Interdisciplinary Journal*, *CLCWeb: Comparative Literature and Culture*.

Statement

I am grateful to be given the honor and opportunity to run as a candidate in this category. I do ethnic studies, interdisciplinarity, and multidisciplinary in my professional, research, and teaching interests in African, African American, American literatures as well as women's and gender studies. If elected to the Delegate Assembly, I pledge (1) to continue the tradition of advocating for the ethics and ethos of ethnic studies—inclusiveness, multiculturalism, multidisciplinary, collaboration, dialogue, critical thinking, etc.—as constitutive of as well as essential to an education that exposes students to a diverse and multiethnic world where they are global, national, and (trans)national citizens; (2) to consolidate as well as build on the legacy and vision (in research and teaching as well as programming and curricular initiatives) of the pioneers in ethnic studies in both the MLA and the academy at large; and (3) to advance creative ways and conversations as well as strategies to address and confront the new challenges that face ethnic studies, such as budget cuts and the elimination of ethnic studies departments, programs, and centers.

21. No candidate

***IV. Foreign Language Teaching (1 contest)***

**22. Pablo Garcia Loeza.** Asst. prof. Spanish, West Virginia Univ., Morgantown.

PhD, Indiana Univ., Bloomington. Mendel Fellowship, Lilly Library, Indiana Univ., 2009. Cofounder and ed. board, *Ananké* (Universidad Iberoamericana), 1996–98; assoc. ed., *Chiricú* (Indiana Univ.), 2003–05; ed. board, *Pegaso* (Univ. of Oklahoma), 2007–.

Publications include: *501 Essential Spanish Verbs* (2010), *1001 Easy Spanish Phrases* (2010), *2,001 Most Useful Spanish Words* (2010), *2,001 palabras inglesas más útiles para hispanoparlantes* (2011); articles in *Colonial Latin American Historical Review*, *Colonial Latin American Review*, *Chiricú*, *AlterTexto*, *Revista hispánica moderna*.

Statement

Real economic tribulations have regrettably resulted in shortsighted policies that threaten language programs and international education opportunities. I believe strongly that the study of foreign languages must be a core element in a contemporary education in the humanities. The MLA has an important role to play in efforts to help secure the place of language learning in the humanities curriculum and prevent current economic challenges from being used as an excuse to curtail related literature and cultural programs. As a junior faculty member, I am also interested in pursuing initiatives that support mentoring and professional development, giving due credit to teaching, establishing sensible criteria for tenure and promotion, and maintaining a healthy work-life balance. I believe that the MLA should be a strong advocate for all faculty members in languages and literatures in order to ensure greater job security and fair compensation reflective of the dignity and importance of our profession. I would be honored to contribute to these crucial efforts as an MLA delegate.

23. **Cristina Maria Guardiola.** Assoc. prof. Spanish, Univ. of Delaware, Newark.

PhD, Univ. of California, Berkeley. Dir., Salamanca Summer Session, Univ. of Delaware, 2007, 2010; univ. senator, Univ. of Delaware, Newark, 2008–09; Coll. of Arts and Sciences faculty senator, 2010–12.

Publications include: *Legitimizing the Queen: Propaganda and Ideology in the Reign of Isabel I of Castile* (2010); contrib., *Models in Medieval Iberian Literature and Their Modern Reflections: Convivencia as Structural, Cultural, and Sexual Ideal* (2002), *Wine, Women, and Song: Hebrew and Arabic Literature of Medieval Iberia* (2003), *Temas, motivos y contextos medievales* (2008); articles in *Diacritics*, *Celestinesca*, *eHumanista*.

Statement

If lost are the days when the ivory tower was considered a symbol of noble purity, then so too are the days when (if ever true!) it was a space built solely for intellectual pursuits. To speak here of the vital role that the humanities play in developing the ability to think critically, research thoroughly, and reason persuasively is to preach to the choir. Yet, the harsher economic realities of the twenty-first century have forced the humanities to defend their relevance within a global community. It is this defense that I hope to promote as your delegate to the MLA assembly. We share an ethical obligation to promote future inquiry into the disciplines that we study and to promote the well-being of those who pursue that inquiry. Like you, I believe in the importance of studying language, literature, culture, art—those things that create and define us. Like you, I believe that fostering this study connects us to our global community. Like you, I worry that our effectiveness as promoters of this study is undermined by fears of program cuts and budgetary constraints. With your help, I would collaborate with MLA colleagues and others to ensure that our profession thrives.

**V. Graduate Students (2 contests)**

24. **Daniel Kahozi.** Grad. student comparative lit., Univ. of Texas, Austin.

MA, Univ. of Texas, Austin. Elizabeth Warnock Fernea Excellence Endowment award, Univ. of Texas, Austin, 2008; Fulbright scholarship, 2008–10; Winston Churchill scholarship, 2009–11. Coed. of spec. section on Africa, *E3W Review of Books*, fall 2010–. Conference presentations: 1968: A Global Perspective (Univ. of Texas, Austin), Oct. 2008; Sequels IX: Human Interests, Historical Investments (Ethnic and Third World Lits., Dept. of English, Univ. of Texas, Austin), Apr. 2010; Action over Apathy: Human Rights Symposium (White Rose Soc., Univ. of Texas, Austin), Apr. 2011.

Publications include book reviews in *E3W Review of Books*.

Statement

I consider being elected to the MLA Delegate Assembly as one of the greatest and most challenging responsibilities I will have in my academic life. That is why I am determined to represent the professional interests and concerns of my colleagues, particularly those in my special-interest group, with abnegation, passion, and integrity.

25. **Matthew Langione.** Grad. student Amer. lit., Univ. of California, Berkeley.

MPhil, Univ. of Cambridge. Institutional service (Univ. of California, Berkeley): codir., Transnational and Ethnic Amer. Studies Working Group, 2011. Amherst Memorial Fellowship (for study at Berkeley), 2010. Stephen E. Whicher Prize (for best thesis on Amer. lit.), Amherst Coll., 2005; Louis Owens Essay Prize, Martha Heasley Cox Center for Steinbeck Studies (San Jose State Univ.), 2005. Conference presentations: Amer. Lit. Assn., 2005, 2008; Henry James Soc., 2008.

Publications include articles in *Steinbeck Review*.

Statement

Having taught at both public and private high schools, boarding and day, within the United States and without, and having taught and been taught at both public and private colleges, large and small, at home

and abroad, I find myself in a privileged position to reflect on the challenges that students from various backgrounds face as they transition from secondary to higher education. It is my opinion that graduate students, who have generally made that transition more recently than full-time faculty members and who serve the bulk of their teaching commitments in first-year undergraduate courses, stand uniquely poised to help steward the growth of these new students into free-thinking, responsible young scholars capable of advanced coursework. I fear, however, that our potential—and, therefore, theirs—remains untapped. It is precisely when these undergraduates are most needy (during their first year) that they encounter the teachers least prepared to address their needs (graduate students). Without being insensitive to the many, often overwhelming, demands already made of graduate students, I propose to address the problem of underpreparation by exploring ways in which graduate students might be encouraged (through course credit or compensation) to enter into formal relationships with pedagogical and academic mentors from the senior faculty. To be certain, these relationships already exist in various forms as requirements in many doctoral programs. A bit more attention to them would have profound effects, I am convinced, on the quality of undergraduate education at every level. Thank you for considering my candidacy.



**26. Priyanka Jacob.** Grad. student English, Princeton Univ.

BA, Amherst Coll. Institutional service (Princeton Univ.): Grad. Action Comm., Dept. of English, 2009–11; Working Group on Grad. Issues, Dept. of English, 2011–; coleader, Victorian Colloquium, Dept. of English, 2011–12. Corbin Prize (for best essay), Dept. of English, Amherst Coll., 2007; Student Community Engagement Leadership Award, Amherst Coll. 2007. Conference presentations: Victorian Grad. Symposium, Princeton Univ., 2010; 18th- and 19th-Century British Women Writers Conference (Ohio State Univ., Columbus), Mar.–Apr. 2011; Princeton Victorian Colloquium and Rutgers Nineteenth Century Research Group Joint Symposium, Apr. 2011.

Statement

We are all keenly aware of the challenges academia faces. As graduate students we must grapple with budget cuts, attacks on the humanities, and limited job openings, all real problems that affect us now and threaten our futures. But what graduate students need goes far beyond gloomy predictions about our prospects. I’m interested in supporting students’ efforts to maintain a belief in the value of our work, while simultaneously cultivating realistic plans for life after graduate school. We need creative alternatives, unhampered by the stigma of a “back-up,” to open up new possibilities for fulfillment in and outside of academia. We graduate students should be engaged, ourselves, in engineering positive and practical visions for the future of literary study. The question I would address first is how to help students develop these strategies *and* commit to the original intention of our study: becoming scholars of great ambition and passion.

Situated at the beginning of my third year, I have access to the concerns of students at different stages in their graduate experience. For newer students, I would stress training in research methods, teaching, and presenting papers but also insist on space for intellectual exploration. For advanced graduate students, I would emphasize funding, dedicated time for research, and preparation for the job market and beyond. As one of few women of color in my subfield, I would prioritize support for minority students, with attention to diversifying the conversation within fields as well as across graduate programs. Thank you for your consideration.

**27. Meryl Winick.** Grad. student English, Rutgers Univ., New Brunswick.

BA, Bard Coll. Institutional service (Rutgers Univ., New Brunswick): co-coord., Nineteenth Century Research Group, 2010–11; co-coord., Modernist Studies Research Group, Dept. of English, 2010–11; vice pres., Grad. English Student Assn., 2010–11. Conference presentations: Princeton Victorian Colloquium and Rutgers Nineteenth Century Research Group Joint Symposium, Apr. 2011.

Statement

As a graduate student whose work focuses on the history of modern scholarship, I am committed to trying to better understand why we researchers and educators in the humanities do the work we do and how we can best communicate our enthusiasm for it and our conviction of its value to our students, our colleagues, and the public. My experiences studying and working in a department at a large state university with strong support for its graduate students and an effective union have clearly shown me that graduate teaching assistants are workers as well as students and deserve compensation, job benefits, and union membership accordingly. As a graduate student representative, I would also advocate for work-life balance, for mentoring and professionalization, and for both professional and scholarly interactions among members of different disciplines. Through such advocacy I would work toward making a career in academia viable and satisfying for the rising generation of scholars and educators.

**VI. Lecturers, Adjuncts, and Instructors (1 contest)****28. Marina Della Putta Johnston.** Lecturer Italian, Univ. of Pennsylvania.

PhD, Univ. of Pennsylvania. Asst. dir., Center for Italian Studies, Univ. of Pennsylvania. Albert W. Fields Award (for most distinguished article in *Explorations in Renaissance Culture*), South-Central Renaissance Conference (SCRC), 2000. Board of directors, SCRC, 2003–06.

Publications include articles in *Arte lombarda*, *Explorations in Renaissance Culture*.

Statement

In the market-driven global economy, the humanities appear to be in danger of being squeezed out of the curriculum in favor of more “practical” disciplines whose application has a more immediate and quantifiable return. At the same time, as maps are being redrawn and the world’s population becomes ever more mobile, the social importance of culture—its development and preservation—is being recognized in matters of economics and policy, from the regulation of migration to education. I believe the MLA is in a unique position to promote a renewal of the study of the humanities in this global socioeconomic context and that the fight for language and literature programs across the country should continue in the direction of greater interdisciplinarity, although without sacrificing the independence of language and literature programs and the needs of their faculty members and staff. I would be honored to have the opportunity to serve as a representative in the Delegate Assembly and pursue these goals.

**29. Marion Gehlker.** Senior lecturer German, Yale Univ.

PhD, New York Univ. Lang. prog. dir., Dept. of Germanic Langs. and Lits., Yale Univ. Consortium for Lang. Teaching and Learning grant, 2000–01; publication grant, Whitney Humanities Center, Yale Univ., fall 2007.

Publications include: coed. (of annotated readers), Barbara Honigmann, *Eine Liebe aus nichts* (2008), Caroline Link, *Jenseits der Stille* (2011); contrib., *Film im Unterricht: Eine Sammlung von Unterrichtsmaterialien* (2003); articles in *Northeast Conference Newsletter*, *German Studies Review*, *Zeitschrift für Germanistik*.

Statement

My interests are twofold. Following the MLA’s “Statement on the Use of Part-Time and Full-Time Adjunct Faculty Members,” I wish to continue raising awareness of the often precarious professional status of lecturers and adjuncts, including lack of job security and benefits, combined with often onerous teaching duties. Needless to say, this is a particularly urgent matter in our financially challenging times.

Second, following the MLA report “Foreign Languages and Higher Education,” I would continue to work on eliminating the separation of language learning from the study of literature and bridging other divides in curriculum design. I am especially interested in exploring (online) joint open-resource publications that may replace textbooks in the future.

I would work on these areas in cooperation with such professional organizations as the AAUSP (American Association of University Supervisors and Coordinators) as well as such foreign-language-teaching-oriented organizations as the AATF and the AATG and through surveys and conference panels.

### ***VII. Less-Taught Languages (1 contest)***

30. **Andrew Schonebaum.** Asst. prof. Chinese, Bard Coll.

PhD, Columbia Univ. FLAS fellowship, 1998–2000; Fulbright scholarship and Fulbright-Hays Doctoral Dissertation Research Abroad fellowship (Taiwan), 2001–02; postdoctoral fellowship, Heyman Center for the Humanities, Columbia Univ., 2006–07.

Publications include: contrib., *Depression and Narrative: Telling the Dark* (2008); articles in *Shakespeare Yearbook*, *Tamkang Review*, *Modern Chinese Literature and Culture*.

#### Statement

As an instructor of Chinese, which is both a “less-taught” language and one of those deemed “critical” by the current administration, I feel strongly that the MLA needs to encourage a broader range of offerings in foreign language curricula to meet the needs of a wider variety of students and critical-need areas. Moreover, since the learning of foreign languages plays a central role in any serious contemporary education in the humanities, the MLA also needs to counter the current trend toward eliminating foreign language positions.

In addition to these critical issues of hiring, training, and retaining teachers of languages on increasingly globalized campuses, we must also consider the way in which these languages and teachers are being used. How can we best develop and sustain strong programs variously staffed by tenure-track and non-tenure-track and full-time and part-time instructors? How can we encourage language learning as a means of understanding a culture and also encourage the reading of literature in translation? How can we make real use of new technologies—automatic translation, distance (Skype/satellite) learning, electronic dictionaries and study aids? How can we best encourage translation and critical engagement with literature in cultural contexts? How can we best send students on study-abroad programs? How can we encourage universities to train graduate students who can navigate these issues? I would like to work toward making the MLA an even stronger national advocate on these and related matters.

31. **I-Hsien Wu.** Asst. prof. Chinese studies, City Coll., City Univ. of New York.

PhD, Columbia Univ. Weatherhead Foundation fellowship, 1999–2006; workshop grants, Chiang Ching-kuo Foundation for Intl. Scholarship Exchange, 2007–. Managing dir., Chiang Ching-kuo Foundation Center for Chinese Cultural and Institutional History, Columbia Univ., 2002–05.

Publications include: contrib., *Encyclopedia of Erotic Literature* (2006); articles in *World Journal (Shijie Ribao)*; book reviews in *Nan Nü: Men, Women, and Gender in Early and Imperial China*.

#### Statement

I would like to join the Delegate Assembly as a representative for Less-Taught Languages because I believe that this field is a crucial part of education in the humanities and that now is the time to confront serious challenges, particularly with respect to current and upcoming budget cuts. The MLA has been addressing issues in this area, and we should continue to reach out to other professional associations, government agencies, and foundations to support teacher training, material design, and curriculum building for less-taught languages. We should encourage students to study these languages and to learn about the rich cultures they foster, and we should ultimately help to mentor future teachers of these languages. I am committed to contributing to these discussions and believe in the difference we can make as MLA members.

### ***VIII. Politics and the Profession (2 contests)***

#### **32. Luis Martin-Cabrera.** Assoc. prof. lit., Univ. of California, San Diego.

PhD, Univ. of Michigan, Ann Arbor. Coord., The Spanish Civil War Memory Project: Audiovisual Archive of the Francoist Repression, Univ. of California, San Diego. Summer inst. fellowship, Writing in the Americas Prog., Boston Univ., 2001.

Publications include: *Radical Justice: Spain and the Southern Cone beyond Market and State* (2011); coauthor, *Más allá de la pantalla: El mundo hispano a través del cine* (2005); contrib., *Generation X Rocks: Contemporary Peninsular Fiction, Film, and Rock Culture* (2007), *Postcolonialidades históricas: In/visibilidades hispanoamericanas, colonialismos ibéricos* (2008); articles in *Journal of Spanish Cultural Studies*, *Journal of Latin American Cultural Studies*, *Arizona Journal of Hispanic Cultural Studies*, *Revista de estudios hispánicos*, *Revista de crítica literaria latinoamericana*.

#### Statement

I am an associate professor in the Department of Literature and an affiliated faculty member in the Department of Ethnic Studies and the Center for Iberian and Latin American Studies (CILAS) at the University of California, San Diego. As a graduate student I became a union organizer for GESO, the graduate student union at Yale, and GEO, the graduate student union at the University of Michigan. At the University of Michigan, I also collaborated with LEO (the lecturers' union) as they obtained their first contract. All these experiences marked me deeply in terms of looking at the increasing casualization and exploitation of labor within the corporate university.

More recently, I have been involved in antiracist struggles on my campus and have raised questions about access to higher education for historically underrepresented minorities and underserved communities. I am currently running for vice president of the San Diego Faculty Association, the local chapter of the AAUP.

If elected to the MLA Delegate Assembly I will bring what I have learned as a teacher and as an activist to the MLA's advocacy for our profession, and, as always, I will be open to learn from others how to best serve the MLA.

#### **33. Tereza M. Szeghi.** Asst. prof. comparative lit. and social justice, Univ. of Dayton.

PhD, Univ. of Arizona. Midwest foco representative, NACCS, 2010–12; sec., Assn. for the Study of Amer. Indian Lits., 2011–12.

Publications include article in *Studies in American Indian Literatures*.

#### Statement

In the light of recent legislative efforts in various states to cut funding to higher education and infringe academic freedom, it is particularly important that the Modern Language Association continue to articulate strong responses and to provide whatever protection and support it can to its members. Further, with the increasing role corporations and private interest groups are playing in university and college budgeting and campus life, we must critically evaluate and address the relations among higher education, corporations, and political groups. Finally, attacks on ethnic studies programs, spurred at the secondary level in Tucson, Arizona, and in the state of Texas, have implications nationwide and throughout every sector of the United States education system to which we, as an organization, must be alert and responsive. If elected, I would bring to this position a strong commitment to addressing issues of the sort I have outlined here and play an active role in the undoubtedly challenging discussions we will need to have at assembly meetings.



#### **34. Sebastiaan Faber.** Prof. Hispanic studies, Oberlin Coll.

PhD, Univ. of California, Davis. SSRC/ACLS dissertation field research fellowship, Apr. 1999; publication grant, Prog. for Cultural Cooperation between Spain's Ministry of Culture and United States Univs., July 2002; seminar grant, Prog. for Cultural Cooperation between Spain's Ministry of Culture and United States Univs., 2008–09; New Directions Initiative grant, Great Lakes Colls. Assn., fall 2009; Ohio

Humanities Council teacher inst. grant, summer 2010. Ch., Board of Governors, Abraham Lincoln Brigade Archives, 2010–. Ed., *Volunteer* (online journal), 2010–. Ed. boards: *Laberintos: Anuario de estudios sobre los exilios culturales españoles*, *Colorado Review of Hispanic Studies*.

Publications include: *Exile and Cultural Hegemony: Spanish Intellectuals in Mexico (1939–1975)* (2002), *Anglo-American Hispanists and the Spanish Civil War: Hispanophilia, Commitment, and Discipline* (2008); coed., *Contra el olvido: El exilio español en Estados Unidos* (2009); contrib., *Deutschsprachige Exilliteratur seit 1933* (2004), *Alfonso Reyes y los estudios latinoamericanos* (2004), *Ideologies of Hispanism* (2005), *América Latina en la literatura mundial* (2006), *Teaching Representations of the Spanish Civil War* (2007), *El arte de la ironía. Carlos Monsiváis ante la crítica* (2007), *Companion to the Twentieth-Century Spanish Novel* (2008), *Cultura y cambio social en América Latina* (2008), *(En)claves de la transición. Una visión de los Novísimos* (2009), *Javier Marías: Tu rostro mañana* (2009), *Contornos de la narrativa española actual (2000–2010): Un diálogo entre creadores y críticos* (2011); articles in *Journal of Spanish Cultural Studies*, *Journal of Latin American Cultural Studies*, *Revista de estudios hispánicos*, *Revista canadiense de estudios hispánicos*, *Bulletin of Spanish Studies*, *Hispania*, *Revista hispánica moderna*, *Culture, Theory, and Critique*, *New Centennial Review*.

### Statement

Our disciplines are facing a crisis—but that is nothing new. If I have learned anything from studying the institutional history of literary and language studies in the United States over the past century it is that many things have changed and that a sense of crisis has rarely been absent. Much like today, moreover, past moments of malaise were almost always linked to concerns about disciplinary status and social relevance. Ironically, it was precisely anxieties about status that often pushed academic humanists to adopt practices and attitudes that weakened their work’s potential for social relevance—witness foreign-language faculty members’ fear to get politically involved in the 1930s, or, starting in the late 1970s, the transformation of radical political energies into high theory. Institutional status and social relevance do not have to be mutually exclusive, however. There is room for forms of humanism that minimize the gap—and emphasize the links—between research and undergraduate teaching, between scholarship and public intervention, between English and other languages, between language departments and social science departments, between the United States and the world. It is also time for academic humanisms to unshackle themselves from the notion that scholarly rigor has anything to do with the fossilized nineteenth-century infrastructures that continue to condemn many of us to a lonely life on institutional islands: academic departments, scholarly fields, and professional organizations.

### 35. **Debra Ann Modellmog.** Prof. English, Ohio State Univ., Columbus (OSU).

PhD, Penn State Univ. Dir., Diversity and Identity Studies Collective, OSU. Lilly Foundation Teaching Fellowship, 1991. Distinguished Diversity Enhancement Award, OSU, 2009; Longenecker English Faculty Teaching and Leadership Award, Dept. of English, OSU, 2011. Member (2008–10) and ch. (2010–), Smith-Reynolds Memorial Scholarship Comm., Hemingway Soc.; development comm., Intl. Resource Network–North American, Center for Lesbian and Gay Studies, City Univ. of New York, 2010–. Ed. board, Ohio State Univ. Press, 2008–11.

Publications include: *Readers and Mythic Signs: The Oedipus Myth in Twentieth-Century Fiction* (1993), *Reading Desire: In Pursuit of Ernest Hemingway* (1999; Japanese trans., 2002); contrib., *New Critical Approaches to the Short Stories of Ernest Hemingway* (1990), *Critical Essays on Katherine Anne Porter* (1997), *Hemingway: Seven Decades of Criticism* (1998), *New Essays on Hemingway’s Short Fiction* (1998), *Short Story Criticism: Criticism of the Works of Short Fiction Writers* (2001), *Ernest Hemingway’s The Sun Also Rises: A Casebook* (2002), *Hemingway and Women: Female Critics and the Female Voice* (2002), *The Teacher’s Body: Embodiment, Authority, and Identity in the Academy* (2003), *Modernism on File: Writers, Artists, and the FBI, 1920–1950* (2008); articles in *Hemingway Review*, *Journal of Popular Film and Television*, *Pedagogy*, *Prospects: An Annual Journal of American Cultural Studies*, *Narrative*, *Mosaic: A Journal for the Interdisciplinary Study of Literature*, *American Literature*, *Papers on Language and Literature*, *Southern Literary Journal*, *Modern Fiction Studies*.

Statement

For the past twenty-five years, I have held a number of administrative positions at one of the largest state universities in the country, including Associate Dean for Faculty and Research, chair of the Promotion and Tenure Committee, Director of Graduate Studies in English, coordinator of the interdisciplinary Sexuality Studies Program, and director of the Diversity and Identity Studies Collective at Ohio State (DISCO), a collaboration of eight identity-based departments and programs. This experience has given me an inside look at—and inspired me to join others in addressing—some of the most pressing issues facing the humanities both in the university and in the public sphere. At the national level, I would welcome feedback from MLA members about the political issues we should pursue at this time, but I would be particularly committed to the following causes: seeking ways to increase hiring of our PhDs as tenure-track faculty members; promoting our graduate degrees as relevant and even necessary preparation for nonacademic work; reconsidering standards for tenure and promotion in the light of new media and the continuing loss or reconfiguration of academic presses; investigating the viability of unionization as an approach to redressing inequities; encouraging university administrators to recognize and adopt meaningful and even transformative approaches to diversity and excellence; reemphasizing the value of the humanities within academia, especially as attention shifts toward the STEM disciplines; and securing pensions for faculty and staff members.

***IX. Retired (1 contest)*****36. Phyllis A. Roth.** Prof. emerita English, Skidmore Coll.

PhD, Univ. of Connecticut. Vice Pres. for Academic Affairs and Dean of the Faculty, Skidmore Coll., 1990–2000; acting pres. (Jan.–Aug. 1993) and interim pres. (Jan.–June 2000), Skidmore Coll. NDEA fellowship, 1969–71. Honorary Alumna Award, Skidmore Coll. Alumni Assn., 1999; Woman of Distinction, Girl Scouts, 2005; Distinguished Faculty Service Award, Skidmore Coll., 2010. Exec. Comm., ADE, 1987–89; past vice pres., Vladimir Nabokov Soc.

Publications include: *Bram Stoker* (1982); ed., *Critical Essays on Vladimir Nabokov* (1984); coed., *The Writer's Mind: Writing as a Mode of Thinking* (1983); contrib., *Nabokov's Fifth Arc* (1982), *Bloom's Literary Themes: The Taboo* (2009); articles in *Persuasions, Literature and Psychology, Essays in Literature, College Literature*.

Statement

While serving as Skidmore College's Vice President for Academic Affairs (VPAA) and Dean of the Faculty for the decade of the 1990s, it was often my pleasure to meet with faculty retirees who were doing some important service for the institution. The obvious question: How could we sustain a vibrant relationship with retirees that enriched their retirements and enhanced our resources?

Meanwhile resources for all institutions became tougher to find just when colleges and universities were teaching ever more labor intensively. Consequently, while myself retired now, I remain a person who develops and organizes opportunities aimed at enhancing relations between retirees and Skidmore College. I am increasingly convinced that many retirees, from the faculty ranks or not, would like to feel actively welcomed by the institutions to which they devoted so much of their lives—and would very much appreciate feeling engaged and useful, both with fellow retirees and in mentoring relations with younger faculty members, new chairs, and students, for as long as is possible for them.

I would be delighted to contribute to discussions and projects undertaken by the MLA that might benefit from someone who served forty-one years in the profession (many with MLA membership); who has had extensive and varied administrative experience (chair, dean, VPAA, acting president, reviewer of other institutions' programs) with different types of institutions, departments, and faculty roles; and who relishes the work with retirees in which I'm privileged to be engaged at present.

37. **Patricia Ann Ward.** Prof. emerita French and comparative lit., Vanderbilt Univ.

PhD, Univ. of Wisconsin, Madison. Fulbright fellowship (Paris), 1966–67; Coolidge Scholar (at summer research colloquium), Assn. for Religion and Intellectual Life, 1994. Class of 1933 Award for Outstanding Contributions to the Humanities, Coll. of Liberal Arts, Penn State Univ., 1979. Consultant evaluator, Commission on Institutions of Higher Educ., North Central Assn. of Colls. and Schools, 1988–92. Vice pres. (1978–80) and board of directors (1995–98, 2005–), Conference on Christianity and Lit.; advisory board, ACLA, 1986–89; trustee, vice ch., and ch., Associated Colls. of the Chicago Area, 1987–92; Exec. Comm., ADFL, 1999–2001. MLA activities: exec. comm., Div. on Lit. and Religion, 2004–08. Humanities ed., *Christian Scholar's Review*, 1981–86; ed., *Bulletin baudelairien*, 1998–2000, 2003–06. Ed. or advisory boards: *Christianity and Literature*, 1989–; *Renascence*, 1992–.

Publications include: *The Medievalism of Victor Hugo* (1975), *Joseph Joubert and the Critical Tradition* (1980), *Experimental Theology in America: Madame Guyon, Fénelon, and Their Readers* (2009); ed., *Baudelaire and the Poetics of Modernity* (2001); comp., *Carnet bibliographique Victor Hugo, 1978–1980* (1985); cocomp., *Carnet bibliographique Victor Hugo, 1981–1983* (1992); contrib., *Hugo le fabuleux* (1985), *The Play of Terror in Nineteenth-Century France* (1997), *Madame Guyon: Rencontres autour de la vie et l'œuvre* (1997), *Hugo et la langue* (2005), *The Pietist Theologians* (2005); articles in *Revue de littérature comparée*, *French Review*, *French Studies*, *Modern Language Quarterly*, *Symposium*, *L'Esprit Créateur*, *Comparative Literature Studies*, *Nineteenth-Century French Studies*, *Religion and Literature*, *Christianity and Literature*, *Church History*, *ADFL Bulletin*, *Bulletin baudelairien*.

Statement

It is wise to remind ourselves that the MLA provides an overarching umbrella for communities within one large community of teacher-scholars. Let us honor, cherish, and nourish our professional communities. These networks of intellectual colleagues and friends are needed more than ever to foster creativity and professional strength as paradigms of knowledge and of learning change with increasing rapidity and as society questions educational policy.

**X. Scholars Residing outside the United States and Canada (1 contest)**38. **Kirsty Hooper.** Lecturer Spanish and Galician, Univ. of Liverpool.

DPhil, Univ. of Oxford. British Acad. conference grant, 2006, 2008; Arts and Humanities Research Council (AHRC) fellowship, 2009–10. Peer Review Coll. member (2007–) and panelist (2010, 2011), AHRC. Exec. comm., Women in Spanish, Portuguese, and Latin-Amer. Studies (WISPS), 2004–09; exec. comm., Assn. of Hispanists of Great Britain and Ireland (AHGBI), 2007–10, 2010–13; ch., Dorothy Sherman Severin Research Fellowship Selection Comm., AHGBI and WISPS, 2008–; Advisory Council on Latin Amer. and Iberian Information Resources; Asociación Internacional de Literatura y Cultura Femenina Hispánica. Asst. ed., *Bulletin of Hispanic Studies*, 2004–. Ed. boards: *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*, *Galicia21: Journal of Contemporary Galician Studies*.

Publications include: *A Stranger in My Own Land: Sofia Casanova, a Spanish Writer in the European Fin de Siècle* (2008), *Writing Galicia into the World: New Cartographies, New Poetics* (2011); coed., *Reading Iberia: Theory/History/Identity* (2007), *Contemporary Galician Cultural Studies: Between the Local and the Global* (2011); guest ed., *Journal of Spanish Cultural Studies* (2006); guest coed., *Bulletin of Hispanic Studies* (2009); introd., Sofia Casanova, *El doctor Wolski: Páginas de Polonia y Rusia* (2008); contrib., *Spanishness in Twentieth- and Twenty-First-Century Narrative and Film* (2007), *Feminino singular: Vida e tempo de Sofia Casanova* (2010), *New Spain, New Literatures* (2010); articles in *Siglo diecinueve*, *Revista de estudios hispánicos*, *Journal of Spanish Cultural Studies*, *Revista hispánica moderna*, *Arizona Journal of Hispanic Cultural Studies*, *Anuario de estudos literarios galegos*, *Romance Studies*, *Bulletin of Hispanic Studies*.

Statement

I have been a member of the MLA for more than a decade, since my earliest days as a graduate student in the United Kingdom, and the association has been an invaluable source of support throughout my career. I would be honored to contribute to its governance as a representative of Scholars Residing outside the United States and Canada.

The association is already a valuable resource for international scholars, not only through the annual convention and the professional resources it provides (preconvention workshops, job counseling, *JIL*), but also because of its less place-bound and perhaps more important activities, such as advising and campaigning on professional and language-related issues and the publications program. The association's growing digital presence and the exciting new Office of Scholarly Communication will increase the possibilities for communication and collaboration across international borders, and I will continue to promote these opportunities widely.

If I am elected, I will bring to the Delegate Assembly my experience as an active participant in the United Kingdom modern language community, with the aim of sharing expertise (both ways!) on professional and language-related issues that concern us all.

**39. Clara Rowland.** Asst. prof. comparative lit. and Brazilian lit. and culture, Univ. of Lisbon.

PhD, Univ. of Lisbon. Doctoral fellowship, Fundação Nacional para a Ciência e Tecnologia, 2003–08. Research group coord., Centro de Estudos Comparatistas, Univ. of Lisbon, 2009–. Ed. board, *Românica* (Univ. of Lisbon), 2010–; consultant, *Veredas: Revista da Associação Internacional de Lusitanistas*, 2010–.

Publications include: *A forma do meio. Livro e narração na obra de João Guimarães Rosa* (2011); trans., Alda Merini, *A Terra Santa* (2004); contrib., *As máscaras de Perséfone: Figurações da morte nas literaturas de língua portuguesa* (2006), *Stories and Portraits of the Self* (2007), *De Orfeu e de Perséfone: Morte e literatura* (2008), *Amor de perdição: Uma revisão* (2009), *Espaços e caminhos de João Guimarães Rosa: Dimensões regionais e universalidade* (2010); articles in *Revista di Letteratura d'America*, *Variants*, *Compar(a)ison: An International Journal of Comparative Literature*, *Românica*.

Statement

Being a delegate representing Scholars Residing outside the United States and Canada in the MLA Delegate Assembly is a privileged position to address both common problems and productive differences between the Modern Language Association's direct context of action and the situation of the humanities elsewhere. Working in Brazilian and comparative studies in a Portuguese university allows for a general view of problems and concerns in Europe and in South America and for an awareness of the actual and possible exchanges and dialogues between the United States and other Romance languages academic contexts around the world.

**XI. Two-Year Colleges (2 contests)****40. Antonella Ansani.** Prof. Italian, Queensborough Community Coll., City Univ. of New York (QCC).

PhD, Yale Univ. Ch., Dept. of Foreign Langs. and Lits., QCC. Professional Staff Congress–City Univ. of New York research award, 2004–05, 2009–10.

Publications include: *Beyond the Basics: Italian* (2005), *Italian Complete Course: The Basics* (2008); contrib., *Out of the Woods: The Origins of the Literary Fairy Tale in Italy and France* (1997), *Symbols of Difference: The Monstrous in Italian Literature* (2001); article in *American Journal of Italian Studies*.

Statement

Foreign languages have been the target of budget cuts nationwide, and foreign language instruction has been completely eliminated in many colleges. This curricular move seems to go against the reality of globalization and the ever-growing need for people proficient in many different languages who are at the

heart of economic and political international exchanges. As a professor of Italian and chair of the Department of Foreign Languages and Literatures in one of the community colleges of an urban university, I witness every day the variety of cultures and languages that enrich our campuses. As part of their mission to help students acquire the general education skills that are necessary for a productive professional life, community colleges should recognize the importance of the linguistic background students bring with them and encourage them to acquire a sophisticated level of proficiency that would render these skills marketable. If elected, in addition to advocating for foreign language study at community colleges in general, I would also make recommendations regarding the necessity and advisability of creating curricula for heritage speakers in our schools.

**41. Amy Sparks Kolker.** Prof. English, Black Hawk Coll., East Campus, IL.

PhD, Univ. of Kansas. Pres., Faculty Senate, Black Hawk Coll., East Campus, 2007–08. Named “most inspirational teacher” by Black Hawk Coll. students transferring to Western Illinois Univ., 2001, 2002, 2004, 2007.

Publications include: contrib., *Writing African American Women: An Encyclopedia of Literature by and about Women of Color* (2006), *The African American National Biography* (2008).

Statement

Having been a community college instructor for almost fifteen years, I know that there will always be trends in higher education that force us to reexamine what we do. But recent budget cuts have proved even more challenging, as these cuts have been paired with the growing demand for newer, better, faster technology. Dealing with the rapid changes in technology is certainly one of the problems community colleges face because these changes have to be made with fewer dollars. Making the best use of technology in and out of the classroom is a primary concern, but just as important is knowing when to turn it off.

Furthermore, colleges are relying more and more on adjunct faculty members in order to address budget shortfalls, but these part-time instructors are too often underpaid and underappreciated. I believe that we must meet their professional needs in ways that show respect for the profession and for the work that all of us in higher education do.

Community colleges enroll a diverse group of students with a wide variety of backgrounds and needs, and those needs are constantly evolving. All of us in higher education must work together to understand what our students need, not just today but in the future as well. We cannot do that without a voice. The MLA is one of those voices.



**42. Jason David Fichtel.** Prof. English, Joliet Junior Coll., IL (JJC).

PhD, Univ. of New Mexico. William Faulkner Soc. scholarship, 2001; participant, Great Teachers Seminar, JJC, 2005; participant, Teaching Professor Conference, 2006. Carl Graebo Memorial Award for Outstanding Dissertation Research, Univ. of New Mexico, 2001.

Publications include: articles in *time-sense: an electronic quarterly on the art of Gertrude Stein*, *William Faulkner Society Newsletter*, *Rectangle*; reviews in *Review of Contemporary Fiction*.

Statement

It would be my very great honor to serve as a delegate to the MLA Delegate Assembly, not only to represent all of my colleagues in two-year colleges but also to represent Joliet Junior College, the nation’s first public community college. With the several and serious challenges two-year colleges face today, it is more important than ever for the MLA to continue to show—and expand—its support for the two-year-college system. As a delegate, my goal will be to help guide the institutional support of the MLA further toward two-year-college concerns, as this support could be of great assistance to colleges and programs that find themselves undersupported, understaffed, and under attack.

43. **Jami L. Huntsinger.** Assoc. prof. English, Univ. of New Mexico, Valencia Campus (UNMV).

PhD, Univ. of New Mexico. Ch., Communications, Humanities, Educ., and Social Sciences Div., UNMV, 2011–; pres., Faculty Assembly, UNMV, 2008–09. New Mexico State Award for Excellence in Assessment Reports, 2010; nominee, Outstanding Teacher of the Year Award, 2010; nominee, Outstanding Online Teacher of the Year Award, 2011. Online Teaching Certificate, Sloan Consortium, 2010.

Publications include articles in *i.e.*: *Inside English*, *Heritage of the Great Plains*, *Weber Studies: An Interdisciplinary Humanities Journal*.

Statement

I have loved being a teacher since 1982, when I stepped into my first classroom in a small high school on a South Dakota reservation. With the same passion, I pursued a PhD in English at the University of New Mexico in Albuquerque, fulfilling my dream to become a college professor. In 1999, I accepted a tenure-track position at the University of New Mexico, Valencia Campus, in Los Lunas. As an associate professor of English there, I have witnessed many challenges facing educators today. If chosen to serve as a delegate to the MLA, I would emphasize the role that teaching critical reading and writing has in two-year institutions and the influence it has on students' performance at four-year institutions. In addition, during a crucial time when outside influences are attempting to shape postsecondary curricula, I intend to address ongoing concerns about assessment. I believe it is time to revitalize how we teach English, keeping safe what drew us to the discipline in the first place while being ever mindful of the changes we need to make to meet the needs of the many generations who attend our classes. I am honored to have been nominated and would serve with enthusiasm and dedication.

***XII. Women in the Profession (3 contests)***

44. **Tonya Moutray.** Asst. prof. English, Russell Sage Coll.

PhD, Univ. of Connecticut, Storrs. Academic service learning grant, Campus/Community Consortium of the Capital Region, 2009. Honorary Athenian (for faculty excellence), Russell Sage Athenian Honor Soc., 2010; Exemplary Faculty Service Award, Sage Colls., May 2011.

Publications include: contrib., *The Catholic Church and Unruly Women Writers: Critical Essays* (2007), *British-French Exchanges in the Eighteenth Century* (2007); articles in *SEL: Studies in English Literature 1500–1900*, *Victorian Literature and Culture*, *Gaskell Society Journal*.

Statement

As a faculty member at a liberal arts women's college, I am acutely aware of the challenges that liberal arts faculty members generally and women in particular can face at private institutions. Beyond the salary inequities that women continue to experience, the recession has had its own devastating effects, such as an increase in contingent positions, freezes on raises or hiring, and less support for travel and research. The pressure to outperform only intensifies when permanent positions are scarce or there is little job security. Juggling these various professional demands alongside personal responsibilities, such as caring for children, parents, or other dependents, can be challenging if not overwhelming.

Without institutional support, collaboration with others, and a commitment to collective action when needed, we cannot begin to address gender-based oppression or discrimination in the profession either globally or locally. If I am elected to the Delegate Assembly to represent Women in the Profession, I will work in a collaborative fashion to bring more attention to women's concerns and to advocate for meaningful changes in the profession that will allow women to work at their most productive levels.

45. **Mara Reisman.** Asst. prof. English, Northern Arizona Univ.

PhD, Univ. of Connecticut.

Publications include: guest ed., *LIT: Literature Interpretation Theory* (2006); contrib., *You Are What You Eat: Literary Probes into the Palate* (2008); articles in *Rocky Mountain Review*, *Nua*, *American Drama*; interview in *Modern Language Studies*.

Statement

With budget cuts at so many universities, the academic workplace has become an even more challenging environment in which to balance teaching, scholarship, service, professional development, and a life outside of the university. Women in the profession are not the only ones affected by these changes. Nevertheless, this difficult economic environment has the potential to exacerbate the inequities in pay that already exist and curtail opportunities for advancement. My scholarship, teaching, and professional activities reflect my commitment to women's and gender issues. I am a member of the women's and gender studies steering committee at NAU. This program and programs like it are essential for students, for universities, and for the community, as they advocate for the fair and respectful treatment of women, including in academia. As an MLA delegate, I will represent the concerns of women in the profession so that universities continue to be supportive workplaces and effective environments for fostering social change.

**46. Kristine A. Byron.** Assoc. prof. Spanish, Michigan State Univ.

PhD, Univ. of Connecticut. Visiting researcher, Centro de Investigaciones sobre América del Norte, Universidad Nacional Autónoma de México, fall 2005. Ingham County (MI) Women's Commission, Nov. 2010–. Treasurer, Amer. Conference for Irish Studies, 2005–08; program comm., NWSA, 2010, 2011. Board of directors, *State News*, 2007–.

Publications include: *Women, Revolution, and Autobiographical Writing in the Twentieth Century: Writing History, Writing the Self* (2007); contrib., *Genealogías imaginarias: Los discursos de la cultura hoy* (2003), *Wild Colonial Girl: Essays on Edna O'Brien* (2006), *Irish Studies: Geographies and Genders* (2008); articles in *NWSA Journal*, *Caribe*, *Journal of Modern Literature*, *Modern Language Quarterly*, *Women's Studies: An Interdisciplinary Journal*, *Cincinnati Romance Review*, *Entrecaminos: An Interdisciplinary Journal of Latin American Affairs*, *Voces de México / Voices of Mexico*, *Torre de papel, Inti*, *Irish Studies Review*, *Times Higher Education Supplement*.

Statement

I have been committed to matters relating to women in the profession throughout graduate school and in my years as a faculty member at Michigan State University. Despite the many gains women have made in academia, there are still many issues that need to be addressed and areas that could be targeted for improvement (pay equity, just to name one). I am involved in many units in my university, including the gender studies program, the Chicano/Latino studies program, and the Department of Romance and Classical Studies, and I am very active in professional organizations including the Modern Language Association, the Latin American Studies Association, the American Conference for Irish Studies, and the National Women's Studies Association. The breadth of my experience both as a member of the academy and as a teacher-scholar dedicated to gender issues demonstrates my commitment to women in the profession. I would be honored to represent this interest group as a delegate, and I would be open to discussion, dialogue, and calls to action from all constituents. I appreciate the opportunity to run and to serve my fellow MLA members.

**47. Beth Ellen Jörgensen.** Prof. Spanish, Univ. of Rochester.

PhD, Univ. of Wisconsin, Madison. Wisconsin Alumni Research Foundation fellowship, 1980. Pres., Feministas Unidas, 2002–04. MLA activities: Delegate Assembly, 1996–98. Ed. boards: *Ámbitos feministas*, 2010–11; *Textos híbridos*, 2010–11.

Publications include: *The Writing of Elena Poniatowska: Engaging Dialogues* (1994), *Documents in Crisis: Nonfiction Literatures in Twentieth-Century Mexico* (2011); ed. and trans., Mariano Azuela, *The Underdogs: A Novel of the Mexican Revolution* (2002); coed., *The Contemporary Mexican Chronicle: Theoretical Perspectives on the Liminal Genre* (2002); guest coed., *Letras femeninas* (2006); contrib., *Spanish American Women Writers: A Bio-Bibliographical Source Book* (1990), *Reinterpreting the Spanish American Essay: Women Writers of the 19th and 20th Centuries* (1995), *Las desobedientes: Mujeres de nuestra América* (1997), *The Other Mirror: Women's Narrative in Mexico, 1980–1995* (1997), *Mexico Reading the United States* (2009), *The Boom Femenino in Mexico: Reading Contemporary Women's Writing*

(2010); articles in *Texto crítico*, *Hispanic Journal*, *Latin American Perspectives*, *Latin American Literary Review*, *South Central Review*, *Revista canadiense de estudios hispánicos*.

### Statement

In the early 1980s, when I was a graduate student, a friend told me that she had chosen a male author over a female author as the subject of her dissertation because of the devaluing of women writers by our department's faculty members and the profession as a whole. And I wrote mine on the work of Elena Poniatowska in part because she was the only Spanish-American woman writer whom I had studied in five years of graduate classes. This scenario is no longer the rule in literary research or the design of courses, and the changes that we have experienced owe a great deal to the work of women in the MLA. I draw my motivation for serving as a special-interest delegate for Women in the Profession from the mission statement of the Committee on the Status of Women in the Profession, and I will represent the implications of their findings in the larger body. Persistent discrepancies between the careers of men and women academics must be acknowledged and addressed by all of us. Women have made undeniable and hard-earned gains since 1970, when the committee started its work, but our institutions continue to hire us less often, place more of us into contingent faculty positions, pay us lower salaries, promote us more slowly, and advance fewer of us into administrative posts than our male cohort. I look forward to promoting the status of women and the study and teaching of women's literary and cultural production in the Delegate Assembly.



48. **Monica Feinberg Cohen.** Adjunct asst. prof. English and comparative lit., Columbia Univ.

PhD, Columbia Univ. Whiting Foundation fellowship (Columbia Univ.), 1994. John H. Curtis Prize for Literary Excellence, Yale Univ., 1986; Morton N. Cohen Dissertation Prize, Columbia Univ., 1995; Tony Hilfer Memorial Prize, *Texas Studies in Literature and Language*, 2009.

Publications include: *Professional Domesticity in the Victorian Novel: Women, Work, and Home* (1998); contrib., *Encyclopedia of the Novel* (1998), *Victorian Women Writers and the Woman Question* (1999); introd., Charles Dickens, *The Old Curiosity Shop* (2009); articles in *Novel: A Forum on Fiction*, *Texas Studies in Language and Literature*, *Studies in the Novel*, *Victorian Literature and Culture*.

### Statement

My scholarly interest in the representation of women's work encompasses both the specificity of biological experience as well as its cultural permutations and agendas. I am therefore excited to be nominated as a special-interest delegate for Women in the Profession. While the profession has in many respects opened up to women statistically, it seems to me that our model of white-collar work remains rooted in a traditional division between paid and unpaid responsibilities, tenure-track career paths and adjunct improvisations, conventional time frames and flexible clocks, official policies governing family-care leaves and unofficial expectations of uninterrupted productivity. If elected, I look forward to joining the conversation about how the MLA can help rethink the formal designs that shaped professional academic work before the widespread inclusion of women and the resulting restructuring of our public and private lives.

49. **Rose I. Novak.** Adjunct prof. English, Univ. of Connecticut, Avery Point.

PhD, Univ. of Connecticut. Timothy F. Moriarty Award in Irish Lit., Dept. of English, Univ. of Connecticut, 2008.

Publications include articles in *Éire-Ireland*, *History Ireland*.

### Statement

According to the AAUP, "Non-tenure-track positions of all types now account for 68 percent of all faculty appointments in American higher education" (aaup.org). If elected to the Delegate Assembly representing Women in the Profession, I will bring my experience as part of the increasing population of non-tenure-track, or contingent, faculty members. Having observed the concerns of non-tenure-track adjunct instructors, such as working conditions and anxieties regarding contract renewals and health care, I will not

only advocate for issues of importance to adjunct women but also work to promote a greater understanding among all women in the profession: from graduate to contingent, tenure-track, and tenured.

## Part IV: Voting for Regional Delegates

Thirty-six persons will be elected to replace delegates whose terms expire on 8 January 2012. The term of office will be from 9 January 2012 through the close of the January 2015 convention. The numbers preceding the nominees' names correspond to the numbers assigned to the nominees on the paper ballot sheet.

The names of the seventy-two regional delegates with continuing terms in 2012 appear at the MLA Web site ([www.mla.org/del\\_assembly\\_members](http://www.mla.org/del_assembly_members)).

*Vote in only one region but in any or all of the contests within that one region.*

### I. New England and Eastern Canada (5 contests)

*Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont; New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Québec*

100. **Ute T. Brandes.** Georges Lurcy Prof. of German, Amherst Coll.

PhD, Harvard Univ. Minor D. Crary Fellowship, Amherst Coll., 1985; Inst. for European Studies fellowship, 1993; Fulbright German studies fellowship, 2011. Board of overseers, Research Inst. for the Study of Youth, Georg-August-Universität Göttingen, 1997–. Chapter pres., AAUP, 1992–93.

Publications include: *Zitat und Montage in der neueren DDR-Prosa* (1984), *Günter Grass* (1998), *Anna Seghers* (1992); ed., *Zwischen gestern und morgen: Schriftstellerinnen der DDR aus amerikanischer Sicht* (1992), Anna Seghers, *Erzählungen 1958–1966* (2007), Anna Seghers, *Erzählungen 1950–1957* (2009); contrib., *Deutsche Literatur von Frauen* (1988), *Responses to Christa Wolf: Critical Essays* (1989), *The Age of Goethe Today: Critical Reexamination and Literary Reflection* (1990), *In the Shadow of Olympus: German Women Writers around 1800* (1992), *Anna Seghers in Perspective* (1998), *Women Writers in German-Speaking Countries: A Bio-Bibliographical Critical Sourcebook* (1998); articles in *German Quarterly*, *Michigan Germanic Studies*, *Argonautenschiff*, *Communications*, *GDR Bulletin*, *Women in German Yearbook*, *Unterrichtspraxis*.

#### Statement

I am concerned about the place and function of the humanities in contemporary higher education and its relation to technological fields, economics, and the life sciences. I think that humanistic inquiry and the study of foreign languages and cultures are fundamental if we want to prosper in the currently ever-widening global marketplace of ideas and economic activities. Yet the teaching of foreign languages is increasingly threatened at schools, colleges, and universities. The increase in part-time or adjunct positions reflects the eroding role of faculty governance. As a member of the MLA Delegate Assembly, I will be a spokesperson for the actual situation in academia for New England and Eastern Canada.

101. **Jocelyne Kolb.** Prof. German studies, Smith Coll.

PhD, Yale Univ. Alexander von Humboldt fellowship, 1987–88, 2000, 2005. Dartmouth Coll. Class of 1962 Faculty Fellowship (for excellence in teaching and scholarship), spring 1984; Jean-Pierre Barricelli Book Prize (for *The Ambiguity of Taste*), Intl. Conference on Romanticism (ICR), 1995. Advisory board, Kolb-Proust Archive for Research, 1995–2000. Nominating comm., Goethe Soc. of North America, 1992, 2003; prize selection comm. (1998–99) and advisory board (2000–03), ICR; vice pres. (2001–05) and pres. (2006–), North Amer. Heine Assn. Contributing ed., *Metamorphoses*, 2000–; ed. board, *Prism(s)*, 1998–99.

Publications include: *The Ambiguity of Taste: Freedom and Food in European Romanticism* (1995); contrib., *Lebendige Sozialgeschichte: Gedenkschrift für Peter Borowsky* (2003), *Confrontations/Accommodations: German-Jewish Literary and Cultural Relations from Heine to Wassermann* (2004), *A Companion to European Romanticism* (2005), *Übergänge: Zwischen Künsten und Kulturen* (2007), *Marcel Proust und die Korrespondenz* (2010); articles in *Monatshefte*, *German Quarterly*, *Germanic Review*, *Studies in Romanticism*, *Heine-Jahrbuch*, *Goethe Yearbook*.

### Statement

My aim as delegate would be to remember the definition of the word: I would act as the mouthpiece and go-between for members in my region and fellow delegates at the MLA. But the mouthpiece would have opinions—for example, about the publications of the MLA, which I value as one of the association's most remarkable achievements. To those outside the association, the publications give an idea of what we do; to its members they serve as useful tools for our work as writers, teachers, and scholars. Yet I believe that there are ways for this admirable endeavor to give a still better reflection of the association's aims and philosophy. The Texts and Translations series, for example, could publish more works—not just poetry—as dual editions, putting into practice the association's double aim of supporting the teaching of foreign languages and the study of literary history. Separating original and translation undermines the association's rightful emphasis on the inseparability of language and culture. Furthermore, a combination of original and translation in one volume would revive dormant skills or foster readers' curiosity about the original language as much as their curiosity about the work. My proposal is modest, but subtle alterations of this kind can, I believe, yield a better understanding—and a better self-understanding—of our efforts and accomplishments as teachers and scholars of literature and foreign languages.



102. **Eda Dedebas.** Grad. student comparative lit., Univ. of Connecticut, Storrs.

MA, Boğaziçi Univ. Fulbright research award, summer 2005. Outstanding Grad. Student Award, Dept. of Modern and Classical Langs., Univ. of Connecticut, 2009, 2010, 2011. Conference presentations: *The Rhetoric of Sociopolitical Power and Representations of Victimhood in Contemporary Literature* (Haliç Univ.), Apr. 2005; *Subverting the Canon* (Rutgers Univ., Camden), Mar. 2006; English Lang. and Lit. Research Assn. of Turkey, 2006, 2007; *Transnational Perspectives: Intersections of Race, Ethnicity, and Religion* (Boğaziçi Univ. and Natl. Assn. for Ethnic Studies), Nov. 2006; Intl. Conference on British and Amer. Studies (Univ. of Timisoara), May 2007; Conference on Women and Gender, Univ. of Connecticut, Storrs, Feb.–Mar. 2008; *Women, Home, and Nation: Private and Public Spaces* (Binghamton Univ., State Univ. of New York), Mar. 2008; ACLA, 2010; *Jesters and Gestures: Irony at a Crossroads* (Dept. of Comparative Lit., Graduate Center, City Univ. of New York), Feb. 2011.

Publications include: contrib., *Power and Victimization: The Rhetoric of Sociopolitical Power and Representations of Victimhood in Contemporary Literature* (2005); articles in *Interactions*, *CLIN Journal* (Buenos Aires).

### Statement

I am honored to have been nominated to represent the New England region. If elected, I would like to join the discussions on the current crisis that humanities departments face. As a graduate student, I am aware of the demands placed on graduate students and adjunct and junior faculty members. All of us wish to have financial support, academic advising that will enable us to produce substantial scholarship, and a supportive program and colleagues. In addition, we are also expected to be prepared for the job market and face the current crisis in the humanities. My goal in serving in the Delegate Assembly would be to open dialogues that will serve the interests of graduate students as they face the uncertain job market and the uncertain future of the humanities. I will also encourage dialogue on interdisciplinarity, digital publishing, and professional development for young scholars. If elected, I will serve the New England region with enthusiasm, commitment, and professionalism.

103. **Heather Klemann.** Grad. student comparative lit., Yale Univ.

MA and MPhil, Yale Univ. Institutional service (Yale Univ.): first-year class representative (2005–06) and sec. (2007–09), Grad. Student–Faculty Liaison Comm., Dept. of Comparative Lit.; founding member (2006) and co-organizer (2009–10), Eighteenth-Century Studies Working Group; organizer, Baldwin-Dahl Memorial Lecture and Seminar, Dept. of Comparative Lit., 2006–07. Andrew W. Mellon fellowship, 2005–06; Beinecke Library summer research fellowship, 2008; Warnock Fellowship, Boswell Papers, Yale Univ., 2009; Whitney Humanities Center grad. fellowship, Yale Univ., 2009–10; Robert M. Leylan Prize Dissertation Fellowship, Yale Univ., 2009–10. Conference organizer: Early Modern Literature: 1500–1800 (interdisciplinary grad. conference), Yale Univ., May 2009; The Past’s Digital Presence: Database, Archive, and Knowledge Work in the Humanities (grad. symposium), Yale Univ., Feb. 2010. Conference presentations: English Student Assn. Conference, Graduate Center, City Univ. of New York, Mar. 2006; Transatlantic Eighteenth-Century Group conference, Dept. of English, Rutgers Univ., New Brunswick, Sept. 2006; ASECS, 2008, 2010; ACLA, 2009; Northeastern ASECS, 2010.

Publications include articles in *Eighteenth-Century Studies*, *Johnsonian New Letter*.

Statement

Like other graduate students embarking on job searches, I am acutely aware of perennial MLA concerns surrounding the contraction of humanities departments and the casualization of the academic workforce. With these issues in mind, I am interested not only in how graduate programs can better adapt to the shifting needs of the profession but also in how we can effectively advocate for the value of our research and teaching in the face of increasingly “product-driven” institutions. The digital humanities is an area where I believe the MLA can make a lasting impact right now. Having recently brought together over two hundred international and interdisciplinary students, faculty members, library staff members, technologists, and administrators for a digital humanities symposium, I am eager to creatively and constructively consider with the MLA the challenges and collaborative opportunities arising through the digital turn. Members of the MLA are experts in the instruction of language and literature, and we should lead the conversation about how students develop digital literacy as well. Amid such occasions for thoughtful expansion, I embrace the MLA’s continuing advocacy for linguistic study at all educational levels. As a comparatist, I applaud President Berman’s recent call for a national goal of universal bilingualism, while being mindful of the importance of supporting the broadest range of linguistic fields. Finally, as a parent with research interests in juvenile literature, I both study children and raise them. If elected to the assembly, I would encourage resolutions that enable more equitable and family-friendly workplace environments.

104. **Cathryn M. Mercier.** Prof. English and children’s lit. and assoc. dean, Coll. of Arts and Sciences, Simmons Coll.

PhD, Boston Univ. Stephen H. Davol Fellowship, Dept. of Psychology and Educ., Mount Holyoke Coll., fall 1998; Frances Mary Hazen Fellowship, Alumnae Assn., Mount Holyoke Coll., 1998–99; Davis Foundation grant, 1999–2000. Consultant, MacArthur Fellows Prog., John D. and Catherine T. MacArthur Foundation, 2000–. Caldecott Award Comm., Assn. of Library Services to Children (ALSC), 1993–94, 2011–12; ch., Boston Globe–*Horn Book* Award Comm., 1993–94, 2001; Newbery Award Comm., ALSC, 1998–99; Sibert Informational Book Award Comm., ALSC, 2000–01 (member), 2003–04 (ch.); judge, Massachusetts Book Award, Massachusetts Center for the Book, 2003; ch., Laura Ingalls Wilder Award Comm., ALSC, 2006–09.

Publications include: coauthor, *Presenting Zibby Oneal* (1991), *Presenting Avi* (1997), *Reading Russell Freedman* (2009); contrib., *Teaching Children’s Literature: Issues, Pedagogy, Resources* (1992), *Encyclopedia of Feminist Literary Theory* (1997), *The Essential Guide to Children’s Books and Their Creators* (2002), *The Oxford Companion to Children’s Literature* (2006), *Keywords for Children’s Literature* (2011).

Statement

In my work on the planning committee for the 2011 Association of American Colleges and Universities conference, I was struck anew by both the tenacity and the tenuousness of studies in the arts and humanities. Can the humanities transform themselves, yet again, to embrace and attract a wide audience? How can we not? I was also struck by the need for strong, public advocacy—for the insistent role of visionary leadership in the MLA. So much of my academic work in literature for children and young adults centers on the need for not only a literate citizenship but also a creative citizenry ready to explore new venues for expression and to evaluate and engage in liberal studies. We cannot simply create and consume the literary and cultural products of our time; we must teach our literary and language legacies and challenge our students and our junior faculty members to exceed our accomplishments.

**105. Lissa Paul.** Prof. education, Brock Univ.

PhD, York Univ. SSHRC grant, 2007–11, 2011–14; Leverhulme Foundation grant, 2010–14. Short-listed, 1998–99 F. J. Harvey Darton Award (for *Reading Otherways*). Exec. comm., Children’s Lit. Assn., 2010–13. Ed., *Lion and the Unicorn*, 2002–09. Ed. boards: *Literacy*, 2003–; *Girlhood Studies*, 2008–; *Book 2.0*, 2011–.

Publications include: *Reading Otherways* (1998), *The Children’s Book Business: Lessons from the Long Eighteenth Century* (2011); ed., *Growing with Books: Children’s Literature in the Formative Years and Beyond* (1988); assoc. general ed., *The Norton Anthology of Children’s Literature* (2005); coed., *Keywords for Children’s Literature* (2011); contrib., *Reading the Difference: Gender and Reading in Elementary Classrooms* (1993), *International Companion Encyclopedia of Children’s Literature* (1996; 2nd ed., 2004), *Girls, Boys, Books, Toys: Gender in Children’s Literature and Culture* (1999), *Transcending Boundaries* (1999), *Ted Hughes: Lire New Selected Poems 1957–1994* (1999), *Beatrix Potter’s Peter Rabbit: A Children’s Classic at 100* (2002), *Children’s Literature, Critical Concepts*, vol. 4 (2006), *Children’s Literature: Approaches and Territories* (2009), *The Cambridge Companion to Children’s Literature* (2009), *Reading the Novels of Aidan Chambers: Seven Essays* (2009), *Poetry and Childhood* (2010); articles in *Signal*, *Lion and the Unicorn*, *Horn Book*.

Statement

Just as I began writing my statement, reviews in praise of Professor X’s *In the Basement of the Ivory Tower* were appearing in the *New York Times* and other publications, and I found myself feeling something between self-consciousness and guilt at being among the privileged minority of tenured faculty members. Yet I equally appreciated that the opportunity to serve in the MLA Delegate Assembly would enable me to address issues of concern to me as well as to Professor X: external issues (related to government policy) and internal ones (related to curriculum, hiring, promotion and tenure). On the external side, as a delegate, I’d be able to participate, in accordance with article 9.C.10 of the MLA constitution, in “matters of public and institutional policy affecting the study and teaching of the humanities and the status of the language and literature professions represented by the association.” On the internal side, my own experience as a woman in academia informs my desire to serve. Though I’ve been able to thrive as a scholar, until recently I’ve had to limit my service to the university and to the profession because for fourteen of the seventeen years I was a professor at the University of New Brunswick, I commuted nine hundred miles each week between my work in Fredericton and my home, husband, and children in Toronto. Now that I’m at Brock in the Niagara region and, for the first time, living and working in roughly the same vicinity, I’m ready to give back.

**106. GerShun Avilez.** Asst. prof. English and African Amer. studies, Yale Univ.

PhD, Univ. of Pennsylvania. Postdoctoral fellowship, Frederick Douglass Inst., Univ. of Rochester, 2009–10. Joseph Beam Scholarship Award (for essay on sexual minorities), Dept. of English, Temple Univ., May 2004. ASA, Toni Morrison Soc.

Publications include articles in *Callaloo*, *African American Review*.

Statement

The value of the Delegate Assembly as a body is that it puts into conversation individuals with different institutional experiences and individuals of varying levels of professional experience. As a potential delegate representing New England and Eastern Canada, I am committed to making the most of this unique configuration of the academic community. In my mind, one area to which the assembly should turn its attention is mentoring, both the guidance of graduate students and the role of local and external mentoring in preparing developing scholars for promotion and tenure review. I would also support the assembly concentrating on the continuing trend of students turning away from majors in languages and literature and careers as humanities academicians. It is incumbent on the assembly as a body to address the challenges this situation poses for the academic community. Finally, I hope to identify those issues that might affect my region in particular, while also listening to and learning from the other delegates to make possible collaborative thought and deliberation. My goal is to be an ambassador for the assembly at my home institution and at the conferences and meetings that I attend in my region so that my role as a delegate would not end when the MLA wraps up for the year.

107. **Shawn Christopher Salvant.** Asst. prof. English and African Amer. studies, Univ. of Connecticut, Storrs.

PhD, Univ. of California, Berkeley. Previous appointment: Vanderbilt Univ., 2003–08. Mellon Fellowship in Humanistic Studies, 1996; Mellon summer fellowship, 1999; Mellon dissertation fellowship, 2000. ASA, MELUS, Natl. Council for Black Studies.

Publications include an article in *African American Review* and reviews in *Southern Quarterly* and *American Literature*.

Statement

I am honored to be nominated to the Delegate Assembly as a representative for New England and Eastern Canada. I am currently an assistant professor at the University of Connecticut, where I hold a joint appointment in the Department of English and the Institute for African American Studies. As a junior faculty member and citizen of a major public university, I am fully aware of the dire financial situation confronting higher education, particularly the humanities. During this critical time, it will be all the more important for voices to represent the interests of public education in our geographical area, and I would like to serve in the Delegate Assembly as one of those voices. If elected, I will be an active advocate supporting junior faculty mentoring, creative solutions for crises in academic publishing, the fostering of supportive relationships between the MLA and other humanities organizations, and the promotion of interdisciplinary scholarship.



108. **Peter M. Coviello.** Prof. English, Bowdoin Coll.

PhD, Cornell Univ. Keenan Fellowship, Bowdoin Coll., 2001–03. Karofsky Faculty Encore Lecture, fall 1999, spring 2004. MLA activities: Delegate Assembly, 2006–08. Ed. board, *American Literature*, 2011–13.

Publications include: *Intimacy in America: Dreams of Affiliation in Antebellum Literature* (2005); ed., Walt Whitman, *Memoranda during the War* (2004); contrib., *Queer Frontiers: Millennial Geographies, Genders, and Generations* (2000), *Shakespeare: The Queer Companion to the Complete Works of Shakespeare* (2011); articles in *American Literature*, *ELH*, *Modern Language Quarterly*, *GLQ: A Journal of Lesbian and Gay Studies*, *Raritan*, *Early American Literature*, *Studies in American Fiction*, and others.

Statement

I am interested in the tenuous place of academic labor within a system of higher education increasingly tethered to the logics of the market and, especially, to the language of fiscal crisis. Relatedly I am interested in speaking up, in terms that both do and do not accord with profit and utility, for the value of academic work in the humanities.

109. **David Greven.** Assoc. prof. English, Connecticut Coll.

PhD, Brandeis Univ. Ch., Dept. of English, Connecticut Coll., spring 2010, 2011–. Honorable mention, Phyllis W. Meadow Award for Excellence in Psychoanalytic Writing, *Modern Psychoanalysis*, 2007; honorable mention, Woodrow Wilson Career Enhancement Fellowship, 2007. Advisory board, Nathaniel Hawthorne Soc., 2011–14. Advisory board, *Genders*, 2008–.

Publications include: *Men beyond Desire: Manhood, Sex, and Violation in American Literature* (2005), *Gender and Sexuality in Star Trek: Allegories of Desire in the Television Series and Films* (2009), *Manhood in Hollywood from Bush to Bush* (2009), *Representations of Femininity in American Genre Cinema: The Woman's Film, Film Noir, and Modern Horror* (2011); articles in *New Literary History*, *American Quarterly*, *Genders*, *Poe Studies / Dark Romanticism*, *Studies in American Fiction*, *Cinema Journal*, *Postmodern Culture*, *European Journal of American Culture*, *Jump Cut*.

Statement

I am deeply concerned by the endangered and embattled situation of the humanities in academia. It remains imperative that we make sure that the humanities have a continued and vigorous life in liberal arts colleges as well as research institutions. While the increasing focus on civic responsibility is a welcome counterbalance to the emphasis on the sciences and the financial world, it does not speak to the future of the humanities. I am eager to pursue programs that will focus on ways not only of keeping the interests of the humanities attuned to pressing real-world and political matters but also of demonstrating the relevance of the humanities to these concerns. As someone who focuses on issues of gender and sexuality in his work, I am also eager to see the development of gender and queer studies programs. As someone who works on film texts as well as literature, I am eager to see a renewed focus on the historical aspects of the study of popular culture and representation. Last, I would very much like to see the research careers of liberal arts professors find more support and recognition. There are widespread assumptions that those who teach at liberal arts colleges are not interested in research, and these assumptions are detrimental, in my view, to many of us who, while we care deeply about teaching and service, also care about our scholarly work and strive to demonstrate our commitment to our larger disciplines.

**II. New York State (4 contests)**

110. **Mia Chen.** Grad. student English, Graduate Center, City Univ. of New York.

MPhil, Graduate Center, City Univ. of New York (CUNY). Institutional service (Graduate Center, CUNY): conference coch. (2008–09), coch. (2009–10), Faculty Membership Comm. (2010–11), Exec. Comm. (2010–11), Admissions and Financial Aid Comm. (2011–12), and Elections Comm. (2011–12), English Student Assn.; leader, Long 19th-Century Study Group, 2010–. Chancellor's Fellowship, Graduate Center, CUNY, 2005–10; Lynn Kadison Dissertation Year Fellowship, Graduate Center, CUNY, 2011. Conference presentations: Northeast Victorian Studies Assn., 2008; MLA, 2009, 2011; Australasian Victorian Studies Assn., 2010; North Amer. Victorian Studies Assn., 2010.

Publications include articles in *Women's Writing*, *Nineteenth-Century Gender Studies*.

Statement

I am honored to have been nominated to serve as a representative of New York State in the MLA Delegate Assembly. As a doctoral student and adjunct lecturer at the largest urban public university in the United States for six years, I have encountered students and colleagues from an immense variety of backgrounds. At the same time, it has been impossible for me to ignore that the diversity represented in, say, a freshman composition class in a community college is quite different from that represented in a graduate seminar in English literature. I am committed to resisting the further polarization of the academic workforce, concerned by the effects of increased faculty workloads and precarious adjunct employment on ourselves and our students, and saddened by the atmosphere of persistent financial crisis that has accompanied an immense transfer of wealth to the upper classes. However, as members of the MLA struggle even to maintain a deeply

inequitable status quo, I wish not to lose sight of previous generations' visions of a higher education system and professoriat accessible to all students and scholars according to merit and not social class.

I also support the MLA's foray into the world of *Twitter* and will follow back any member who follows me (@mini\_mia). The revolution may not be televised, but we can at least tweet the meeting of the Delegate Assembly.

**111. Maria Paola Svampa.** Grad. student English and comparative lit., Columbia Univ.

MA, Columbia Univ. Institutional service (Columbia Univ.): grad. student representative, search comm., Dept. of English and Comparative Lit., 2010–11. Bursary, Antiquarian Booksellers Assn. (United Kingdom), 2010; summer research fellowship, Inst. for Comparative Lit. and Soc., Columbis Univ., 2010–13. Grad. Essay Prize (Romanticism section), *Literature Compass*, 2007. Conference presentations: Intl. Conference on Romanticism, 2009; North Amer. Soc. for the Study of Romanticism, 2010, 2011; Postgrad. and Early Career Conference, British Assn. for Romantic Studies, 2011.

Publications include an article in *Literature Compass* and reviews in *Romantic Textualities: Literature and Print Culture, 1780–1840* and *SHARP News*.

Statement

I entered doctoral studies in the worst year of the current economic crisis, when cuts severely reduced funding for international students like myself. I am therefore keenly aware of how economic factors and nationality shape the intellectual community's diversity. The international contingent is particularly affected by financial issues: for example, fewer fellowships are open to them, especially if their country of origin does not support its scholars abroad. Yet, awarded fellowships constitute criteria for hiring. As a regional delegate for New York State, an area attracting scholars from around the world, I would emphasize the responsibility of the MLA assembly in developing criteria for professionalization that create the conditions of fairness that will further a truly international academic community.

Serving as the only graduate student representative on the job search committee for a Romanticist this past year has given me firsthand experience of the multiple factors that affect the hiring scenarios of the current generation of scholars: the frictions between the desire to employ young scholars engaged in cutting-edge research and the conflicting curricular demands of departments; the disjunctions between the rationales for hiring and the areas of professionalization that graduate students are encouraged to develop. As a delegate I would invite the MLA assembly to encourage graduate programs to place more emphasis on nurturing young scholars to deal with both the advancements of research and the education of future generations and less on the quantification and commodification of their academic labor.



**112. Sara Armengot.** Asst. prof. Spanish, Rochester Inst. of Tech.

PhD, Penn State Univ. Grad. student representative, ACLA, 2005–07. MLA activities: Exec. Council, 2008–Jan. 2012; Delegate Assembly Organizing Comm., 2009–Jan. 2011.

Publications include: contrib., *Encyclopedia of Multiethnic American Literature* (2005), *Encyclopedia Latina: History, Culture, and Society in the United States* (2005), *Hispanic American Biographies* (2006), *Encyclopedia of Africa and the Americas* (2008), *Blacks in European History and Culture* (2009), *Women in Science Fiction and Fantasy* (2009); article in *Atenea: Revista bilingüe de las humanidades y las ciencias sociales*.

Statement

I would welcome the opportunity to join the Delegate Assembly as a regional delegate for New York State. I believe that the MLA should play a central role in communicating the importance of languages and literatures both within higher education and beyond. We should continue to work on issues related to contingent labor and the job market while defending academic freedom and fostering a welcoming environment for scholars and students of all modern languages and literatures.

113. **Marlene Collins-Blair.** Asst. prof. Spanish, Houghton Coll.

PhD, Univ. of the West Indies, Mona Campus.

Publications include article in *Hispanic Review*.

Statement

I feel honored to be asked to stand for election to the Delegate Assembly for Region 2, representing the State of New York. The needs to be addressed by the MLA are many and vary in scope and nature. While I may have particular affinities for certain matters of professional concern, if elected to the assembly, I would consider it my duty to represent all issues of concern insofar as they concern language programs in higher education. In essence, it would be my responsibility to work with the MLA in addressing the desires of the members of the organization and to support the MLA in any task at hand that is considered to be urgent.

114. **Barbara J. Black.** Assoc. prof. English, Skidmore Coll.

PhD, Univ. of Virginia. Summer research grant, Advanced Studies in England, 1995; participant, NEH summer seminar, 1995. Edgar F. Shannon Award (for the outstanding student in the Grad. School of Arts and Sciences), Z Soc., Univ. of Virginia, 1991. Panelist, NEH summer stipend prog., 1995–96, 2000–01, 2002–03. Prog. comm., Northeast Victorian Studies Assn., 1997, 2007, 2008; conference organizer (2009) and board member (2010–12), Interdisciplinary Nineteenth-Century Studies; North Amer. Victorian Studies Assn.; Victorianist Collective. Review ed., *Nineteenth-Century Contexts*, 2011–.

Publications include: *On Exhibit: Victorians and Their Museums* (2000); guest coed., *Nineteenth-Century Contexts* (2011); contrib., *Encyclopedia of the Victorian Era* (2004); articles in *Nineteenth-Century Contexts*, *Victorian Poetry*, *Dickens Studies Annual*, *Salmagundi*.

Statement

In addition to representing the interests of my colleagues in New York State, I have several concerns of my own that I would pursue, should I be elected. As we all know too painfully, both the press and the wider culture in the United States are quick these days to claim that the humanities are facing a crisis in relevance. I am not persuaded by such arguments and feel that more than ever it is vital that our students become avid readers, persuasive writers, cogent public speakers, and critical thinkers. We should, and can, offer a stronger defense of the cultural importance of what we teach and do.

My second top concern regards contingent appointments. My service on my college's Committee on Appointments, Promotions, and Tenure and my department's Personnel Committee has raised my awareness of this troubling issue; fair hiring and employment conditions are two of the great challenges facing our profession today. I believe that we can do a better job of guiding mid-level faculty members through their careers. Although I have seen the mentoring of tenure candidates strengthen during my own career, mentoring the associate professor remains a gray, sometimes neglected, area of concern at many colleges and universities, even as they expect robust administrative involvement from this very demographic. For associate professors, who are often writing that elusive second book as they chair their departments and who face the demands of both children and aging, often ailing parents, the work-life balance can be difficult to achieve.

115. **Sarah Elizabeth Gates.** Assoc. prof. English, Saint Lawrence Univ.

PhD, Boston Univ. Advisory board, Northeast Victorian Studies Assn., 2010–.

Publications include: contrib., Alfred, Lord Tennyson, *In Memoriam* (Norton, 2nd ed., 2003), *Gypsy Scholars*, *Migrant Teachers*, and *the Global Academic Proletariat: Adjunct Labor in Higher Education* (2007); articles in *Dickens Studies Annual*, *PMLA*, *Explorations in Renaissance Culture*, *Victorian Poetry*, *ELH*, *Genre*, *Studies in the Novel*.

Statement

I have had a two-stage career: during the first decade, I was an adjunct at a business college near a large northeastern city; during the second decade, I have had a tenure-track and now tenured position at a

small liberal arts college that has been hit hard in the economic recession. From this dual vantage point, the professional matters that seem most pressing to me are those having to do with employment. I see two unpleasant trends in employment practices that stem from these tough economic times: increasing replacement of full-time tenure-track positions with adjuncts and increasing pressure from administrations to get academic departments to move into distance learning venues. I would like to take part in shaping an MLA response to or guidelines regarding distance learning, and I would very much like to help strengthen the MLA's discouragement of adjunct hiring.

Aside from these issues, I would also certainly read and digest carefully the information the organization sends to me so that I can represent my region as thoughtfully as possible.



**116. Nicole Caso.** Assoc. prof. Spanish, Bard Coll.

PhD, Univ. of California, Berkeley. Curriculum development grant, Mellon Foundation and Bard Coll., spring 2008.

Publications include: *Practicing Memory in Central American Literature* (2010); contrib., *Rosa María Britton ante la crítica* (2007); articles in *Revista iberoamericana*, *Istmo: Revista virtual de estudios literarios y culturales centroamericanos*.

Statement

I would be honored to serve as a regional delegate and welcome the possibility to engage in conversations about the importance of foreign language instruction within a broad spectrum of cultural issues that span the curriculum. The urgency of understanding different contextual settings through careful readings in both original languages and in translation cannot be underestimated at the current historical juncture. An integrated approach to area studies that goes beyond foreign language acquisition and draws from pedagogical connections among literatures, histories, politics, human rights, and so on can provide a productive model to begin to address questions about the anticipated crisis in the humanities.

**117. Christine Henseler.** Assoc. prof. Hispanic lit., Union Coll.

PhD, Cornell Univ. NEH summer stipend, 2000; participant, NEH summer seminar and inst., 2002; MacArthur Junior Prof., Union Coll., 2002–03; Franklin Research Grant, Amer. Philosophical Soc., 2004. Organizer, “Humanities, Plain and Simple,” 4Humanities: Advocating for the Humanities, 2010–. MLA activities: exec. comm., Div. on Teaching as a Profession, 2008–Jan. 2013. Ed. board, *Arizona Journal of Hispanic Cultural Studies*, 2007–.

Publications include: *Contemporary Spanish Women's Narrative and the Publishing Industry* (2003), *Spanish Fiction in the Digital Age: Generation X Rewired* (2011); ed., *En sus propias palabras: Escritoras españolas ante el mercado literario* (2003); coed., *Generation X Rocks: Contemporary Peninsular Fiction, Film, and Rock Culture* (2007); guest coed., *Arizona Journal of Hispanic Cultural Studies* (2006); articles in *Revista hispánica moderna*, *Anales de la literatura española contemporánea*, *Letras femeninas*, *Hispania*, *Letras peninsulares*, *Confluencia*, *Revista de literatura*, *Arizona Journal of Hispanic Cultural Studies*, *Revista de estudios hispánicos*, *Romance Quarterly*, *Ciberletras*, *MLN*, *Cuaderno internacional de estudios humanísticos y literatura*.

Statement

My professional interests center around four main axis points: strengthening the humanities, bridging communication among disciplines, mentoring junior faculty members, and using new media technologies to innovate our field. I believe all these elements intersect in significant ways. I also believe the MLA plays an essential role in representing our professional interests and moving our discipline into the twenty-first century. How can the MLA better bridge state needs and address national issues? How can the MLA better present and promote the importance of the humanities on a national and international stage? How can the MLA change to the tune of the future by both protecting graduate students and junior faculty members and innovating our field along the way? As a regional representative to the Delegate Assembly, I see my role as

reaching out and listening to my fellow New Yorkers and representing their interests and needs while always keeping in mind the bigger picture.

### ***III. Middle Atlantic (5 contests)***

***Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, West Virginia***

118. **Christine Blackshaw.** Assoc. prof. Spanish, Mount Saint Mary's Univ.

PhD, Univ. of Virginia. Dissertation research grant, Prog. for Cultural Cooperation between Spain's Ministry of Educ., Culture, and Sports and United States Univs., July 2003.

Publications include articles in *Romance Quarterly*, *Letras hispanas*, *Decimonónica: Journal of Nineteenth-Century Hispanic Cultural Production*.

#### Statement

In recent years, faculty members and administrators at higher education institutions have paid lip service to the need to prepare students for living in a global society while simultaneously discontinuing major or minor programs in foreign languages or reducing the number of courses in a foreign language required for students to graduate or both. This decreased emphasis on the importance of foreign languages places American students at a disadvantage in comparison to their peers from other countries, many of whom are fluent in more than one foreign language. Apart from the usefulness of knowing a foreign language, learning a foreign language, even if students never achieve fluency, is important because it gives the students the experience of being foreign, of being a linguistic and cultural other. This enables the students to become more humble and empathetic global citizens. This is an experience that is unique to studying a foreign language.

The study of literature is also losing its importance in many college curriculums. The study of literature is valuable, not only because of the literary work's intricate relationship with history, culture, and politics but also because literary language reveals the human condition in a way that ordinary, nonliterary language and other forms of expression cannot.

As a graduate student and a faculty member in a foreign language department, I have been a passionate advocate for both foreign languages and literatures, and I would continue to be one as a regional delegate for the Modern Language Association.

119. **Cristina Casado Presa.** Asst. prof. Spanish, Washington Coll.

PhD, Univ. of North Carolina, Chapel Hill.

Publications include article in *Letras femeninas*.

#### Statement

In today's academy, there are a certain number of conditions that concern me, but two of them call particularly my attention: the state of humanities programs and the lack of a sure career path for PhDs.

I believe it is essential to explain and to promote the role and importance of the humanities at the university. The MLA has already recognized the need to step up its defense of the humanities and liberal arts. I believe that in the current economic climate, the MLA must redouble its efforts and work harder to guarantee a space in which our disciplines can survive and to create a path that helps with the retention of new scholars in the field.



120. **Kristin Bergen.** Asst. prof. English, Howard Univ.

PhD, Duke Univ. Distinguished Teaching Fellow, John Hope Franklin Seminare, Duke Univ., 1999–2000.

Publications include article in *Oxford Literary Review*.

Statement

As regional delegate from the Middle Atlantic region, I would work to represent the institutional, professional, and economic interests and concerns of the more vulnerable members of the profession—students; non-tenure-track, part-time, and junior faculty members; and those working in disciplines threatened with elimination or mutilation. I would be especially honored to represent the specific interests of Historically Black Colleges and Universities within both the region and the nation.

121. **Cherie Ann Turpin.** Asst. prof. English, Univ. of the District of Columbia.

PhD, Univ. of Connecticut.

Publications include: *How Three Black Women Writers Combined Spiritual and Sensual Love: Rhetorically Transcending the Boundaries of Language* (2010); contrib., *Bodily Inscriptions: Interdisciplinary Explorations into Embodiment* (2008); article in *Feminist Teacher*.



122. **Mark Larabee.** Asst. prof. English, United States Naval Acad. (USNA).

PhD, Univ. of Washington. Assoc. ch., Dept. of English, USNA, 2009–. Trident Scholar, USNA, 1986; Olmsted Foundation scholarship (Univ. of Lausanne), 1991–93. Provost’s Award for Academic Achievement, Defense Lang. Inst., 1991; Bruce Harkness Young Conrad Scholar Award, Joseph Conrad Soc. of America, 2006. Treasurer, Joseph Conrad Soc. of America, 2009–. Exec. ed., *Joseph Conrad Today*, 2009–.

Publications include: *Front Lines of Modernism: Remapping the Great War in British Fiction* (2011); contrib., *Approaches to Teaching Conrad’s Heart of Darkness and The Secret Sharer* (2002), *Joseph Conrad: The Short Fiction* (2004), *A Historical Guide to Joseph Conrad* (2010); articles in *Space Between: Literature and Culture, 1914–1945*, *Journal of the History of Ideas*, *English Literature in Transition, 1880–1920*, *Studies in the Novel*, *CEA Critic*.

Statement

I am honored to have been nominated to serve in the MLA Delegate Assembly. As the beneficiary of years of overseas education, living, and travel, I am especially dedicated to promoting the study of literature and modern languages in our ever more globally connected world. Knowledge of our own culture and effective cross-cultural understanding and communication are vital goals of higher education at present. Now more than ever, though, as those goals are threatened by difficult budget climates, we are called on to articulate the truths that we know so well about the enriching and enabling results of literary and language study. I look forward to joining the efforts to promote that study through the MLA, while at the same time working to improve the conditions and treatment of non-tenured educators, promote diversity in the workplace, and preserve academic freedom. Additionally, as someone who has worked in technical fields in the past and who has carried out interdisciplinary research, I would like to help demonstrate that the humanities are not in competition with science and technology in a shrinking financial environment. Instead, we complement each other in educating undergraduate students to become well-rounded, culturally aware critical thinkers. I have had experience making the case for the humanities in an institutional setting, and I am eager to listen to MLA members and learn from them as we work together on these crucial issues.

123. **Anthony D. Zias.** Asst. prof. humanities, Coppin State Univ.

PhD, West Virginia Univ. Participant, Dow Jones Newspaper Fund internship prog., 1994; West Virginia Foundation Fellowship, 2007–08. Forry Memorial Award (for excellence in English studies), Westminster Coll., 1994; nominee, Distinguished Dissertation Award, Council of Grad. Schools–Univ. Microfilms Intl., 2009. Mid-Atlantic Popular Amer. Culture Assn.

Publications include articles in *Genre*, *Journal for Lacanian Studies*.

Statement

If one wanted a Lyotardian example of a metanarrative losing its legitimacy, one need only consider our profession's status. Universities are cutting literature and language programs, while an increasing number of faculty members in the humanities are hired as part-time, contingent workers. To prove our worth, many of us face larger course loads, greater demands for "voluntary" service activities, and the expectation to produce more scholarship to maintain positions that lag behind other fields in both compensation and security. Yet, my filing cabinet is filled with MLA publications that emphasize how vital the study and teaching of literature and language are to the university's mission of developing and disseminating knowledge.

The metanarrative about our significance has become a story that we tell each other. We have not communicated this metanarrative forcefully or consistently to others beyond our department halls. We can regain our legitimacy by connecting our narrative to the activities of both public institutions and business industries. The MLA has left this task of approaching institutions outside the academy to individual scholars or departments, but both are already overburdened. If elected, I will encourage the MLA to promote to diverse potential partners our collective skills to interpret language, to think critically, and to communicate effectively. I will urge the MLA to develop initiatives that foster job opportunities within and outside traditional teaching. The more we can apply our abilities to endeavors of public and private interest, the more we can reassert our profession's legitimacy, which will benefit us all.



**124. Brian Douglas Ballentine.** Asst. prof. English, West Virginia Univ., Morgantown (WVU).

PhD, Case Western Reserve Univ. Coord., Professional Writing and Editing Prog., WVU.  
Fellowship, Baker-Nord Center for the Humanities, Case Western Reserve Univ., 2006.

Publications include: contrib., *Handbook of Research on Open Source Software: Technological, Economic, and Social Perspectives* (2007), *Composition and Copyright: Perspectives on Teaching, Text-making, and Fair Use* (2009), *Design Discourse: Composing and Revising Programs in Professional and Technical Writing* (2010); articles in *Technical Communication*, *Computers and Composition Online*, *Across the Disciplines: A Journal of Language, Learning, and Academic Writing*, *IEEE Transactions on Professional Communication*.

Statement

I am honored to be nominated to serve as a regional delegate. Prior to completing my PhD, I was a senior software engineer and technical writer for Marconi Medical and then Philips Medical Systems. My responsibilities included designing user interfaces for Web-based radiology applications, and I specialized in human-computer interaction. This past work experience ties to my current interests in the intersections of writing, rhetoric, and technology. I believe I would bring both academic and corporate perspectives to the assembly. Finally, I should also mention that I care a great deal about the future health, viability, and collegiality of English departments as our department members are labeled literature, composition, or creative writing faculty members.

**125. Mark Cantrell.** Asst. prof. English, Shepherd Univ.

PhD, Univ. of Wisconsin, Madison. Meritorious Review in Instructional Performance, Shepherd Univ., May 2010; participant, West Virginia Great Teachers Seminar, June 2010; Meritorious Review in Professional/Institutional Service, Shepherd Univ., May 2011. Reader, Advanced Placement Examination in English Lit., ETS, June 2010, June 2011.

Publications include: contrib., *The Greenwood Encyclopedia of American Poets and Poetry* (2005); articles in *Arizona Quarterly*, *Genre: Forms of Discourse and Culture*.

Statement

As a delegate, I would strive to represent the interests of MLA members throughout the Middle Atlantic region. Because I received my graduate education at the University of Wisconsin, Madison, and

taught for several years as an instructor at the University of Miami, I am familiar with the aims of large research universities and sympathetic to the demands faced by professors working at such institutions. Since I now teach at Shepherd University, a smaller school at which professors typically carry a 4-4 teaching load, I would also largely see myself as an advocate for those in similar positions, where teaching, scholarship, and service are equally weighted. Such advocacy would include attempting to raise the profile and prestige level of publications that incorporate elements of teaching and searching for ways to recognize teaching achievements beyond the limitations of one's particular school.

A chief concern of mine is professional fairness. I worked for longer as an adjunct instructor than I have in my current tenure-track position. Given this experience, a top priority of mine would be urging institutions to offer adjuncts fair pay and benefits commensurate with the important work they do. Finally, though I am an English professor, I lived abroad for several years and highly value the work of colleagues who teach languages other than English. During a time in which many administrators may seek to cut language classes, I believe that the MLA must focus attention on protecting and expanding language offerings at all types of schools.



**126. Robert Higney.** Grad. student English, Johns Hopkins Univ.

MA, Johns Hopkins Univ. (JHU). Institutional service (JHU): English dept. representative, Grad. Representative Organization, 2006–07; board member, Philological Soc., 2006–08; Writing Center tutor, 2008–; organizing comm., English Grad. Student Conference, 2009; pres., English Grad. Student Assn., 2008–09. Fellowship, School of Criticism and Theory (Cornell Univ.), 2009. Assoc. ed., *ELH*, 2008–10. Conference presentations: English Grad. Student Conference, JHU, 2009; Modernist Studies Assn., 2009; MLA, 2011.

Publications include: contrib., *Modernism Lab* (Yale Univ.), *Routledge Annotated Bibliography of English Studies*.

Statement

The chronic and worsening crisis in the humanities can seem to drive scholarly and professional concerns ever further apart, but this need not be the case. The humanities' survival depends on our recognizing and advancing the ways in which the content of academic work (new areas and topics of study, genres and venues of publication, teaching) and the conditions in which we work (promotion and tenure cases, casualization of academic labor, budget cuts, teaching loads) affect each other.

Having spent time editing an academic journal, I am particularly interested, for example, in how innovation in scholarly publishing and work in the digital humanities can be harnessed to effective arguments for the importance of scholarship and teaching as such. While retaining a commitment to established norms—tenure, peer review, academic freedom—that are more important than ever, MLA advocacy can help establish criteria under which emerging forms of research and pedagogy are recognized in a framework that emphasizes secure employment. The story of the profession at the present time is, of course, one of budget cuts, disappearing jobs, and real threats to the very existence of language departments. As a graduate student, I am especially concerned about the challenges facing graduate students and contingent faculty members. It is an honor to be nominated, and it would be a privilege to have the opportunity to help build on work the MLA has already done to advance language scholarship and teaching and to affirm the importance of sustainable careers in the profession.

**127. Mirona Magearu.** Grad. student comparative lit., Univ. of Maryland, College Park.

MA (English), Emporia State Univ.; MA (communication and public relations), Natl. School of Political and Administrative Studies, Bucharest. Institutional service (Univ. of Maryland, College Park): panelist, grad. teaching asst. orientation, summer 2008; comparative lit. representative, Grad. Student Government, 2008–09; panelist, pedagogy workshop, fall 2009. Vambery Distinguished Grad. Fellow, Maryland Inst. for Tech. in the Humanities (MITH), 2006–09; Distinguished Teaching Asst. Award, Center for Teaching Excellence, Univ. of Maryland, College Park, 2007–08. Conference presentations:

Southwest/Texas Popular Culture and American Culture Assn, 2005; European Studies Conference, Univ. of Nebraska, Omaha, 2005; Interdisciplinary Soc. for Textual Scholarship, 2007; CCCC, 2007; Text and Techne: Technology, Literature, and Cultures (Grad. English Organization, Univ. of Maryland, College Park), Mar. 2008; ACLA, 2009; E-Poetry Festival (Universitat Oberta de Catalunya), May 2009, Digital Dialogue, MITH, Apr. 2010; Reading Comparatively: Theories, Practices, Communities (Univ. of Maryland, College Park), Nov. 2010.

#### ***IV. Great Lakes (6 contests)***

***Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin***

**128. Andrea Lyn Knutson.** Asst. prof. English, Oakland Univ.

PhD, Graduate Center, City Univ. of New York (CUNY). Alfred Kazin Prize for the Best Dissertation in Amer. Lit. and Culture, Graduate Center, CUNY, 2006; Judd Faculty Achievement Award for Excellence in Scholarship, Dept. of English, Oakland Univ., Apr. 2010.

Publications include: *American Spaces of Conversion: The Conductive Imaginaries of Edwards, Emerson, and James* (2011).

##### Statement

I was at Oakland University for only a couple of short years when our campus received national attention because our faculty went on strike during our contract negotiations. This process made urgent and viscerally real the kinds of concerns liberal arts colleges and universities face. Organizing under pressure, learning as we went how to answer the problems we faced, clarifying and articulating what we stood for and why we stood for students was a daily, physical, and public challenge. I would take the spirit of the discussions I had with fellow faculty members on street corners, what I learned about student integrity and strength, and of course what I learned about the complexities of the relations between faculty members and administrators with me as a delegate representing Region 4. Our profession faces new challenges that need new arguments, conversations, and communication. I would serve with the energy and commitment demanded by the need to imagine and fight for the kinds of relationships within academia that compel us as professionals and as a society to demonstrate why the humanities matter. By keeping the needs of our students at the fore, we can argue more effectively why they deserve an education centered on the dynamics and lessons of language and literature.

**129. Jennifer Hardy Williams.** Asst. prof. English, Calvin Coll.

PhD, Univ. of California, Irvine.

Publications include: contrib., *Alphabet City #8: Lost in the Archives* (2002), *D.Y.I.—Design It Yourself* (2005), *Provocations to Reading: J. Hillis Miller and the Democracy to Come* (2005), *Indie Publishing* (2008), *The Emmaus Readers: More Listening for God in Contemporary Literature* (2009); articles in *English Language Notes*.

##### Statement

More and more, students coming to colleges and universities imagine themselves as consumers who are entitled to be pleased and entertained. I am concerned with the effect that this consumerist model has on our classes and the pressures it exerts on departments to prove their relevance to administrators. On the one hand, we can't allow the fear that we are losing relevance cause us to entrench ourselves in old models and insist that what we have to offer cannot be translated in marketable ways. Our job as educators remains giving our students the writing and critical skills they need to engage fully and responsibly in a culture that sees them writing blogs, tweeting, and engaging in social media, as well as being exposed to cultural forces that exert these same media on them. On the other hand, we can't allow outside market forces to define our relevance for us. We must define our relevance and be active and positive advocates for humanistic inquiry.

As a scholar and a teacher of Anglo-American modernism and critical theory with an interest in the study of contemporary cultural events from vampire literature to Lady Gaga, I have learned that coupling

classic and contemporary texts with critical theory can engage, and even please, our students as well as teach them the writing and hermeneutic skills that the humanities has traditionally valued. Seeking to be creative and proactive as we seek to redefine ourselves will strengthen our position in the academy and benefit our students.



130. **Fernando Blanco.** Asst. prof. Spanish and cultural studies, Wittenberg Univ.

PhD, Ohio State Univ. Professional Enrichment Grant, Wittenberg Univ., 2010. Grant reviewer, Natl. Commission for Scientific and Technological Research, Govt. of Chile, 2009–11.

Publications include: *Desmemoria y perversion: Privatizar lo público, mediatizar lo íntimo, administrar lo privado* (2010); ed., *Reinas de Otro Cielo: Modernidad y autoritarismo en la obra de Pedro Lemebel* (2004); coed., *Desdén al infortunio: Sujeto, comunicación y público en la narrativa de Pedro Lemebel* (2010); contrib., *Más allá de la ciudad letrada* (2001), *Espejos que dejan ver: Artes visuales femeninas latinoamericanas* (2002), *Letras y proclamas: La estética literaria de Diamela Eltit* (2006), *Cruce de lenguas: Sexualidades, diversidad y ciudadanía* (2007), *Memoria y ciudadanía* (2008), *Eltit: Redes locales, redes globales* (2008); articles in *Revista de crítica literaria latinoamericana*, *Revista iberoamericana de literatura* (Berlin), *Revista Casa de las Américas* (Cuba), *Inti*, *Revista nómada* (Puerto Rico), *Romance Quarterly*, *Revista de crítica cultural* (Chile), *Revista mapocho* (Chile), *Revista nomadías* (Chile), *Revista rocinante* (Chile).

Statement

My main goal is to gather and coordinate tenure-track academics in order to create a specific committee to review their current work and professional situation. The committee would have the charge of making more visible this particular segment of the faculty body and their concerns. A second goal is to gather Latino-Hispanic academics in order to provide a space for their professional interests and challenges as well as to make their job conditions better known.

131. **Damaris Pinales-Alpizar.** Asst. prof. Spanish, Case Western Reserve Univ.

PhD, Univ. of Iowa. W. P. Jones Presidential Faculty Development Fund grant, Coll. of Arts and Sciences, Case Western Reserve Univ., 2010. LASA.

Publications include articles in *Gaceta de Cuba*, *Matanzas: Revista artística y literaria*, *Ciberletras: Journal of Literary Criticism and Culture*, *Mar desnudo: Revista cubana de arte y literatura*, *Espéculo: Revista de estudios literarios*, *Revista Río Hondo*, *Revista del Vigía*.

Statement

First the end of the Cold War and then the national economic crisis have caused a decrease in the number and quality of positions offered by liberal arts colleges. This situation has lowered the government's geopolitical and strategic interests in foreign languages and, consequently, the number of grants and awards and the overall funding allocated to this field. This scenario has affected university budgets and how universities deal with their operations, and the areas related to the humanities have suffered the most.

Being on the job market is a nightmare: fewer positions for more well-prepared professionals. Universities have started to hire PhDs in positions with low salaries and no benefits. In many cases, whenever there is an empty tenured position, it never goes back to a tenure-track offering. Also, the teaching load has increased in many universities, and expectations about research and publication continue to be high. This situation has put us in a difficult position; in general, we are working more for less money and with fewer resources. However much this situation hurts us personally, the production of thought is being affected also.

The role we can play as an association is vital for the survival of the field of foreign languages. I am new as a professor, but I know that when we work together, we can find solutions and answers. I am betting on our collective discussions and work not just to save our field but to promote it to higher levels of quality.



132. **Christine M. Cano.** Assoc. prof. French, Case Western Reserve Univ. (CWRU).

PhD, Yale Univ. Exec. Comm., Coll. of Arts and Sciences, CWRU, 2011–; vice ch., Comm. on Undergrad. Educ., Faculty Senate, CWRU, 2011–. W. P. Jones Presidential Faculty Development Fund grant, Coll. of Arts and Sciences, Case Western Reserve Univ., 2002, 2004. Nominee, Carl F. Wittke Award for Excellence in Undergrad. Teaching, CWRU, 2002, 2004; nominee, J. Bruce Jackson Award for Excellence in Undergrad. Mentoring, CWRU, 2011. Ed. board, *Yale French Studies*, 1996–97.

Publications include: *Proust's Deadline* (2006); contrib., *Proust in Perspective: Visions and Revisions* (2002), *Le temps retrouvé Eighty Years After / 80 ans après: Critical Essays / Essais critiques* (2009); articles in *Bulletin Marcel Proust*, *Bulletin des amis d'André Gide*, *Contemporary French Civilization*, *Romance Quarterly*, *Textual Practice*.

Statement

The Great Lakes region is home to a dense network of public and private institutions representing a variety of educational models. My own institution has common points with several of those models, since it combines the structure of an independent research university with the student-centered traditions of a liberal arts college. My service trajectory in this complex university has given me a chance to become knowledgeable about the large-scale functioning of institutions of higher learning: how balance is achieved between faculty governance and administrative strategic plan imperatives; how multiple schools compete for university resources; and how institutions position themselves to withstand economic vagaries and shifting educational trends. As colleges and universities redesign themselves in order to remain relevant and viable—for example, in the recent drive toward internationalization—it is more important than ever that the MLA articulate the fundamental role of language and cultural study in the formation of genuinely global citizens.

133. **Jennifer Willging.** Assoc. prof. French, Ohio State Univ., Columbus.

PhD, Northwestern Univ. Fulbright fellowship (France), 1991–92. Ed. board, Ohio State Univ. Press, 2009–.

Publications include: *Telling Anxiety: Anxious Narration in the Works of Duras, Sarraute, Ernaux, and Hébert* (2007); articles in *Romanic Review*, *Twentieth-Century Literature*, *French Forum*, *French Cultural Studies*, *Contemporary French Civilization*, *French Review*, *Studies in Twentieth and Twenty-First Century Literature*, *Dalhousie French Studies*.

Statement

As Director of Graduate Studies in French and Italian at Ohio State over the last two years, I have become particularly attuned to the need to adjust graduate education and to prepare students better to face and succeed in the challenging, to say the least, academic job market of today. Successful candidates must be “jacks of all trades” as soon as they emerge from graduate studies; that is, as the numbers of faculty members in language departments dwindle due to shrinking budgets, these departments need new hires who are capable of taking on greater and more challenging teaching and service loads than in the past. They will be called on earlier to assume more substantial and higher profile administrative roles not just at the departmental level but at the college and university levels as well. Because of this increased strain on their time, they must also be savvy about how to choose research projects that will both satisfy their intellectual interests and find a publication venue among scholarly journals and presses. My main focus as a delegate to the MLA will be to promote the more intensive and strategic professionalization of graduate students through workshops, roundtables, panel discussions, and the like aimed at shaping them not only into successful scholars and teachers but into knowledgeable, diplomatic, and effective professionals who can act as persuasive advocates for the study of languages, literatures, and cultures at their institutions.



**134. Eve Salisbury.** Prof. English, Western Michigan Univ.

PhD, Univ. of Rochester. Patricia Conrad Lindsay Memorial Award, Dept. of English, State Univ. of New York, Geneseo, 1987; William H. Gilman Teaching Award, Univ. of Rochester, 1992; Distinguished Service Award, Dept. of English, Western Michigan Univ., 2009. Advisory board, Gower Project, 2005–. MLA activities: exec. comm., Div. on Middle English Lang. and Lit., Excluding Chaucer, 2010–Jan. 2015. Senior ed., *Comparative Drama*, 2003–; ed. board, *Medievally Speaking*, 2011–.

Publications include: ed., *The Trials and Joys of Marriage* (2002); coed., *The Middle English Breton Lays* (1995), *Four Romances of England: King Horn, Havelok the Dane, Bevis of Hampton, and Athelston* (1999), *Domestic Violence in Medieval Texts* (2002); contrib., *Retelling Tales* (1997), *Revisioning Gower: New Essays* (1998), “A Great Effusion of Blood”?: *Interpreting Medieval Violence* (2004), *Speculum Sermonis* (2004), *On John Gower: Essays at the Millennium* (2008), *John Gower: Manuscripts, Readers, Contexts* (2010); articles in *Studies in the Age of Chaucer*, *Medieval and Early Modern English Studies*.

Statement

I have been a member of the MLA since graduate school and continue to support its core values. I would advocate strongly on behalf of the following issues: academic freedom, increased support for the humanities, improved relations between the humanities and the sciences, continuing attention to academics with family responsibilities, and increased attention to diversity in the classroom.

**135. Theresa Tinkle.** Prof. English, Univ. of Michigan, Ann Arbor.

PhD, Univ. of California, Los Angeles. Assoc. ch., Dept. of English Lang. and Lit., Univ. of Michigan, Ann Arbor (UM); inaugural dir., Gayle Morris Sweetland Center for Writing, UM, 1998–99. Van Courtlandt Elliott Prize, Medieval Acad. of America, 1989; Arthur F. Thurnau Prof. (in recognition of outstanding contributions to undergrad. educ.), UM, 1998, renewed 2008. MLA activities: exec. comm., Discussion Group on Bibliography and Textual Studies, 2001–03.

Publications include: *Medieval Venuses and Cupids: Sexuality, Hermeneutics, and English Poetry* (1996), *Gender and Power in Medieval Exegesis* (2010); coed., *The Iconic Page in Manuscript, Print, and Digital Culture* (1998), *Chaucer and the Challenges of Medievalism: Studies in Honor of H. A. Kelly* (2003); articles in *Studies in the Age of Chaucer*, *Chaucer Review*, *Studies in Philology*, *Comparative Drama*, *Journal of English and Germanic Philology*, *Viator*.

Statement

My research interests include medieval Latin and English literature, manuscript and print culture, sexuality, gender, and pedagogy. I am currently at work on several research projects. The one closest to completion is a book examining early manuscript and print reception of Chaucer’s *Wife of Bath*, focused on elucidating the often surprising historical responses to her biblical learning. Developing out of this book is a closely related study of how medieval writers invent and reinvent the deity, shaping him or her to fit current needs and desires. Most recently, I have begun to work formally in the field of pedagogy. I am currently collaborating with three graduate students to investigate how undergraduate students learn to write persuasive close readings. The goals of this project are (1) to advance our own understanding of undergraduates’ skill and knowledge development and (2) to mentor graduate students in pedagogical research and publication.



**136. Enrique García Santo-Tomás.** Prof. Spanish, Univ. of Michigan, Ann Arbor.

PhD, Brown Univ. Assoc. ch., Dept. of Romance Langs. and Lits., Univ. of Michigan, Ann Arbor. Previous appointments: Queen’s Univ., 1997–99. Visiting appointments, Brown Univ., Middlebury Coll. Guggenheim Fellowship, 2007–08. Fundación Juan March Manuscript Award (for *La creación del “Fénix”*), 2000; Premio Leandro F. de Moratín de Ensayo a la Investigación Teatral (for *La creación del “Fénix”*), 2001; Premio de Ensayo Villa de Madrid and Premio de Investigación Municipal Antonio Maura Villa de Madrid (for *Espacio urbano y creación literaria*), 2005; William Riley Parker Prize (for an

outstanding article in *PMLA*), *MLA*, 2009; elected senior fellow, Michigan Soc. of Fellows, 2011. Renaissance Soc. of America, Assn. for Spanish and Portuguese Historical Studies, Instituto de Estudios Tirsianos. Ed. or advisory boards: *Bulletin of the Comediantes*, 2005–; *Iberoamericana*, 2005–; *Hecho teatral*, 2007–.

Publications include: *Retorno a Ítaca* (poetry, 1998), *La creación del “Fénix”: Recepción crítica y formación canónica del teatro de Lope de Vega* (2000), *Las verdades del arce* (poetry, 2001), *Espacio urbano y creación literaria en el Madrid de Felipe IV* (2004), *Modernidad bajo sospecha: Salas Barbadillo y la cultura material del siglo XVII* (2008); ed., *El teatro del Siglo de Oro ante los espacios de la crítica: Encuentros y revisiones* (2001), Lope de Vega, *Las bizarrías de Belisa* (2004), *Cervantismos americanos* (2005), *Espacios domésticos en la literatura áurea* (2006), Lope de Vega, *Arte nuevo de hacer comedias* (2006; 2nd ed., 2009), Alonso Jerónimo de Salas Barbadillo, *La hija de Celestina* (2008), *Materia crítica: Formas de ocio y de consumo en la cultura áurea* (2009), Tirso de Molina, *Don Gil de las calzas verdes* (2009); coed., *Hacia la tragedia áurea: Lecturas para un nuevo milenio* (2008); contrib., *El ingenio cómico de Tirso de Molina* (1998), *El escritor y la escena. Dramaturgia e ideología* (1999), *Diccionario de la comedia del Siglo de Oro* (2002), *Amor y erotismo en el teatro de Lope de Vega* (2003), *Historia del teatro español* (2003), *En torno al teatro del Siglo de Oro* (2006), *El Siglo de Oro en escena* (2006), *Approaches to Teaching Early Modern Spanish Drama* (2006), *USA Cervantes: 39 cervantistas en Estados Unidos* (2009), *The University: A History of Knowledge Transmission* (2010), *Diccionario filológico de literatura española* (2011); articles in *PMLA*, *ABC*, *Hispanic Review*, *Ínsula*, *Bulletin of Hispanic Studies*, *Edad de Oro*, *Revista de literatura*, *Bulletin of the Comediantes*, *Revista canadiense de estudios hispánicos*, *Revista de filología española*, *Anales cervantinos*, *Anuario Lope de Vega*, *Criticón*, *eHumanista: Journal of Iberian Studies*, *Crítica hispánica*, *RILCE: Revista de filología hispánica*, *Arbor: Revista general de investigación y cultura*, *Boletín de la Fundación Federico García Lorca*, *Anthropos*, *Cuadernos de teatro clásico*, *Teatro de palabras*, *Acotaciones: Revista de investigación teatral*, *Hecho teatral: Revista de teoría y práctica del teatro hispánico*, *Vanderbilt e-Journal of Luso-Hispanic Studies*.

### Statement

I am concerned about the existing gap between the contingencies of the job market and the ways in which we train our graduate students. This is a situation that affects not only what and how we teach—and how we train others to teach well—but also how we ultimately present our field(s). In this regard, I believe we must connect our subject matter to issues beyond the confines of our discipline and learn how to team-teach with colleagues in other units. Ultimately, we will not succeed without understanding properly our role as humanists in the world at large. We therefore need to start from the ground up, and what better way to do so than by putting ourselves in the shoes of those who deeply rely on us to provide a fine balance between pragmatism and optimism. If elected as a regional delegate, I will promote a serious debate on these issues.

**137. Eugene William Holland.** Prof. French and comparative studies, Ohio State Univ., Columbus.

PhD, Univ. of California, San Diego. Ch., Dept. of Comparative Studies, Ohio State Univ., Columbus. Internship, Princeton Univ. Special Prog. in European Civilization, 1973; NEH prog. development grant, 1976; Mellon research fellowship, Rice Univ., 1982–84; Old Gold Summer Fellowship, Univ. of Iowa, 1985; resident fellowship, Center for Cultural Studies, Univ. of California, Santa Cruz, 1996–97, 2004–05. MLA activities: Delegate Assembly, 1993–95. Advisory ed., *Praxis*, 1982–84; ed. board, *Deleuze Studies*, 2007–.

Publications include: *Baudelaire and Schizoanalysis: The Sociopoetics of Modernism* (1993), *Deleuze and Guattari's Anti-Oedipus: Introduction to Schizoanalysis* (1999); coed., *Gilles Deleuze: Image and Text* (2009); guest coed., *October* (1990); contrib., *Deleuze: A Critical Reader* (1996), *Deleuze and Guattari: New Mappings in Politics, Philosophy, and Culture* (1998), *Deleuze and Literature* (2000), *Deleuze and Music* (2004), *Gilles Deleuze: Key Concepts* (2005), *Deleuze and the Contemporary World* (2006), *Gilles Deleuze and the Social: Toward a New Social Analytic* (2006), *Imagining the Future: Utopia and Dystopia* (2006), *Gilles Deleuze, Félix Guattari et le politique* (2006), *Deleuze and Politics* (2008),

*Deleuze, Guattari, and the Production of the New* (2009); articles in *Culture, Theory, Critique, Symposium, Strategies, Research in African Literatures, Angelaki: Journal of the Theoretical Humanities, Cultural Logic, South Atlantic Quarterly, Postmodern Culture, Studies in Twentieth Century Literature, Substance, October, L'Esprit Créateur, Boundary 2, Salmagundi, New Orleans Review*.

### Statement

Two trends have emerged since I last served in the Delegate Assembly fifteen years ago that are especially worthy of careful attention on the part of the MLA. One is the increasing use of non-tenure-track faculty members in modern language and literature departments (as well as elsewhere in the university). In-depth research into both the uses and abuses of non-tenure-track instructors would help determine when the use of auxiliary faculty members legitimately serves the teaching mission of the university and therefore requires radically improved pay and working conditions, and when their use responds mostly to cost-cutting imperatives and thereby threatens the important contributions of language and literature departments to the humanities part of the university's research mission. The other trend is the increasing promise of interdisciplinary collaboration between departments of language and literature on the one hand and a wide array of other disciplines on the other, ranging from medicine, law, and business to cognitive science, neuropsychology, cultural anthropology, and others, not to mention other arts and humanities disciplines. Scholars and teachers of languages and literatures have a great deal to offer, and the MLA has a role to play in fostering interdisciplinary work by its members both through its own internal programming and through forging links with other disciplinary associations. I would be eager to pursue both of these issues upon reelection to the Delegate Assembly.



### 138. **Elizabeth Berkebile McManus.** Grad. student French, Northwestern Univ.

MA, Univ. of Illinois, Chicago. Institutional service (Northwestern Univ.): organizing comm., inaugural grad. student conference, Dept. of French and Italian (Dept. of Fr. & Ital.), 2009–10; selection comm., Ver Steeg Faculty and Staff Award, 2010; grad. student representative in charge of teaching assistants, Dept. of Fr. & Ital., 2009–11; ch. of grad. student pedagogy training, Dept. of Fr. & Ital., 2010–11. R. D. Mullen Fellowship, Eaton Collection of Science Fiction, Fantasy, Horror, and Utopian Lit., Univ. of California, Riverside, 2009. Prize for outstanding grad. student paper, Intl. Assn. for the Fantastic in the Arts (IAFA), 2010. Conference presentations: Soc. for Utopian Studies, 2010; IAFA, 2010.

Publications include article in *Journal of the Fantastic in the Arts*.

### Statement

As a grad student finishing her dissertation, the state of the job market is a pressing concern. However, I am more anxious about the systemic problems afflicting higher education, namely the increased reliance on contingent labor and the undervaluation of the humanities. I believe the MLA is a powerful body capable of acting on both of these issues, especially in concert with other professional associations representing academics with similar concerns.

If elected as a delegate, I will continue the MLA's efforts to promote ethically sound labor practices for non-tenure-track faculty members. I will also encourage cooperation with other professional associations, with the goal of articulating the value of a humanities education to university officials and to the public at large. My qualifications for this position include leadership in my home department, where I advocated for and organized a year-long TA training program on topics in foreign language and literature pedagogy.

### 139. **Linda Brindeau.** Grad. student French and francophone lit., Univ. of Wisconsin, Madison.

MA, Univ. of Arkansas, Fayetteville. Institutional service (Univ. of Wisconsin, Madison): copres. (2006–07) and other offices (2005–), Grad. Assn. of French and Italian Students; steward, Dept. of French and Italian (Dept. of Fr. & Ital.), Teaching Assistants Assn., 2007–09; coch., Campus Action for Public Educ., 2008–09; organizer of campus visit, Oct. 2009 (Mabrouck Rachedi), Nov. 2010 (Abdourahman Waberi); colloquium coorganizer, Dept. of Fr. & Ital., spring 2010. Alfred and Isabella Panzini Galpin

Award (for excellence in teaching), 2005, 2007; service award, Dept. of Fr. & Ital., Univ. of Wisconsin, Madison, fall 2010; nominee, Innovation in Teaching Award, Univ. of Wisconsin, Madison, fall 2010. Conseil International des Études Francophones (CIEF), AATF. Conference presentations: annual grad. student conference, Univ. of Minnesota, Twin Cities, Mar. 2008; annual grad. student conference, Univ. of Texas, Austin, Apr. 2008; annual grad. student conference, Univ. of California, Los Angeles, Oct. 2009; annual grad. student conference, City Univ. of New York, Feb. 2010; Association des Chercheurs en Littératures Francophones, 2010; CIEF, 2010, 2011; Grad. Assn. of French and Italian Students, Univ. of Wisconsin, Madison, Apr. 2011.

## ***V. South (6 contests)***

***Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands, Virginia***

**140. Robert Blankenship.** Grad. student German, Univ. of North Carolina, Chapel Hill.

MA, Bowling Green State Univ. (BGSU). Current appointment: visiting asst. prof. German, Middle Tennessee State Univ. Benjamin A. Gilman Scholarship, Inst. of Intl. Educ., 2001–02; Academic Year Abroad in Salzburg assistantship, BGSU, 2003–04; participant, Baden-Württemberg Exchange Prog., 2008–09; Future Faculty Fellowship, Univ. of North Carolina, Chapel Hill, Aug. 2009; DAAD grant, summer 2011. Conference presentations: annual grad. student conference, Univ. of Cincinnati, Oct. 2004; grad. student conference, Univ. of Texas, Austin, Mar. 2008; *Hamlet*: Reception in European Cultures (Cardiff Univ.), May 2009; Con(tra)vention: Crime and the Boundaries of Genre (Univ. Coll. Cork), June 2009; German Studies Assn., 2009, 2011; Carolina-Duke Works in Progress Forum, Jan. 2010; Intl. Soc. for the Study of Narrative, 2011.

### Statement

I am writing this just hours before my dissertation defense. Positioned at the juncture between graduate student and professional, I have two major concerns: (1) fighting cuts in foreign language instruction and (2) supporting graduate students.

**141. Alexandra Campana.** Grad. student German, Vanderbilt Univ.

Lizentiat, Univ. of Basel. Institutional service (Vanderbilt Univ.): Academic Affairs Comm., Grad. Student Council, 2010–11; panel moderator, Grad. Student Research Symposium, Mar. 2011. Max Kade Fellowship, Vanderbilt Univ., 2009–. Hans Joachim Schulz Award for Excellence in Grad. Research, Dept. of Germanic and Slavic Langs., Vanderbilt Univ., Apr. 2010. Ed. board (lit. section), *nahaufnahmen.ch*, 2007–08. Conference presentations: Gesellschaft für die Erforschung der Deutschschweizer Literatur and Schweizerischen Literaturarchiv, Jan. 2010; Crossing Borders: Traveling, Teaching, and Learning in a Global Age (Nanjing, China), Apr. 2011.

Publications include: article in *texte: psychoanalyse. ästhetik. kulturkritik*; reviews in *Jahrbuch für Literatur und Psychoanalyse, IASOnline, literaturkritik.de*.

### Statement

Colleges and universities in the South cannot, based on their regional setting, partake in the athletic Ivy League of the Northeast. With respect to nonathletic Ivy League attributes like academic excellence and competitiveness, however, the South is a very strong participant in the higher education landscape of the United States. As a consequence, we too have to face the current turmoil that is affecting our disciplines. Those challenges that stem from budget cuts and the need to reposition the humanities within the struggle for (research) funds and student enrollments are well known—and discomfoting. This is true even more so for graduate students.

As a graduate student of foreign languages myself, I would describe the situation as follows: placed in an awkward middle position, we have to continually leave behind our roles as students while trying to define our relation to a professional path that is highly insecure. Still, in that exact attempt to determine our

intellectual identities, we are not just some imaginary future players in academia but rather already part of it. Accordingly, those questions of opening up disciplinary borders, which I strongly advocate, and of maintaining and strengthening the relevance of the humanities, which is absolutely necessary, are questions of graduate student concern as well. To be elected as a graduate student regional representative for the South would therefore give me the opportunity to voice thoughts and perspectives that may otherwise be too easily lost somewhere in that middle ground.



**142. Nicholas Helms.** Grad. student English, Univ. of Alabama, Tuscaloosa.

MA, Univ. of Alabama. Institutional service (Univ. of Alabama): treasurer, English Grad. Organization, 2008–; undergrad. adviser, 2009–; Strode Prog. asst., 2010–11. Graduate Council Fellowship, Univ. of Alabama, 2007–08. Assistant ed. (fiction, poetry), *Black Warrior Review*, 2007–08; asst. ed., *Vanishing Sights* (theater review Web site), 2010–; artistic dir., Improbable Fictions (group that performs staged readings), 2010–. Conference presentations: Louisiana Conference on Lit., Lang., and Culture (Univ. of Louisiana, Lafayette), 2009; Shakespeare Assn. of America, 2010; SCMLA, 2010; Shakespeare and Early Modern Emotion (Andrew Marvell Centre, Univ. of Hull), June–July 2011; SAMLA, 2011.

Publications include article in *Symplokē*.

Statement

In our profession, research is often divorced from teaching, and vice versa. For many graduate students, an overwhelming emphasis on research can be alienating, since a love of the classroom does not easily equate with a love of articles, citations, and footnotes. “Publish or perish” is an old adage, the frightening mantra of professionalization, and while it may properly reflect the value of a strong research portfolio, it does so by downplaying teaching experience. I believe that we need to develop better methods for professionalizing graduate students, training them in the research methods of literary studies without disconnecting that work from teaching. As a graduate student delegate, I would support the MLA’s continuing efforts to treat graduate students not as silent apprentices but as fledgling teachers and researchers in their own right.

**143. Roopika Risam.** Grad. student English, Emory Univ.

MA, Georgetown Univ. Institutional service (Emory Univ.): coch. (2008) and interviewer (2010), prospective student recruitment, Dept. of English; grad. editorial asst., *Academic Exchange*, Center for Faculty Development and Excellence, 2009–; mentor, Undergrad./Grad. Mentor Prog., 2009–; Grad. English Advisory Comm., 2010–11. Fellowship, Center for New Designs in Learning and Scholarship, Georgetown Univ., 2006–07; Arts and Sciences Fellowship, Emory Univ., 2007–12. Participant, Gustafson Seminar, Emory Univ., spring 2010. Managing ed., *ABCDlady* (e-zine), 2005–10. Conference presentations: Inst. on Culture and Soc., Marxist Literary Group, 2006; Intl. Soc. for the Study of Narrative, 2007; South Asian Literary Assn., 2007; Cultural Studies Assn., 2008; LASA, 2009; MLA, 2011; ACLA, 2011; Race, Radicalism, and Repression on the Pacific Coast and Beyond (Univ. of Washington, Seattle), May 2011.

Publications include contributions to *Encyclopedia of Social Movement Media* (2011).

Statement

I would bring to the Delegate Assembly my commitment to issues of labor, class, gender, race, and ethnicity as well as their intersections. As a fifth-year graduate student poised to begin a job search, I am acutely concerned by the effects of the academic labor machine on graduate students and faculty members. The crisis in the humanities, it seems, is as much about economics and the corporatization of universities as it is about the meaningful connections that we stand to lose as scholars, teachers, researchers, and departments. As a woman of color, I have experienced firsthand the way the nature of the academic system can engender fruitful relationships with colleagues and how it can create disharmony by virtue of the divisions of race, class, and gender it often imposes. Consequently, I would bring to the Delegate Assembly my advocacy for a more critical lens through which we may view the intersections of race, class, and gender within academia at large and within our own research, with an emphasis on the importance of intercultural dialogue and

exchange. This is a position that I have staked out in my own academic work and teaching, which examine intersections of African American and postcolonial literatures for their shared investments, points of dissent, and aporias. These are the very kinds of discussions we need to begin having, not only in our research but also in the larger realm of our professional association, if we are to meet the challenges before us.



144. **Janice C. Crosby.** Prof. English, Southern Univ., A&M Coll.

PhD, Louisiana State Univ.

Publications include: *Cauldron of Changes: Feminist Spirituality in Fantastic Fiction* (2000); contrib., *Daughters of the Goddess: Studies of Healing, Identity, and Empowerment* (2000); articles in *Bucknell Review*, *FEMSPEC*.

145. **Mary McCay.** Prof. English and Moon and Verna Landrieu Distinguished Teaching Prof., Loyola Univ., New Orleans.

PhD, Tufts Univ. Dir., Walker Percy Center for Writing and Publishing, Loyola Univ., New Orleans. Previous appointments: Emmanuel Coll., 1980–88; Sloan Summer Inst., Kennedy School of Govt., Harvard Univ., 1980–89; Univ. of Massachusetts, Boston, 1975–76; Newton Coll., 1969–75. Fulbright professorship (Keele Univ.), 1985–86; NEH seminar grant, 1992; Louisiana Endowment for the Humanities (LEH) conference grant, 1993; Louisiana Quality Educ. Support Fund grant, 2000. Visiting appointments: Katholieke Universiteit (Nijmegen), 1979–80; Radboud Univ. (Nijmegen), fall 2009. Dux Academicus Award (for excellence in teaching and scholarship, Loyola Univ., New Orleans, 2004. Consulting scholar, LEH, 1990, 1991, 1994, 1996, 1997; evaluator (programs or grants), 1996, 1998, 2000. 2003, 2004. Dir., Jackson Barracks Communications and Law Prog., 1990–95. AAUP, ASA, NCTE, Popular Culture Assn., Soc. for Cinema Studies. Book review ed., *New Orleans Review*, 1993–.

Publications include: *Rachel Carson* (1993), *Ellen Gilchrist* (1997); coed., *Performance for a Lifetime: A Festschrift Honoring Dorothy Harrell Brown* (1997); contributing ed., *The Feminist Companion to Literature in English: Women Writers from the Middle Ages to the Present* (1990); contrib., *Global Perspectives on Teaching Literature: Shared Visions and Distinctive Voices* (1993), *American Women Writers*, vol. 5 (1994), *Nwanyibu: Womanbeing and African Literature* (1997), *Writing Lives: American Biography and Autobiography* (1998), *Songs of the New South: Writing Contemporary Louisiana* (2001), *Uneasy Alliance: Twentieth-Century American Literature, Culture, and Biography* (2004); articles in *Mississippi Quarterly*, *New Orleans Review*, *Dutch Quarterly Review of Anglo-American Literature*.

### Statement

For the past three decades, I have taught in a number of different types of institutions: universities, liberal arts colleges, community colleges, and prisons. While all those different institutions have their own special characteristics, one thing is constant: students change. We, as professors, have to change as well. As an MLA delegate, I have several concerns that I would like to see the organization address. With the introduction of different technologies into classroom teaching, the upsurge in undergraduate online teaching, and the increasing numbers of adult learners in the classroom, it is important that the MLA support faculty members in their curriculum development for innovative pedagogy. I would like to see more panels on teaching with new media and engaging millennial students. Further, since students are now saturated with information, we need to focus on helping them turn information into knowledge and showing them how to use that knowledge critically. Given the abbreviated nature of today's communication (*Facebook*, *Twitter*, *LinkedIn*, etc.), writing and language processes are becoming short-circuited. The MLA is ideally positioned to grapple with the modern forces that are shaping language and student learning. I would like to be a part of the discussions on teaching and learning in the age of new media, and I think that my presence as a delegate could give voice to the concerns of professors in my district.



146. **Lisa Nalbone.** Asst. prof. Spanish, Univ. of Central Florida.

PhD, Florida State Univ. General Electric summer inst. scholarship, Fundación de la Lengua Española (Univ. of Valladolid), 2007. Award for Excellence in Teaching, Teacher Incentive Prog., Univ. of Central Florida (UCF), 2002, 2007; Women’s Center Research Award in Arts and Humanities, UCF, 2007. Sec.-treasurer (1998–2001) and exec. comm. (2001–02), Southeastern Council of Latin Amer. Studies. Book review ed., *Florida Foreign Language Journal*, 2008–; ed. board, *South Atlantic Review*, 2011–.

Publications include: contrib., *Feminist Encyclopedia of Spanish Literature* (2002), *Dictionary of Literary Biography*, vol. 283 (2003), *Encuentro con la literatura panameña* (2003), *La literatura de Emilia Pardo Bazán* (2009); articles in *Hispanófila*, *Romance Notes*, *Hispania*, *Crítica hispánica*, *Baquiana*, *Pegaso*, *SECOLAS Annals*, *Southeastern Latin Americanist*; reviews in *Cincinnati Romance Review*, *Hispania*, *Letras peninsulares*, *South Atlantic Review*.

Statement

In spite of the tumult and uncertainty in areas of academe, where budget and academic program cuts have become a reality or remain a looming threat, I firmly believe in the value of the Modern Language Association as a vehicle of betterment for the profession and would be honored to serve as a delegate for my region.

Over the past several years, I have had the pleasure of gaining a deeper understanding of the processes involved with attaining tenure both through contact with colleagues across the country and through my experiences. The commonality I have noticed is a profound dedication to our profession and an interest in promoting excellence in our fields. As a delegate, I would like to work toward focusing on the concept of faculty members as torchbearers of a promising future of our respective disciplines. I believe in a collective effort that produces viable solutions to any obstacles we may be facing. I would strive to connect diversity, interdisciplinarity, and collaboration as well as promote wider recognition of forms of scholarship beyond the monograph and the scholarly article. I would seek to address this region’s challenges and concerns and also to represent its interests, should I have the privilege of serving as your delegate.

147. **Uriel Quesada.** Assoc. prof. Spanish, Loyola Univ., New Orleans.

PhD, Tulane Univ. Dir., Center for Latin Amer. and Caribbean Studies, Loyola Univ., New Orleans, 2009–. Travel grant, Stone Center for Latin Amer. Studies, Tulane Univ., July 2000. Premio Editorial Costa Rica (for *El atardecer de los niños*), 1988; Premio Nacional Aquileo J. Echeverría en Cuento (for *El atardecer de los niños*), Ministerio de Cultura y Juventud, Costa Rica, 1991; Premio Áncora de Literatura (for *Lejos, tan lejos*), 2005; Premio Nacional Aquileo J. Echeverría en Novela (for *El gato de sí mismo*), Ministerio de Cultura y Juventud, Costa Rica, 2005. Founder (1994) and pres. (1994–97), PEN Club Costa Rica; Asociación de Autores de Costa Rica; LASA. Board of directors, Editorial Costa Rica, 1994–96.

Publications include: *Ese día de los temblores* (short stories, 1985), *El atardecer de los niños* (short stories, 1990), *Larga vida al deseo* (short stories, 1996), *Si trina la canaria* (novella, 1999), *Lejos, tan lejos* (short stories, 2004; 2nd ed., 2010), *El gato de sí mismo* (novel, 2005), *Viajero que huye* (short stories, 2008); contrib., *La narrative de Virgilio Mora: Complejidad polifónica y dialogismo* (2011); scholarly articles in *Istmo*, *Mester*, *Cultura: Revista del Consejo Nacional para la Cultura y el Arte* (El Salvador), *Diálogo*, *Revista de filología y lingüística*, *Revista de letras* (Univ. Católica de Chile).

Statement

The past few years have been challenging for academia and in particular for the humanities. Administrators and government authorities have taken advantage of the economic crisis to make “difficult” and “painful” decisions that in the end reflect dangerous ideological agendas. The role of the humanities in the curriculum has been questioned as expensive, useless, and nonproductive from a business-oriented perspective. In this context, the study of languages and cultures has been in the first line of attack. Many language programs have been limited to just a few courses or have even been cancelled. Some university groups consider the study of languages a minor skill that could be replaced with commercial self-study programs or online education.

In this crucial moment we, as professionals in languages and cultures, should take a stand on several fronts. One is the importance of our fields of study in the curriculum. In a multicultural and multilingual country like the United States, a monolingual education policy is a contradiction. Institutions of higher education cannot promote an educational model that insists on global societies and cultures while exhibiting an isolationist attitude.

At the same time, departments of languages and cultures need to incorporate curricular and educational philosophies and practices that strengthen their presence as a key component of a liberal arts education. The role of new technologies and student needs and expectations should be part of this discussion. More important, language departments should consider themselves promoters of a twenty-first-century liberal arts education.



148. **Susan C. Dixon.** Visiting asst. prof. French and francophone studies, Bucknell Univ. (Washington and Lee Univ. at the time of nomination).

PhD, Rutgers Univ., New Brunswick; doctorat, Université de Paris VIII. Jeanne Marandon Fellowship, Société des Professeurs Français et Francophones des Amériques, 2003. Best student paper, annual meeting, Conseil International d'Études Francophones, 2004.

Publications include article in *International Journal of Francophone Studies*.

#### Statement

I am delighted to stand for election to the Delegate Assembly from the South. As your representative, my advocacy would focus on improving the status and material situation of the growing number of non-tenure-track faculty members and on strengthening the MLA's work in communicating the critical importance of languages, literatures, cultures, and rhetoric. As an adjunct professor of French going into my fifth one-year contract, I am far from alone in trying to teach a full course load, secure employment for the next year, serve my institution and the profession, and attempt to continue research—all without the resources afforded tenure-eligible peers who are themselves required to justify the value of the courses they teach. Despite the transformations that we have all witnessed in our classrooms, where students discover new voices and learn new tools of critical inquiry, becoming empowered in their first, second, or third languages, the relevance of the humanities is questioned within our institutions and by the public at large; we find our programs undervalued, underfunded, and even eliminated. While all of our voices must be heard, my involvement with the AATF and Phi Beta Kappa has convinced me that we must join forces with our humanities colleagues at our institutions of higher education and in primary and secondary education—where students first encounter our disciplines!—to create renewed enthusiasm for the essential work that we do. I am tired of sitting in a corner feeling defensive; with your vote I will act on your behalf.

149. **Paul B. Miller.** Asst. prof. French, Vanderbilt Univ.

PhD, Emory Univ. Research grant, Saint-John Perse Foundation, July 2006. Ed. board, *Corrientes: Revista noruega de estudios hispánicos*.

Publications include: *Elusive Origins: The Enlightenment in the Modern Caribbean Historical Imagination* (2010); contrib., *Understanding the Contemporary Caribbean* (2003; 2nd ed., 2009), *Literature, Music, and Cultural Unity in the Caribbean* (2005); articles in *AmeriQuests*, *Afro-Hispanic Review*, *Inti: Revista de literatura hispánica*, *Universitas Humanistica*, *MLN*, *Latin American Literary Review*, *Cifra Nueva: Revista de cultura*.

#### Statement

I believe that the diversity of my professional experience is what best qualifies me for a seat in the Delegate Assembly. I have taught literature to students in a variety of languages and circumstances—graduate student, adjunct professor, assistant professor of Spanish, senior lecturer in Spanish, and now again on the tenure track as assistant professor of French. My specialization in Caribbean literature brings me into contact with students and colleagues in Spanish, French, English, history, and anthropology. I believe that

this diversity of professional capacity has provided me with a unique perspective for understanding and empathizing with a broad spectrum of academic experiences and has sensitized me to my colleagues' needs and expectations. I look forward to serving them well as their representative in the Delegate Assembly.



**150. Christopher M. Keirstead.** Assoc. prof. English, Auburn Univ.

PhD, Univ. of Delaware.

Publications include: *Victorian Poetry, Europe, and the Challenge of Cosmopolitanism* (2011); contrib., *Worldwide Pre-Raphaelitism* (2005); articles in *Victorian Poetry*, *Victorians Institute Journal*, *Nineteenth Century Studies*, *Romanticism and Victorianism on the Net*, *Nineteenth-Century Prose*, *Journal of Anglo-Italian Studies*, *Browning Society Notes*, *Philological Quarterly*.

#### Statement

Literature. Cultural studies. Composition and rhetoric. Linguistics. Business and technical writing. Film studies. Communication. Journalism. Some or all of these fields may find themselves grouped together under a single entity called an English department at your college or university. Foreign language departments, likewise, often house a similar variety of subfields. Those of us who have had the privilege to work as students and faculty members in this interdisciplinary atmosphere often thrive as a result. The challenge we currently face is maintaining this broadly conceived, intellectually diverse notion of our profession within today's assessment-driven model of higher education. Students are under increasing pressure to specialize and credentialize rather than cultivate translatable fields of study that, in truth, may better situate them to adapt to a rapidly changing professional world. When we look at a successful English major, for instance, we see someone skilled in critical reading, writing, research, and analysis—someone carefully attuned to the nuances of language and discourse. Too often, others simply see someone without a clear career path. It is our responsibility as teachers, mentors, and administrators to help outside stakeholders make this connection between what we do in English and foreign language departments, in all of its diversity, and life after the degree for our majors and graduate students. If elected, I will work with other members of the MLA to help articulate and promote the benefits, socially and individually, of an interdisciplinary, cross-cultural model of English and foreign language studies.

**151. Joshua Phillips.** Assoc. prof. English, Univ. of Memphis.

PhD, Univ. of Chicago. Visiting fellowship, Centre des Études Supérieures de la Renaissance (Tours), autumn 1997; SHARP/Delmas Foundation conference grant, summer 1999; Harold H. Hines Fellowship, Franke Inst. for the Humanities, 1999–2000. Springer Lectureship, spring 2001.

Publications include: *English Fictions of Communal Identity, 1485–1603* (2010); contrib., *Material Culture and Cultural Materialisms in the Middle Ages and the Renaissance* (2001); articles in *Montaigne Studies*, *ELH*.

#### Statement

Amidst a global economic downturn, institutions of higher learning in the South, as elsewhere, face rhetorical attacks from without and crises of confidence from within. The MLA can effectively contribute to solutions to some of the ills affecting these institutions. Two issues stand out: the place of the humanities in twenty-first-century education and the role of “contingent” faculty members. As universities and colleges try to cut their budgets in part by evaluating the use value of various programs, the MLA must forcefully present robust arguments about how the humanities function and why they continue to be essential in our rapidly changing society. MLA members will be able to use these arguments not merely to protect their disciplines from budget cuts but also to explore how well they are serving their students. Second, the MLA must—in my view—continue to help institutions come up with procedures for employing and retaining contingent faculty members—procedures designed to ensure fairness to those employees and quality instruction for our students.

## VI. Central and Rocky Mountain (5 contests)

*Arizona, Arkansas, Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wyoming*

152. **Betty Joseph.** Assoc. prof. English, Rice Univ.

PhD, Univ. of Minnesota.

Publications include: *Reading the East India Company, 1720–1840: Colonial Currencies of Gender* (2004); contrib., *Nineteenth-Century Geographies: The Transformation of Space from the Victorian Age to the American Century* (2003), *Sharpened Edge: Women of Color, Resistance, and Writing* (2003), *The Global Eighteenth Century* (2003), *Women and the Contested State* (2007), *Feminist Time against Nation Time: Gender, Politics, and the Nation-State in an Age of Permanent War* (2008); articles in *Tulsa Studies in Women's Literature, Criticism, a/b: Auto/Biography Studies, Genders, Victorian Studies, Comparative Literature Studies, South Central Review, Afterimage*.

### Statement

The recent backlash against tenure and the gradual erosion of student access to higher education make it imperative that the MLA keep a close watch on the political agendas and constituencies that have already affected the profession and will continue to affect it in coming years. It is also crucial that we strategize for the long haul with new arguments for the humanities, enhanced career opportunities for our graduate students (both academic and nonacademic), financial support for graduate student travel and research, and the creation of more intellectual and professional networks at the local and regional levels.

153. **Mary Ann O'Farrell.** Assoc. prof. English, Texas A&M Univ., College Station.

PhD, Univ. of California, Berkeley. Big 12 Faculty Fellowship, 2000; Teacher-Scholar Award, Texas A&M Univ. (TAMU), 2002; inaugural fellow, Melburn G. Glasscock Center for Humanities Research, TAMU, 2003; visiting fellow, Chawton House Library and Univ. of Southampton, 2011, spring 2012. *Choice* Outstanding Academic Book (for *Telling Complexions*), 1997; Distinguished Achievement Award for Teaching, TAMU, 1997. Consultant, SSHRC, 2006; ACLS, 2010. Exec. comm. (1999–2001) and Perkins Book Prize Comm. (2001), Intl. Soc. for the Study of Narrative. MLA activities: exec. comm., Div. on Prose Fiction, 2002–06; Prize for a First Book Selection Comm., 2003–04; Delegate Assembly, 2004–06.

Publications include: *Telling Complexions: The Nineteenth-Century English Novel and the Blush* (1997); coed., *Virtual Gender: Fantasies of Subjectivity and Embodiment* (1999); contrib., *Janeites: Austen's Disciples and Devotees* (1999), *Compassion: The Culture and Politics of an Emotion* (2004), *Willa Cather and Material Culture* (2005), *The Oxford Encyclopedia of British Literature* (2006), *A Companion to Jane Austen* (2009), *Henry James in Context* (2010); articles in *Women's Studies Quarterly, Henry James Review, Literature and Medicine, Novel, South Central Review*.

### Statement

With our work as scholars and teachers of the humanities increasingly not only questioned but threatened (especially, these days, in Texas), I am particularly interested in ways we can respond to political threats and their consequences. As someone who has served as placement director for our graduate students for four years, I am also engaged with how we prepare graduate students for the changing nature of academic employment.



154. **Irina Dumitrescu.** Asst. prof. English, Southern Methodist Univ.

PhD, Yale Univ. Whiting Fellowship in the Humanities, Yale Univ., 2008.

Publications include articles in *Exemplaria, Forum for Modern Language Studies*.

Statement

I recently spent some time reading through a wide swath of memoirs written by Romanian political prisoners in the mid-twentieth century. Although a deeply impractical activity for a medievalist junior faculty member, this was immensely valuable for me as a scholar and teacher of literature. What I learned was that prisoners of every political and religious affiliation and educational level, when faced with the deliberately dehumanizing programs of totalitarian jails, repeatedly turned to literature, language learning, the arts, history, and mathematics in order to keep their sense of humanity. The experience of doing this research confirmed for me some of my core tenets.

1. Languages and literatures and, more broadly, the humanities matter. They matter not simply because they teach skills useful for the workplace (though they do), nor because knowing a canonical author helps one understand references at cocktail parties (though it does). They matter because culture, broadly defined, is what helps people keep a part of themselves safe from the forces of slavish thinking.

2. The humanities and sciences are not opposed: both foster independent thought and inquiry, and both come under attack when those mental habits become undesirable.

3. We have to continue fighting for the recognition that the arts are not “impractical fluff,” nor are they simply how we earn our paychecks. We must do this in the public sphere, in our research, and in our classrooms. And, as a profession, we must be conscious that this is important work and adjust our reward structures appropriately.

**155. Nicole Waligora-Davis.** Asst. prof. English, Rice Univ.

PhD, Duke Univ. Ford Foundation dissertation fellowship, 2000–01; Ford Foundation postdoctoral fellowship, 2004–05. Exec. advisory board, *Issues in Critical Investigation*, 2008–.

Publications include: *Sanctuary: African Americans and Empire* (2011); assoc. ed., *Remembering Jim Crow: African Americans Tell about Life in the Segregated South* (2001); contrib., *The Cambridge History of African American Literature* (2011); articles in *African American Review*, *New Centennial Review*, *Modern Fiction Studies*, *Mississippi Quarterly*, *Forum for Modern Language Studies*.

Statement

The ongoing global financial crisis has intensified the challenges confronting the education system at every level in the United States. Over the past several years we have witnessed an increasingly active public discourse discounting the value of higher education, and we have noted policy trends toward compressing even further already limited resources across every sector of our national education system. Humanities departments and programs have been among the most vulnerable to the tide of budget cuts, salary freezes, furloughs, and department consolidations. As humanists we have had to consistently defend the significance, necessity, and relevance of our labor—a posture all the more urgent today. Literacy is a fundamental right. The MLA provides a critical forum through which we may actively work to protect academic freedom, foster spaces for critical interdisciplinary engagement, advocate for and ensure quality education for students, promote diversity and equity across departments and programs, and address eroding employment opportunities. As a member of the Delegate Assembly, I would welcome the opportunity to meaningfully address the challenges confronted by our graduate students, the status of graduate education, the compensation inequities of contingent faculty members, and the reduction in tenure-track lines.

**156. Amila Becirbegovic.** Grad. student German, Univ. of Texas, Austin.

MA, Arizona State Univ. Institutional service (Univ. of Texas, Austin): organizer and judge, Texas State German Contest, 2011. Univ. of Texas Grad. Recruitment Fellowship, 2010–11; Helmut and June Rehder Grad. Fellowship, Univ. of Texas, 2010–11. Teaching asst. award, Arizona State Univ., spring 2009. AATG, ACTFL. Conference presentations: Interdisciplinary History Conference, Northern Arizona Univ., Feb. 2009; Soc. for the Interdisciplinary Study of Social Imagery, 2011; Kentucky Foreign Lang. Conference, 2011; Germanic Studies Grad. Research Forum, Univ. of Texas, Austin, May 2011.

Statement

I am honored to be nominated for the MLA Delegate Assembly. My experience teaching in Arizona and Texas has equipped me with the tools and perceptions to be a representative of the Rocky Mountain region. Emigrating from Bosnia to Germany and then to the United States, where I started my academic career, has led me to discover, through various tangible interdisciplinary means, the value of the field of the humanities and its real-life manifestations. My interest in the MLA assembly is centered on emphasizing that the humanities is a vital form of interdisciplinary scholarship that needs to be more apparent and present in the minds of students and the public. Throughout my graduate career, I have encountered several problems that graduate students face and that prevent them from adequately conveying this message to their peers and students. These obstacles range from apprehensions surrounding the job market (placement, job security) and labor issues (teaching loads, benefits) to academic pressures and the inability to access mentorship opportunities. If elected, I plan to address these problems threatening the environment of the graduate student body. I believe that by increasing personal agency regarding courses that graduate students teach and by providing opportunities to develop curriculum and pedagogical tools, they will be more prepared to tackle issues surrounding future job placement. It will give graduates the confidence and ability to attain better post-graduation jobs, assist in the improvement of their academic and professional careers, and ultimately benefit the field of the humanities as a whole.

157. **Lisa Haegele.** Grad. student German and comparative lit., Washington Univ. in St. Louis (WUSTL).

MA, Univ. of Pittsburgh. Institutional service (WUSTL): organizing comm., Grad. Student Symposium, Dept. of Germanic Langs. and Lits., 2006–09; library liaison, Dept. of Germanic Langs. and Lits., 2007–08; coch., German Film Series, 2008; Grad. Student Council representative, 2008–09; coconvener, Interdisciplinary Film Studies Reading/Screening Group, spring 2010, spring 2011. Reading group grant, Center for the Humanities, WUSTL, spring 2010, spring 2011; fellow, Berlin Prog. for Advanced German and European Studies, Freie Universität Berlin, 2010–11. Conference presentations: East Carolina Humor Festival and Conference, East Carolina Univ., Nov. 2007; Comparative Lit. Grad. Student Symposium, WUSTL, Mar. 2008; German Studies Assn., 2009.

Statement

The liquidation of language departments in universities across the United States is by now a well-known crisis faced by both students and teachers working in these fields. Yet I remain optimistic. As a graduate student of German and comparative literature, I have been inspired by the many engaging and fruitful discussions that take place among researchers across various language departments and believe that the consolidation of such departments can be a positive institutional change, if we keep in mind how to reap its numerous benefits in the name of scholarship and education. In representing the Central and Rocky Mountain region, I would like to foster discussions on this issue, raising questions such as: If liquidation is a threat, how can we initiate or promote the consolidation of language departments? How can we embrace these institutional changes and use them to our benefit? How can we work together and support one another to minimize our losses, in terms of labor and scholarship, in these transitions? While I believe we can work within these limitations to our own advantage, I also believe that, in a time when the hard sciences are pushing the humanities to the margins with increasing fervor, it is becoming ever more important to rethink and reclaim, in Emily Apter's terms, the "human" in the humanities. As member of the Delegate Assembly, I would like to see the MLA discuss these challenges and develop practical ways for us to exploit our own strengths and secure our place in academia.



158. **David I. Agruss.** Asst. prof. English, Montana State Univ., Bozeman.

PhD, Cornell Univ. Previous appointment: Yale Univ., 2005–08. Winchester Fellowship, Wesleyan Univ., 2003, 2004, 2005; Scholarship and Creativity Grant, Montana State Univ., 2009–10, 2010–11.

Recognition of Achievement in Teaching Award, Cornell Univ., 2003. Founder and dir., Women’s, Gender, and Sexuality Studies, Grad. Colloquium, Yale Univ., 2006–08.

### Statement

Recent debates about how best to ensure the strength of the humanities in the university tend to fall into one of two camps. Some defend the intrinsic value of humanistic inquiry in opposition to the anti-intellectual forces of capitalism, while others argue for the instrumental value of humanistic studies in that they produce quantifiable learning outcomes and practical skill sets. Both positions, while powerful, will do little, however, to move university administrators and governing bodies in this climate of increasingly devastating budget cuts. Instead, we need to marshal a set of arguments that deliberately and strategically put the rhetoric of capitalism to work *for* the humanities such that we make clear the *economic* value of *noninstrumental* humanistic inquiry. For nearly everyone can recollect an “aha!” moment when he or she suddenly thought completely differently about the world, when previously invisible possibilities thrillingly came into view—and these transformative moments invariably occur in humanities classes. The MLA can thus play a powerful role in advocating for the indispensability of the humanities by arguing for the humanities’ ability to foster styles of thinking that lead to innovations impossible to imagine in advance. To this end, the MLA must persistently remind universities of their desire for increased interdisciplinarity and transdisciplinarity in the university of the future, urgently stress the value of studying foreign languages and cultures in this era of increasing globalization, and tirelessly work to protect the rights of increasingly exploited graduate students and adjunct faculty members who make the university possible.

159. **Richard Mark Preiss.** Asst. prof. English, Univ. of Utah.

PhD, Stanford Univ. Mellon Foundation dissertation fellowship, 2003–04; Mabelle McLeod Lewis Memorial Fund Dissertation Fellowship, 2004–05. Shakespeare Assn. of America. Assoc. ed.: *Early English Studies*, 2008–; *Shakespeare Yearbook*, 2008–; *The Hare*, 2010–.

Publications include: ed., William Shakespeare, *The Tempest* (2008); asst. ed., *The Portable Shakespeare* (2004); contrib., *From Performance to Print in Shakespeare’s England* (2006); articles in *Renaissance Drama*, *Shakespeare Yearbook*, *Shakespeare Studies*, *Medieval and Renaissance Drama in England*.

### Statement

Reading past candidate statements, I am struck by two things: (1) they all rehearse the same jeremiads about the declining fortunes of the humanities in an increasingly corporate academy; (2) until now, I had never read them. These sad facts are related. If state legislatures unfriendly to higher education (especially plentiful in the American West) have targeted public universities for fiscal contraction, and if university administrators have disproportionately slashed humanities programs in turn, it is because we have let them; humanists are their own worst enemies. Unlike our colleagues in the sciences, we cannot defend our value individually. We require collective advocacy on a national level, and we are strongest when we speak with one voice. Yet the nature of humanist scholarship inhibits this. Not only is it more solitary, but the retention pressures faced by younger scholars force them to tolerate the ever-tightening conditions that produce those pressures. I am one of those for whom “MLA” has hitherto meant only an annual conference, an opportunity to present papers, interview for jobs, and enhance one’s CV. I have no experience in its government. And that may be my best qualification. The greatest challenge to the humanities today lies not without but in overcoming the complacency of its own practitioners, in building a stronger sense of activism and organizational involvement into our identities as intellectuals. As a representative of both my region and the profession to whose future I am dedicated, this is the most vital mission I can serve.



160. **Robert Elliott Bayliss.** Assoc. prof. Spanish, Univ. of Kansas.

PhD, Indiana Univ. Cramer Professorship in Spanish and Portuguese, Coll. of Liberal Arts and Sciences, Univ. of Kansas, 2009–11.

Publications include: *The Discourse of Courty Love in Seventeenth-Century Spanish Theater* (2008); contrib., *Approaches to Teaching Boccaccio's Decameron* (2000), *Approaches to Teaching Lazarillo de Tormes and the Picaresque Tradition* (2008); articles in *Hispanic Review*, *Bulletin of the Comediantes*, *Comparative Drama*, *Comedia Performance*, *Comparative Literature Studies*.

#### Statement

My experience at the University of Kansas has revealed the profound challenges that higher education (and the humanities in particular) faces amid significant economic and cultural turmoil. The MLA should pool its resources to play a leading role in articulating the value and need for the humanities in such times, and I welcome the opportunity to represent my region and to work toward this goal. As humanists we must do a better job of explaining why our work, including the promotion of intercultural awareness and critical thinking skills, is an essential ingredient in the future prosperity of our country.

#### **161. Eleuterio Santiago-Díaz.** Assoc. prof. Spanish, Univ. of New Mexico.

PhD, Brown Univ. Recognition for Outstanding Teaching, Mortar Board, Tulane Univ., 1999–2000; certificate of recognition for outstanding and valuable contributions to mentoring, research, teaching, and service, Project for New Mexico Grads. of Color (PNMGC), Univ. of New Mexico, May 2008; Outstanding Faculty Award, PNMGC, Univ. of New Mexico, May 2009.

Publications include: *Escritura afropuertorriqueña y modernidad* (2007); contrib., *Marvels of the African World: Cultural Patrimony, New World Connections, and Identities* (2003); articles in *Revista iberoamericana*, *Avanzada*.

#### Statement

We need to keep the MLA Delegate Assembly as a forum to raise awareness of and develop concerted efforts to respond to (1) policies and trends that undermine the place of the humanities in the university curriculum, including the consolidation of language programs as a cost saving strategy, subjecting intellectual work to corporate measures of productivity, and the devaluation of academic work as part of a global agenda to deprofessionalize teaching at all levels; (2) the enduring challenges of hiring and retaining racial minorities in the faculty ranks and attracting racial minorities to graduate programs; (3) the need to support and validate knowledge and epistemologies outside the Eurocentric models of thinking and administering educational programs; and (4) job losses and the challenges facing recent PhD recipients.

### ***VII. Western US and Western Canada (5 contests)***

***Alaska, California, Guam, Hawai'i, Idaho, Nevada, Oregon, Washington; Alberta, British Columbia, Manitoba, Saskatchewan***

#### **162. Kevin G. Guerrieri.** Assoc. prof. Spanish, Univ. of San Diego.

PhD, Univ. of California, Riverside. Fulbright research grant (Colombia), 2000–01. Mortar Board Award in Recognition of Outstanding Scholarship, Leadership, and Service, Alcalá Senior Honor Soc., Univ. of San Diego, 2003–04, 2007–08; Innovation in Experiential Educ. Award, Univ. of San Diego, 2008.

Publications include: *Palabra, poder y nación: La novela moderna en Colombia de 1896 a 1927* (2004); coauthor, *Culture and Customs of Colombia* (1999); contrib., *Understanding Spanish-Speaking South Americans: Bridging Hemispheres* (2003), *Community-Based Learning and the Work of Literature* (2007); articles in *Hispania*, *Explicación de textos literarios*, *Revista de literatura mexicana contemporánea*, *Revista de estudios colombianos*, *Literary Research / Recherche littéraire*.

#### Statement

The primary purpose of the MLA as stated in its constitution—“to promote study, criticism, and research in the more and less commonly taught modern languages and their literatures and to further the common interests of teachers of these subjects”—becomes increasingly important in a continuing climate of economic crisis laden with faculty layoffs, the elimination of language programs, and an official discourse that undervalues the humanities in favor of studies with more “practical applications” in the job market. It is

imperative that the MLA resist the ongoing corporatization of the university and be a strong advocate for all teachers of languages and literatures in the struggle for greater job security and fair compensation that reflects the dignity of this profession. As the chair of a department that is home to nine different languages—Arabic, Mandarin Chinese, French, German, Italian, Japanese, and Spanish, as well as ancient Greek and Latin—I am keenly aware of the issues, challenges, and opportunities for our programs and the association as a whole. My research is focused on Latin American literature and cultural production, and as the former director of Latin American studies I encourage inter- and transdisciplinary approaches and collaboration in our fields of research, extending from the more immediate transborder and Pacific Rim realities of the Western United States and Canada to the transatlantic and beyond. I am particularly interested in initiatives in which teaching and research are equally valued and their interrelatedness is emphasized.

**163. Brian Gordon Kennelly.** Prof. French, California Polytechnic State Univ., San Luis Obispo.

PhD, New York Univ. Ch., Dept. of Modern Langs. and Lits., California Polytechnic State Univ., San Luis Obispo, 2006–09; codir. (2007–08) and dir. (2008–09), Humanities Prog., California Polytechnic State Univ., San Luis Obispo. Previous appointment: Webster Univ., 1997–2006. Fulbright scholarship, 1989–90; Camargo Foundation fellowship, 1994; French govt. summer scholarship, 1995, 1999; NEH summer seminar fellowship, 1998; AATF small grant, 2000; MLA Bibliography Fellowship, 2008–11. Nominee, William T. Kemper Award for Excellence in Teaching, Webster Univ., 2000, 2004; Student Organization Advisor of the Year Award, Webster Univ., 2003; honorary member, Golden Key Intl. Honour Soc., 2010–. Reader, AP examination in French, Educational Testing Service, 1997–2002, 2004, 2006, 2007–09; consultant, Coll. Board, 2005–; asst. examiner, Intl. Baccalaureate, 2008–; AP French Lang. and Culture Curriculum Development and Assessment Comm., Coll. Board, 2008–10; coch., AP French Lang. and Culture Development Comm., Coll. Board, 2010–11, 2011–12. Webster Univ. chapter secretary, AAUP, 1999–2006; dir., St. Louis chapter, AATF, 2000–02; California Lang. Teachers' Assn.; Natl. Educ. Assn. MLA activities: field bibliographer, 2004–; Delegate Assembly, 2005–07, 2008–Jan. 2011; Delegate Assembly Organizing Comm., 2008–Jan. 2011. Advisory board (for lit. and lang.), *Scientific Journals International*, 2006–.

Publications include: *Unfinished Business: Tracing Incompletion in Jean Genet's Posthumously Published Plays* (1997); contrib., *Reader's Guide to Lesbian and Gay Studies* (2000), *Encyclopedia of Erotic Literature* (2006), *The AP Vertical Teams Guide for World Languages and Cultures* (2009); articles in *Dalhousie French Studies*, *FrontPageMagazine.com*, *Journal of Literature, Language, and Linguistics*, *Portal: Journal of Multidisciplinary International Studies*, *Crossing Borders*, *French Review*, *Romance Notes*, *First Monday*, *Bulletin célinien*, *Symposium*.

Statement

As a returning member of the Delegate Assembly (and benefiting from my recent service on the Delegate Assembly Organizing Committee), I would continue to be most concerned with finding ways to do the following: repopulate departments with full-time faculty members and classrooms with students (not mere “clients”); revalue the study of languages and literature as essential components of a liberal arts education and as truly useful to society; rethink the disciplinary boundaries, course offerings, and goals of departments organized on the basis of national boundaries or language families; and resist the corporatizing of the academy.



**164. Gillian H. Harkins.** Assoc. prof. English, Univ. of Washington, Seattle.

PhD, Univ. of California, Berkeley. Soc. of Scholars Research Fellowship, Simpson Center for the Humanities, Univ. of Washington, Seattle, 2004–05; visiting research fellow, Research Centre for Law, Gender, and Sexuality, Univ. of Kent, fall 2008; public humanities grant, Simpson Center for the Humanities, Univ. of Washington, Seattle, 2010–11. Outstanding Undergrad. Teaching Award, Dept. of English, Univ. of Washington, Seattle, spring 2007. Ch., board of directors, Univ. beyond Bars, 2009–11.

Publications include: *Everybody's Family Romance: Reading Incest in Neoliberal America* (2009); contrib., *Incest and the Literary Imagination* (2002), *Realism's Others* (2010); articles in *New Formations*, *Discourse: Journal for Theoretical Studies in Media and Culture*, *Southern Literary Journal*, *FemTap: Journal of Feminist Theory and Practice*.

#### Statement

My professional commitments include maintaining and expanding public access to higher education, clarifying the contribution of humanities scholars to broader social and political debates, and collaborating across departments on the role of cultural studies within humanistic disciplines. I have served on the Diversity Committee and the Executive Committee and as Director of Undergraduate Programs for a large English department at a public research university. I am currently working with nonprofit, community college, and university partners to improve access to higher education for people living in or directly impacted by Washington state prisons.

**165. Anne Helen Stevens.** Assoc. prof. English, Univ. of Nevada, Las Vegas.

PhD, New York Univ. NEH summer seminar fellowship, 2005; Center for Advanced Research award, Univ. of Nevada, Las Vegas (UNLV), 2006. UNLV Foundation Distinguished Teaching Award, 2010. Contrib., *Routledge Annotated Bibliography of English Studies*, 2009–. Conference planning comm., ASECS, 2004–05.

Publications include: *British Historical Fiction before Scott* (2010); articles in *Studies in Eighteenth-Century Culture*, *Critical Inquiry*, *Eighteenth-Century Novel*, *Cardiff Corvey: Reading the Romantic Text*, *Journal of General Education*.

#### Statement

The ongoing economic crisis has only worsened trends that we have been grappling with for a long time now: the erosion of tenure, the dismal state of the academic job market, the diminishing importance of the humanities, the exploitation of graduate students and contingent labor, threats to academic freedom, the corporatization of the university. In the face of decreased state funding, my own university in the past year has considered proposals to, among other things, abolish entire departments in the humanities, fire tenured faculty members, and erode the studies of languages and literature as part of its core mission. Other universities in the Western region (and around the world) are facing similar problems. Languages and literature, the humanities, and the university need to be protected in these perilous times, and I am committed to aiding in that fight.



**166. Julia Reinhard Lupton.** Prof. English and comparative lit., Univ. of California, Irvine.

PhD, Yale Univ. ACLS research fellowship, 2005–06. Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach, New England Resource Center for Higher Educ., 2006; Chancellor's Fellow (for excellence in research), Univ. of California, 2007–10; Living Our Values Faculty Award (for service to campus and community), Univ. of California, Irvine, 2009–10. MLA activities: exec. comm., Div. on Psychological Approaches to Lit., 1996–2000; Radio Comm., 2007–10; William Riley Parker Prize Selection Comm., 2009–11 (ch., 2010). Book review ed., *Psychoanalysis of Culture and Society*, 1995–97. Ed. or advisory boards: *Journal of Cultural and Religious Theory*, 2000–; *Shakespeare Quarterly*, 2007–; *Modern Language Quarterly*, 2008–; *Exemplaria: A Journal of Theory in Medieval and Renaissance Studies*, 2009–.

Publications include: *Afterlives of the Saints: Hagiography, Typology, and Renaissance Literature* (1996), *Citizen-Saints: Shakespeare and Political Theology* (2005), *Thinking with Shakespeare: Essays on Politics and Life* (2011); coauthor, *After Oedipus: Shakespeare in Psychoanalysis* (1993), *D.I.Y. Kids* (2007), *Design Your Life: The Pleasures and Perils of Everyday Things* (2009); coed., *Shakespeare after 9/11: How a Social Trauma Reshapes Interpretation* (2010); guest coed., *Religion and Literature* (2008), *Telos* (2010); contrib., *Representing Ireland* (1993), *Freud / Art / History* (1995), *Repossessions: Psychoanalysis and the Question of Early Modern Culture* (1997), *Psychoanalysis and Race* (1997), *Approaches to Teaching Shorter*

*Elizabethan Poetry* (2000), *Approaches to Teaching Boccaccio's Decameron* (2001), *Approaches to Teaching Shakespeare's Hamlet* (2001), *A Companion to Tragedy* (2005), *Alternative Shakespeares 3* (2007), *Visions of Venice* (2010), *Shakespeare and Religion: Early Modern and Postmodern Perspectives* (2011), *The Return of Theory in Early Modern English Studies: Tarrying with the Subjunctive* (2011); intro., Carl Schmitt, *Hamlet or Hecuba: The Intrusion of Time into the Play* (2009); afterword, *Shakespeare without Class: Misappropriations of Cultural Capital* (2000); articles in *Design Issues*, *Yearbook of Research in English and American Literature*, *Shakespeare International Yearbook*, *Diacritics*, *Social Identities*, *Religion and Literature*, *Shakespeare Quarterly*, *Representations*, *Exemplaria*, *Spenser Studies*.

### Statement

It's time to rebrand literary study as an avenue by which our students can proactively meet the challenges of employment, citizenship, and cultural participation in the twenty-first century while remaining eloquent ambassadors of literary forms and traditions. In the new information economy, everyone does everything, from conducting research and writing copy to wielding the tools of self-publishing and social media. The public humanities, the digital humanities, civic engagement, general education, and instructional technology offer avenues for broadcasting the findings of traditional and emerging fields of literary study. We need to help our undergraduate and graduate students flourish in a world in which reading, writing, research, learning, and teaching assume unexpected forms, from tweet and text message to in-house newsletter and online course. A literary education, composed of exposure to classic and contemporary texts alongside works of critical theory, remains the best way to grasp the tenacity of symbols, the art of rhetoric, the logic of humor, the power of storytelling, and the varieties of affective experience. Yet many of us are allergic to entrepreneurship and stymied by our own specialization, leaving us imperfect marketers of our disciplines. My double life as Shakespeare scholar and design writer, as well as my experience founding an innovative outreach program (Humanities Out There) and running a large and ambitious general education course (Humanities Core), has attuned me to the links between literature and the broader arts of public communication.

### 167. **Marie-Denise Shelton.** Prof. French, Claremont McKenna Coll.

PhD, Univ. of California, Los Angeles. AATF.

Publications include: *Image de la société dans le roman haïtien* (1993), *Haïti et les autres: La révolution imaginée* (2011); coed., *Borders, Exiles, Diaspora* (1998).



### 168. **John Fletcher.** Grad. student lit. and creative writing, Univ. of Alaska, Fairbanks.

MFA (creative writing) and MA (English lit.), Univ. of Alaska, Fairbanks (UAF). Institutional service (UAF): Writing Center tutor, 2008–12; assoc. dir., Writing Center, summer 2010. Commonwealth of Massachusetts Honors Scholar, 2007; Award of Excellence, Phi Kappa Phi, 2008. Conference presentations: Popular Culture Assn. / Amer. Culture Assn., 2007; Rhetoric Soc. of America, 2010.

Publications include review in *Information Society*.

### Statement

As someone who hopes to find a career in academia, I am most interested in finding ways to ensure the ongoing success of literature and language departments. Without detracting from the necessity of continued research, we must also embrace the publicly held image of ourselves as educators. Interdisciplinary programs certainly help relieve the symptoms, but the problems will persist until we attack the root cause. Among our concerns are the increasing corporatization of our institutions, the growing reliance on (and exploitation of) temporary faculty members, and, perhaps most sinister of all, the fundamental resistance of students to deep thinking. Our challenge is to reinvigorate such terms as *textual analysis and interpretation* and *critical thinking* by reclaiming them from buzzword-laden Web sites and pamphlets and making them potent in an atmosphere hostile to those self-same skills. Our challenge is to get students reading again, and reading not class blogs and message boards but books, lest we deny them essential cognitive development to comprehend and employ complex arguments. Our challenge is to slow

down and remember our role as stewards of knowledge not only of hegemonic languages and literatures, traditionally represented by the canon, but also of marginalized ones that are on the verge of extinction, such as the Native Alaskan Tlingit language. Our challenge is to accept the challenge, together.

169. **Emily McGinn.** Grad. student comparative lit., Univ. of Oregon.

MA, Clark Univ. Institutional service (Univ. of Oregon): board member, Comparative Lit. Grad. Student Assn., 2010–. Beall Educational Opportunity Award, Univ. of Oregon, 2010. Conference presentation: MLA, 2009.

Statement

As a graduate student representative I would focus on the particular pressures of professionalization, from balancing family and personal life with research and teaching to publishing. The MLA, with its strong support of academic research for scholars at all levels, can continue to reach out to the newest members of the community. Whether this outreach takes the shape of changing policies and the direction of academia from the inside or of creating forums and support to help graduate students better navigate the current system, I hope to bring a strong voice to the Delegate Assembly and to foster connectivity within this constituency.



170. **Janis Breckenridge.** Asst. prof. Spanish, Whitman Coll.

PhD, Univ. of Chicago. Previous appointments: Hiram Coll., 2004–08; Rhodes Coll, 2003–04. Feministas Unidas Essay Prize, 2007. Reader, AP examination in Spanish, Educational Testing Service, 2008, 2010, 2011. Women’s Caucus for the Modern Langs., LASA, MMLA, RMMLA, Asociación Internacional de Literatura y Cultura Femenina Hispánica, Feministas Unidas. Ed. board, *Nomenclatura: Aproximaciones a estudios hispánicos* (Univ. of Kentucky), 2010–11.

Publications include: contrib., *Tortilleras: Hispanic and U.S. Latina Lesbian Expression* (2003), *Photography and Writing in Latin America: Double Exposures* (2006), *Latin American Jewish Cultural Production* (2009); articles in *Letras femeninas*, *Monographic Review / Revista monográfica*, *Romance Languages Annual*, *Journal of the Midwest Modern Language Association*, *Confluencia*, *Chasqui*, *Feministas unidas*.

Statement

It is during a time of unprecedented crisis that I seek to serve on the MLA Delegate Assembly. Among other pressing matters, we face a profound budget crisis, a crisis in humanities publication, and, perhaps most important, a crisis of autonomy. As a Spanish professor with a research focus in human rights and social justice, I am particularly sensitive to the vulnerabilities of women, minorities, and contingent faculty members and graduate students in higher education. To best represent Region 7, I aim to respond to Rosemary Feal’s call to advocacy (Editor’s Column, Summer 2011 *Newsletter*). The MLA must continue to exert pressure on state and federal legislators, defend the value of the humanities, protest funding cuts for student grants, protect the right to collective bargaining, and speak out against anti-immigration policies.

171. **Margherita R. Long.** Assoc. prof. Japanese and comparative lit., Univ. of California, Riverside.

PhD, Princeton Univ. Japan Foundation fellowship (Inter-Univ. Center, Yokohama), 1993–94; Fulbright-Hays dissertation research grant (Tokyo Univ.), 1994–95; postdoctoral fellowship, Pembroke Center for Teaching and Research on Women, Brown Univ., 2000–01; faculty resident fellowship, Center for Ideas and Soc., Univ. of California, Riverside, winter 2005, winter 2012; seminar grant, Univ. of California Humanities Research Inst., Aug. 2006. Exec. board, Univ. of California Multi-Campus Research Group in Japanese Arts and Globalization, 2008–. Ed. board and review ed., *Mechademia: An Annual Forum for Anime, Manga, and the Fan Arts*, 2011–.

Publications include: *This Perversion Called Love: Reading Tanizaki, Feminist Theory, and Freud* (2009); contrib., *Mechademia 2: Networks of Desire* (2007), *Perversion in Modern Japan: Psychoanalysis, Literature, Culture* (2009); articles in *Differences: A Journal of Feminist Cultural Studies*, *Waseda Bungaku*, *Positions: East Asia Cultures Critique*.

Statement

As a regional delegate from Southern California I would draw from my commitment to integrating two powerful forces: (1) the inherent investment in language and translation by heritage learners and (2) the incitement to critical thinking that only literature and writing about literature can provide. How do we invite our already multilingual undergraduates into the rigors of reading and writing across languages? How do we ensure that they achieve intellectual fluency in at least one language? I am interested in ongoing MLA debates on the role of world literature and translation theory in reinvigorating the discipline of comparative literature. I am also excited by the growth of disciplinary affinity between East Asian studies and critical theory. Finally, as a veteran of concurrent childbearing and tenure years, I am invested in making the university and profession more feminist and family friendly.